

[Shri Nirmal Chatterjee]

this not be audited by the Comptroller and Auditor General of India? Thank you.

श्री श्रीमती इशविबेग : उपसभाध्यक्ष महोदय, मैं आपका अत्यंत आभारी हूँ कि आपने मुझे इस बिल पर बोलने के लिए समय दिया। मैं सिर्फ दो सुझाव देना चाहता हूँ। मेरा सुझाव यह है कि वर्तमान परिस्थितियों में जो हमारे राष्ट्रीयकृत बैंक हैं वे हाउसिंग के लिए जो एडवॉन्स देते हैं, उसका सिर्फ आधा प्रतिशत ही गृह योजनाओं के लिए दिया जाता है। मैं मंत्री जी से यह मांग करूँगा कि रिजर्व बैंक के माध्यम से यह जो आधा प्रतिशत ऋण दिया जाता है उसको बढ़ाकर कम से कम 2 से 5 प्रतिशत किया जाना चाहिए और हमारे नेशनलाइज्ड बैंक हाउसिंग के लिए यह धनराशि जुटाएँ। मैं आशा करता हूँ कि माननीय मंत्री जो इस मांग को स्वीकार करेंगे।

दूसरी बात मैं यह कहना चाहता हूँ कि हमारे साधियों ने बहुत से सुझाव दिये हैं, जैसे श्री विठ्ठलभाई ने और दूसरे साधियों ने जो बातें कही हैं उनका मैं समर्थन करता हूँ। यह जो मांग उठाई गई है कि जो निवेशक बोर्ड है उसमें एक जन प्रतिनिधि अवश्य होना चाहिए, उस पर विचार किया जाना चाहिए, जन प्रतिनिधि के साथ-साथ इन लोगों को इस क्षेत्र में अनुभव है, जो इस व्यवसाय में है, जैसे हुडको जैसी संस्थाएँ हैं, उनके प्रतिनिधि भी जब तक इस बोर्ड में नहीं होंगे तब तक उनके अनुभव का लाभ कैसे उठाया जा सकता है? अगर हम उनके धामन का लाभ नहीं उठाएंगे तो उनका धामन व्यर्थ बन जाता है। इसलिए मैं आपके माध्यम से मंत्री महोदय से मांग करता हूँ कि इसके अन्दर आप ऐसे क्लज अवश्य बनाइये जिससे बोर्ड में जन प्रतिनिधि, लोक सभा और राज्य सभा के तथा हुडको जैसी संस्थाओं के प्रतिनिधि उसमें शामिल किये जा सकें।

अंत में मेरा तीसरा मुद्दा यह है कि ज्यादातर हमारी आबादी वीकर सेक्शन की है। हम प्रावधान कर रहे हैं कि वीकर

सेक्शन के प्रत्येक परिवार को कम से कम एक घर रहने के लिए मिले। लेकिन ऐसे लोगों को बैंकों से जो ऋण मिलता है उसका इंटरेस्ट रेट इतना ज्यादा होता है कि इस सुविधा का लाभ वे लोग नहीं उठा पाते हैं। इस सुविधा का लाभ वीकर सेक्शन तक पहुँचे इसलिए मैं आपके माध्यम से मंत्री महोदय से यह मांग करना चाहता हूँ कि वीकर सेक्शन के अप-लिफ्टमेंट के लिए आपने बहुत कुछ किया है और हमारी दूसरी तरफ के लोगों ने इसको क्रेडिटसाइड भी किया है, लेकिन आप वीकर सेक्शन के उत्थान के लिए काम करने रहे हैं। इसलिए आप बैंक से धन के लिए बैंकों के द्वारा माँग बनाने के लिए दिये जाने वाले ऋण के इंटरेस्ट रेट में कमी लाने के लिए इस बिल के अन्दर प्रावधान जरूर कीजिए। मैं फिर आपका आभारी हूँ कि आपने मुझे बिल पर बोलने का समय दिया।

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): The discussion on the Bill is over. The Minister will reply-tomorrow. Now, we will take up half-an-hour discussion.

