

DR. ALLADI P. RAJKUMAR: Sir, kindly see the situation in Andhra Pradesh...

THE VICE-CHAIRMAN (SHRI V. NARAYANASAMY): Kindly hear me. (Interruptions).

DR. ALLADI P. RAJKUMAR: The hon. Prime Minister...

THE VICE-CHAIRMAN (SHRI V. NARAYANASAMY): Would you like to hear me?

DR. ALLADI P. RAJKUMAR: Sir, the Water Resources Minister makes a statement here and the Prime Minister makes a statement in the other House. In Andhra Pradesh the situation is very alarmig. There is going to be bloodshed in Andhra Pradesh. Kindly make it sure that...

THE VICE-CHAIRMAN (SHRI V. NARAYANASAMY): Kindly hear me. Kindly hear me.

DR. ALLADI P. RAJKUMAR: It is the responsibility of the Prime Minister to look after the interests of Andhra Pradesh as well as Karnataka. Karnataka has no right to raise the height of the Dam.

#### Load on Primary School Children

DR. (SHRIMATI) BHARATI RAY (West Bengal): Mr. Vice-Chairman, Sir, this is my first presentation before this august House. Throughout my career, I have been associated with higher education.

THE VICE-CHAIRMAN (SHRI V. NARAYANASAMY): Hon. Members, this is her maiden speech.

DR. (SHRIMATI) BHARATI RAY: Higher education has its roots in primary and secondary education. I want to focus my attention on these roots. I am aware that education is not an independent variable. Education is economics. Education is politics. Education is caste. Education is class. Education is health. Education is nutrition. It certainly reflects the dominant values of the dominant

social classes and castes. Therefore, any fundamental alteration in the system is not possible without some basic socio-economic changes. I am also aware that the formal institutions are not the only sites for learning. They never were. But with the communication explosion many ways of learning and seeing, some useful and some harmful, have opened up. Yet within this limited parameter it is our duty to do our best too improve the quality of education. That is our national responsibility. One can, of course, talk about different aspects of education. This is a multifaceted and multidimensional system. But I would restrict myself only to one aspect i.e. primary education and I will touch upon few aspects of it.

First, I would like to emphasise the need for reducing academic burden on our little children going to primary schools. Yesterday morning, I met a five-year old little girl who was going to school. She was carrying a huge bag on her back. It was very heavy. Frankly, I would hesitate to carry that bag. I came to know that she was in class-1. The books she was carrying were: Hindi—two readers and one book for handwriting. English—two Readers, one practice book, one book of rhymes and one book for hand-writing, Science—five books, environment—one book, cultural studies—one book, maths—one book, art—one book, craft—one book, that makes 18 books, apart from the exercise books. I checked it myself, otherwise, I would have found it difficult to believe. On returning from school, she has to do—I learnt this from her mother—an hour or one-and-half hours' homework. We know how this leads to the mushrooming of tuitions and coaching classes which, after all, only the well-to-do can afford.

The Yashpal Committee, set up to look into this question of academic burden on our school children, submitted a report in 1993. It caught enough media attention. Public debate was generated off and on. But nothing much by way of action has

been taken. The Yashpal Committee termed the school education in our country as "joyless learning" and I would add, pointless learning. The children carry books which give them information so much in detail, so much in bulk, that they cannot digest them. They only memorise. Memory is an important tool. But it can not be a match for the ability to think or the curiosity to explore. What in any case, is the need to memorise a lot of details which one can pick up later in life slowly, steadily and at a comfortable pace. I am aware that there is an argument that in this competitive world, the children should be given requisite knowledge so that they can cope with modern trends. But does it mean that we should encourage them to learn to memorise from the first day in school for future examinations, the motivation of which is only the procurement of good jobs? If that be the motive, we have failed, because our system has not been able to procure jobs, not to mention good jobs, for all our children. We are putting so much emphasis on competitive cramming that we have turned our backs to the more important aspect of personality development. Don't we want to develop the potentials of each of our children? Don't we want to promote values, build character, develop their personality and encourage self-confidence in them? Then, why are we nurturing this habit of cramming at the cost of the overall development of the child? I am not talking only of reducing the load of the school-bag. I am talking of keeping the information load to the minimum so that, as R. K. Narayan, the noted author, once said in this very House, our children may "bloom and not wilt in the dreadful process of learning."

But then, it is not only a question of curricular change, it is a question of perception and of management. Look at the astounding disparity and contradictions in our society. Here is this one child who is pulled out of her bed early in the morning to get ready for

school with a heavy bag on his or her back and there is the other child in the interior villages of the same country, or in the slum area of the same town, who is denied even the minimum primary education. The bag load of books is completely missing in this case. For him or her there is another load to carry, the load of deprivation. This invisible load is more heavy, more back-breaking and more injurious to the body and mind than the visible one. Sir, we do not have enough schools. We do not have enough teachers and the infrastructure facilities are conspicuous by absence. The Educational Statistics of 1993 mention that the number of primary school children in the country is 10,35,38,700. The number of teachers is 17,03,164 only. It means that there are more than 61 students for one teacher and the teaching staff, of course, is not evenly distributed. Naturally, the enrolment rate is low and the drop-out rate is astonishingly high. This drop-out rate according to the Educational Statistics is 36.32 per cent in class I—V. So, one-third of the children who get enrolled stop going to schools even at the primary level. In most cases, the parents cannot allow their children—money-earning children—to go to school and in some cases, the children themselves refuse to compromise with non-comprehension. What the books give them, the "knowledge", is not related to their lives or even if it is related, it is not applicable because of non-comprehension. As a result, education is operating not as an instrument for change, but as a divisive force accentuating the differences between the 'haves' and the 'have-nots'.

