

that is also a question and these things are being done and we have provided all these things. As far as A-23 Airbus is concerned that is a new Airbus which we are going to get, is a very sophisticated machine and all the sophistication is going to be used for flying and landing and all those things. Now that sophistication which is there on Airbus A-23 can be used where foggy conditions are there, where cloudy conditions are there, where dusty conditions are there and all those things. In Europe and other places, these conditions remain there for more than six months or seven months but here we have conditions of that nature only for two months or three months. Now, these instruments will be useful for landing and all that. But it is not that without these instruments, landing cannot be done. Even in most advanced countries, even in America, where 6,000 aerodromes are there, excepting 50 or 60 aerodromes, all these facilities are not there. All these facilities are not there. Even then the landing is done. So, the other facilities which are used for these purposes and the instruments, we will try to provide in a phased manner.

Effect of Pre-schooling on child development

*223. SHRI SHIV PRATAP MISHRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government's attention has been drawn to a news item which appeared in Delhi edition of Indian Express dated 16th April, 1989 under the Caption 'Pre-schooling hits child development';

(b) whether Government propose to exercise some control over nursery schools in the country and prescribe a reduced syllabus for the children; if so, what are the details thereof; and

(c) if not, what are the reasons therefor?

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L. P. SHAHI): (a) Yes, Sir.

(b) and (c) The Programme of Action under National Policy on Education, 1986 envisages several strategies for making Early Childhood Care and Education child-centred and focussed on play—such as training of pre-school workers, provisions of adequate toys, picture books and play materials, and community involvement. These strategies are being progressively implemented by the Centre and States through Integrated Child Development Services and other Schemes. The qualitative change being sought is not primarily a matter of control and regulation of schools which falls within the purview of State Governments.

SHRI SHIV PRATAP MISHRA : Mr. Chairman, Sir, I would like to know whether the Government is aware that the major culprits in this regard are private teaching shops which have become popular due to low teaching standards of the Government schools. If so, what steps, the Government proposes to take to improve teaching standards in such schools?

SHRI L. P. SHAHI : Sir, as I said in relation to another question in the House, the Government of India has launched the 'Operation Blackboard' for improving the standard in elementary schools throughout the country. At the secondary stage also, we have introduced schemes for upgrading science education and for vocational education in a phased manner.

So, these are the different schemes under which the Government of India has taken up a massive programme, for improving the quality of education at elementary and secondary levels. So far as this question is concerned, the article mentioned reports the views expressed in a seminar organised by the India International Centre. One of the experts said that pre-schooling is harmful for the development of the child. We know it for a matter of fact and we also see in our own houses that we try to give an element of reading to the child even before the age of five. How would the student complete the graduation at the age of 19, if he does not start even before five? It is the anxiety of parents to make the child read and write even before the age of five. All of us would have observed, in our own houses or in the houses of neighbours, that there is an anxiety among parents to get the child read and write earlier. What has appeared in the paper is an opinion expressed by an expert who feels that there should be no schooling and the child should not be burdened before the age of five. These are matters of opinion which differs from expert to expert. But this cannot be a subject-matter of control. If at all it is a matter of control, then it is in the hands of the State Governments because primary education and secondary education are primarily with the State Governments and they have to manage them. They do not come under the purview of the Central Government to introduce any control in this respect.

SHRI SHIV PRATAP MISHRA : Sir, I want to know, through you, from the hon. Minister whether it is a fact that English medium schools run by private bodies are increasingly

becoming popular among people and if so, whether the Government proposes to run English medium schools of its own.

SHRI L. P. SHAHI : There is no such proposal. If English medium schools are becoming popular in the Capital, it is because of the guardians' preference for it and not because of the quality of education.

SHRI P. N. SUKUL : Mr. Chairman, Sir, it is fact that philosophers like Jidhu Krishnamurthy have been opposed thoroughly to the schooling of children and deliberate thrusting of knowledge into their brains. Here, Sir, It is said that pre-schooling hits child development. I think pre-schooling hits child development as much as its absence, or may be, more. Today, in places like Delhi, in Kendriya Vidyalayas or in other schools, seats are very limited and fees are very exorbitant with the result that hundred and thousands of children every year do not get pre-schooling at all. So, I would like to know from the hon. Minister if the Government intends to create more schools or more seats for these children. And will the Government kindly also try to have the fees reduced in the existing schools?

SHRI L. P. SHAHI : So far as Kendriya Vidyalayas are concerned, the question of fees does not arise. I think the hon. Member is aware of it. So far as other private institutions are concerned most of them are unaided and they do not seek any financial assistance from Government and they charge their own fees and they work between the parents and the school authorities. So far as private schools are concerned, I wish to bring to the notice of the House, that all the private schools have the system

of a manager. The principal alone is not sufficient. They have another manager to manage and control it. So, that is something between the guardians' preference and the exploitation of the preference of the guardians by those who are running these pre-schooling institutions.

MR. CHAIRMAN : Yes, Dr. R. K. Poddar.

DR. R. K. PODDAR : Sir, I agree with the honorable Minister that the experts differ over the question whether the children should be taught from the pre-school stage itself or not. But, on one point, the experts agree and it is this that what is taught in the pre-school stage is unscientific and unacademic in character. Now, I do not agree with the Minister that this cannot be controlled. These private schools, mostly the pre-schooling training institutions, the LKGs and UKGs, are nothing but teaching shops. They are just simple professional business establishments which recruits unqualified teachers mostly on a mere pittance of a salary. So, why not the Central Government step in and convene a conference of the State Education Ministers and find out some modalities to control these teaching shop?

SHRI L. P. SHAHI : Yes, Sir. There is a Central Advisory Board on Education.

MR. CHAIRMAN : No. He says that you should call for a meeting of the State Education Ministers dealing with primary education. The Central Board is a bigger body. He says that because this is a subject which concerns the States, you can only talk to them. That is all. I do not think you can have any objection.

SHRI L. P. SHAHI : There is no objection to that. In fact, what

I was about to state was that to that meeting all the State Education Ministers are invited and they can take a decision after arriving at a consensus on this matter. We can discuss this matter there.

MR. CHAIRMAN : Mr. Shahi, you have a bigger agenda for the CAB meeting. What the Member wants is a meeting of the Education Ministers for this purpose only.

DR. R. K. PODDAR : Education is at many levels, primary, secondary, college and university levels. But I request you specifically to convene a meeting of the Education Ministers involving primary education.

SHRI L. P. SHAHI : We will consider that.

MR. CHAIRMAN : Yes, Mr. Deshmukh.

SHRI SHANKARRAO NARAYANRAO DESHMUKH : Sir, I would like to know how many such pre-schooling institutions are there in the country and how many of them are run by the Missions and other bodies.

SHRI L. P. SHAHI : Sir, I do not have the number of such schools run by different agencies because there is no system of registration as such. Pre-school institutions are mostly run by private people.

MR. CHAIRMAN : All right Question No. 224.

लम्बी दूरी की रेलगाड़ियों में कंडक्टर
गाइ/यात्रा टिकट निरीक्षक

*224. श्री हरि सिंह: क्या रेल मंत्री यह बताने कृपा करेंगे कि :

(क) लम्बी दूरी की रेलगाड़ियों में अर्शक्षित स्थान यक्त सवानी डिब्बों में