6.00 P.M.

Half-an-hour Discussion on points arising out of the Answers given in the Rajya Sabha on the 11th November, 1987 to starred Question 62 the regarding univer-salisation of elementary education

PROF. C. LAKSHMANNA (Andhra Pradesh) Mr. Vice-Chairman; Sir, we are venturing upon a very important discussion. It is a very vital discussion in the sense that what has not been fulfilled by way of constitutional obligation so long after forty years is the topic 'for discussion today as to how we are going to fulfil the constitutional obligation. The Constitution provides that all those up to the age of 14 years should be effectively in the schools, should go through the schooling by 1960, We are now in 1987. The hope expressed earlier by the hon. Minister was that by the end of the century, almost

98 to 99 per cent of this group of children will be in the schools effectively. ! I hope, I am making a correct statement as to what the Minister has earlier stated. Now if this has to be fulfilled, we have to understand what is the tremendousness of this task. How this tremendous task would be performed without taking certain concrete steps? The illiterates as on 1981 in this country were 457 millions. This is a figure I am quoting from ...(*Interruption*).

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND THE MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P. V. NARASIMHA RAO): Our target is on children.

PROF. C. LAKSHMANNA: Yes, yes, I am coming to that. Now almost one-fourth of this would be children and how they have to be covered? Even in 1981 the illiterates were 437 millions as per the document which has not been brought out but I have got this figure from the National Literacy Mission. This is the figure given there and the rate at which the drop-out is continuing and the population is increasing, the illiterates must be over 500 millions as on today in the year 1987. Now, in the "Challeng of Education" document, it was claimed that 11 crores children are in the elementary stage. That means the document refers to 1985 and therefore, approximately, one-fourth of the illiterates, they are claimed to be in that elementary stage and it has also claimed that the enrolment at that stage was 93.5 per cent at the primary level but it was again stated that by the time a child reaches Class VIII, only 23 out of 100 reach class VIII. That means in class VIII a child is approximately of 14 years. That means there has been a drop-out rate of 77 per cent. I am not using any other document except the four official documents for today's discussion and those who are in class-I by the time they come to class V, the dropout rate is 50 per cent. (*interruption*). We are not going into those details but this is the position. Now, while we accept for argument's sake that there was 93.4 per cent enrolment at the primary

level and about 11 crores of people were in the elementary stage, we accept for argument's sake ... (*Interruption*).

SHRI P. V. NARASIMHA RAO: You are relying on figures which are given to you. Those figures are for all purposes. Then why for argument's sake only?

PROF. C. LAKSHMANNA: In a way. I have got my reservations. I am only saying, basing upon figures, let us for argument's sake accept. This document itself says that this varies between three factors, namely sections, States and sexes. It says that in Assam it is only 62.9 per cent enrolment and in a particular district in Rajasthan it is only 17 per cent among girls. I am only saying all this to impress upon the House one fact that the number of children in the age group of 1 to 14 who are illiterate is of a tremendous magnitude. This is in terms of the number of people. In terms of facilities, or lack of facilities, also it is staggering. Now, I come to habitations with more than 300 people. There are about 1.19 lakh such habitations, out of 9.33 lakh habitations, which are habitations without schools. That means about two lakh villages, you call them habitations are without any school. Then, in the rest of them, that is 9.33 lakh minus 1.19 lakh, forty per cent have no pucca buildings. That means there are schools either in huts or under the tree—I do not know what it is. Nonetheless, it is given that forty per cent are without pucca buildings and almost forty per cent, 39.72 per cent do not have black-boards at all. 59.50 per cent of these habitations are without drinking water and 35 per cent have a single teacher who has to attend to three or four classes. Therefore, the number of illiterates in the general population and the number of illiterates in that particular section, namely 1 to 14 age group, are having staggering figures. If you have to claim that by the end of this century, by 1998, we will be able to have full enrolment, 97 or 98 per cent enrolment, effective enrolment wherein everybody who goes to school stays and there is no

[Prof C. lakshman] . . .

ties are created, namely pucca buildings where there are no buildings, at least two ciiss "rooms in such buildings, blackboards, drinking water and other facilities. Over and above that, the number or single-teacher schools, which 11 mentioned, should also be taken care of. You have also envisaged to bring about a qualitative change in the student himself or herself. For that you have throught in terms of small play ground and recreation and so on and so forth. This is the second aspect of it which we have to seriously consider.