I feel that remedial measures are urgently necessary. We should have more schools and more teachers. We should have more infrastructural facilities. We need to organise refresher courses for teachers who are the king pin of our educational system. We need to have parent-teacher meetings for a greater interaction between parents and teachers specially in rural and under privileged

areas. Above all, we must provide some nutritional aids to the deprived sections of our students, in order to give them minimum energy to read, learn and explore.

Sir, the point is not only to ensure universal education but also to give equal opportunities to all students. \*We have to offer facilities particularly to Scheduled Castes, Scheduled Tribes and minority communities with special emphasis on the girl child. Reservation is absolutely necessary under the circumstances. It is the correct policy, but it cannot be a permanent solution. The real task for us is to give equal opportunities to all students to prepare them for their future.

Therefore, I seek to draw the attention of the House to this crucial issue and request the Government, through you, Sir, to see to it that measures and policies are taken to make education meaningful, accessible and joyful to our little children who are tomorrow's nation.

#### Mismanagement of Jawahar Rozgar Yojana Scheme and other matters under D.R.D.A. in the various Districts of Uttar Pradesh

श्री राम रतन राम (उत्तर प्रदेश): उपसभाध्यक्ष महोदय, मैं आपके माध्यम से सरकार का ध्यान ग्रामीण क्षेत्रों में सरकार द्वारा निर्धारित न्यूनतम मजदूरी नहीं दिये जाने के विषय में आकर्षित करना चाहता हूँ। सरकार ने पिछड़े क्षेत्रों के विकास के लिए इंडिस्ट्रियल क्लस्टर डेवलपमेंट एजेंसी के माध्यम से सुनिश्चित रोजगार योजना का एक कार्यक्रम प्रारम्भ किया था। जो सब से ज्यादा पिछड़े क्षेत्र थे उनको इस योजना के अन्तर्गत चयनित किया गया और विभिन्न स्तरों पर समितियाँ बनाई गई। पहली समिति पंचायत स्तर पर, दूसरी ब्लॉक स्तर पर और तीसरी जिला स्तर पर। करीब करीब एक करोड़ की धनराशि प्रत्येक ब्लॉक को दी गई थी। पिछड़े क्षेत्रों में परिसंपत्तियाँ जैसे सड़क, ताल-पोखर, बांध का निर्माण और प्लांटेशन के कार्यक्रम थे। योजना के प्रारूप में कहा गया था कि संबंधित ब्लॉक के गरीबों की रेखा से नीचे जो गरीब भूमिहीन मजदूर हैं उन परिवारों के मजदूरी करने वाले व्यक्तियों की गणना की जाएगी तथा उन्हें

मजदूरी पर जाने के लिए एक कार्ड बनाया जाएगा। मजदूरों को वर्ष में 100 दिन मजदूरी की गारंटी दी जाएगी और प्रत्येक दिन 33 रुपये की दर से मजदूरी दी जाएगी। लेकिन ऐसा न कर के सारे काम को ठेके पर दिया जा रहा है, भारी कमीशन ले कर काम करवाया जा रहा है। न तो समिति गठित की जा रही है और न हीन मजदूरों को कार्ड दिया गया था उनको काम पर लिया जा रहा है। जिनको काम दिया जा रहा है उनको मजदूरी नहीं दी जा रही है। उनका शोषण किया जा रहा है। ठेकेदार मजदूरों से 20-25 रुपये पर काम करवा लेते हैं लेकिन सरकार से 33 रुपये चार्ज करते हैं। इस प्रकार से पूरा का पूरा रुपया सही दिशा में खर्च नहीं हो रहा है।

बाराबंकी जिले में एक बी०ओ०ओ० ने रुपया कमाने का, गरीबों का शोषण करने का, मजदूरों का शोषण करने का एक नया तरीका अपनाया है उसने निम्न और अनुसूचित जाति के जो मकान सरकार की ओर से बनाए जाते हैं प्रत्येक मकान से उसने एक हजार रुपया वसूली की है और जब एक ब्लॉक में मकान बना लिए तो अपनी ट्रांसफर उसने दूसरे हैदराबाद ब्लॉक में कर लिया। यह बाराबंकी जिले की बात है। वहाँ पर भी उसने यही धंधा शुरू किया। जब वहाँ के लोगों ने चिल्लाना शुरू किया और वहाँ पर जब मजदूरों को मजदूरी नहीं दी गई तो लोगों ने आंदोलन किया तब जा करके इसकी जांच शुरू हुई है। मान्यवर, यह बात बाराबंकी जिले में ही नहीं है, बल्कि मिर्जापुर, सोनभद्र, बनारस, गाजीपुर आदि सभी जिलों में प्रचलित है जहाँ पर कि मजदूरों को मजदूरी पूरी नहीं दी जा रही है और काम ठेके पर कराया जा रहा है। वहाँ पर इंजीनियर लोग भी ठेकेदारों से मिले हुए हैं। मस्टर रोल, की डिमांड डी०आर०डी०ए० करता है, वह मस्टर रोल नहीं भेजते हैं जिससे कि काम भी बाधित हो रहा है। हमने अपने काम सजेस्ट किए हुए हैं उस पर मस्टर रोल देते नहीं हैं और जो काम शेष है वह धनराशि वहाँ उपलब्ध नहीं हो पा रही है।

मैं चाहूंगा कि शासन इस बारे में सख्त बरते और जो मजदूरों को न्यूनतम मजदूरी है वह मजदूरी उनके दिलाए। धन्यवाद।

THE VICE-CHAIRMAN (SHRI V. NARAYANASAMY): Now I adjourn the House for lunch till 2.30 P.M.

The House then adjourned at thirty-one minutes past one of the clock.