Now comes the other group. I have talked about the are group of 1 to 14. According to the TMTE, the number of il literates in the age group of 15 to 35, in 1951,— only for the sake of know ing the figures—was 91 millions and it rose to 110 millions in the year 1981 and it will become 116 millions. This is very pertinent. But you are hopeful that you would be able to bring this down again to 102 million by 2001. What does it mean? It means those who are during this peri. od in the group 1 to 14 alone can get into 14 to 35 in 2001. Therefore, you admit that you would not be able to attend to the full enrolment, to the effective enrolment, in the schools from 1 to 14 during this people in this group of 15 to 35. This TMTE did not say that it will come down to 91 million people nor did it say that It will come down at all. The maximum that can happen is that it will come down to 110 million people in this group of 15 to 35. This is the magnitude of the problem. As I had told you earlier...

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Please conclude now. You have already taken twelve minutes. There are six speakers more wanting to speak.

श्री जगदम्बी प्रसाद यादव (बिहार) :  
उपसभाध्यक्ष महोदय, यह 6 बजे के  
बाद है ।

उपसभाध्यक्ष (श्री जगेश देसाई) :  
फिर क्या बात है ।

श्री जगदम्बी प्रसाद यादव : 6 बजे  
के बाद बोलने वाले ये ही हैं तो इनको  
बोलने दीजिए, कितना बोलें । इनके  
बाद कुछ है नहीं ... (व्यवधान)  
छात्र विषय है, ऐसा विषय नहीं है ...  
(व्यवधान) उन्होंने स्वयं कहा था ।

PROF. C. LAKSHMANNA: At that time I had told you that the Kothari Commission recommended 6 to 8 per cent of the Union Government's Budget to be spent on education so that the targets fixed the quality goals envisaged, by the Kothari Commission could be fulfilled. At that time I said it was 2 or 2.1 per cent of the Budget. The Minister was kind enough to say then that it had come to 3 almost...

SHRI P. V. NARASIMHARAO: The policy was in terms of GNP, national income. That was the base on which it was calculated in the 1968 Policy. The New Policy says that we will attain it, and that it will be possible to exceed it. That is what the New Policy has clearly spelt out.

PROF. C. LAKSHMANNA: Any how-it was also stated, during the next two years an effort will be made to come somewhere near 6 per cent and further efforts will be made that it will be 8 per cent in the Eighth Plan. This was the statement made. Subsequently you added 800 crores to meet some of these needs. A major thrust was Navodaya School...

SHRI P. V. NARASIMHA RAO: No; the major thrust was Operation Black Board and the NFE.

PROF. C. LAKSHMANNA: Anyhow it was Navodaya School because it was an attractive concept and then Black Board...

*Housing*

SHRI P. V. NARASIMHA RAO: Navodaya School had nothing to do with it. Let us face facts. Navodaya concept or the model school as it was called at that time, originated even before the. Policy was taken up. please do not mix the two. On the completion of the policy, in pursuance of its implementation out of these 800 crores which item got the major share? Operation Black Board and NFE. These are the two. If you add up these two figures, you find there will be more than there had ever been in the past. As percentage of the total also it has been the highest.

PROF. C. LAKSHMANNA: Obviously, when you say NFE and Black Board put together, it is more than in the past. But definitely it is not in tune with what has been suggested by a highly expert, technical, commission like the Kothari Commission. Still we are falling short of it. Now, the problem is how this is to be realised. I have gone through the three documents. What bothers me is that none of them makes any specific appraisal, specific evaluation, of what has happened in these six months because the time has now come when you need not wait for one year or for two years to make an evaluation of programmes, but you can do it as things happen or you can have, what they call, concurrent evaluation. I was going through the documents very carefully and I am only coming to (1) "The Programme of Action", (2) The National Policy on Education—Implementation Report", and (3) "The National Literacy Mission". The National Literacy Mission" talks in terms of things which are very interesting and which have been all the while talked about. They talk about global strategies about which we will not worry now. In that they say, "increased motivation", "to secure people's participation", "increased involvement of voluntary agencies", "substantial improvement in on-going programmes", "launching mass movements", "availability of learning materials etc. etc and these are all the strategies. I am not finding any single strategy which was not enunciated earlier. But what I am interested in is what has been the achievement on the ground, at the grass-roots

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level. any of one of these, strategies,;-If the Minister can tell me that they have been able to ensure increased motivation up to this extent, if he is able to say that they have been able to get people's participation to this extent and he is able to say to this extent, if he is able to say that this is the progress in terms of involvement of voluntary agencies, and so on and so forth, then I would be willing to accept, what he says. But then the unfortunate part is that the National Literacy Mission also gives target dates. I am seeing that on the whole target dates from June to December have been given and not even a single one has been fulfilled. If a technology mission of this order, of this importance and of this urgency fails to fulfil, in the first six months, of what has been laid down by itself, before itself, and if the Minister tells me that subsequently they would be able to catch up and still would be able to reach universalisation of elementary education by the end of the century, then I think, it will be a sort of taking us for a ride. The country has been taken for a ride for forty years and we have not much time left. Therefore, I would like to request the honourable Minister to tell me concretely what has happened over the period of these six months, what has been the improvement in enrolment and reduction in enrolment and how much he would be able to reduce in terms of dropouts from Class 1 to Class 5 and from Class 6 to Class 8. I would like to request him to tell us what has been the performance, on the basis of figures, during the last six months. I am not talking about the earlier period. Similarly, I do not want to go into the Implementation Report. But still I would like to point out one thing. So much is being talked about "Operation Blackboard". But, with regard to implementation, he does not say that he has achieved what was stated, that is, "two reasonably large rooms usable in all weather conditions...".

SHRI P. V. NARASIMHA RAO: You want me to say that these have already been constructed within six months all over the country?

PROF. C LAKSHMANNA: I would like to know how many of the schools have been able to get these two reasonably large rooms which are all-weather rooms ... (*Time bells rings*)... I am finishing now, Sir. I would like to know how many of the schools have been able to get toys and games materials blackboards, maps, charts and other learning material, how much has been obtained, what the sources are through which they have been brought or produced, how they have been distributed, what the distribution mechanism is, how they have been received and stocked and so on. I would like to know how they have been stocked since they do not have even buildings. These are the points to which I would like the honourable Minister to reply. Finally, a second teacher, preferably a woman: I think it is a very laudable objective. I would like to know how many teachers are available, how they were recruited, who recruited them, and to what extent this has been fulfilled. If he is able to give answers to these and similar questions... (*Time bell rings*) I am not asking any further questions. I shall be happy if the Minister gives his answers in concrete terms. I know the Minister is giving philosophical answer to everybody, I have great admiration for him for that. But I want to have it in concrete terms. Will he be able to say that universalisation of primary education which could not be done during the last 40 years will be done in the next 13 years?

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Shri Vishwa Bandhu Gupta. Please put only questions.

SHRI VISHWA BANDHU GUPTA (Delhi): Sir, I will be very brief, as you know.

Mr. Vice-Chairman, Sir, I thank you for the opportunity given to me to be able to speak on this half-hour discussion on the universalisation of elementary education. As one who has devoted a large part of my life-time to media and communication I have a natural concern with education which is another element of communication perhaps among the major elements.

Notwithstanding my hon. friend, Prof. Lakshman's exposition on the subject we have just heard, I would like to go briefly into the genesis of this discussion. As you may recall, the subject came up in a question in this House on the 11th of this month. There was such a vigorous barrage of supplementaries that the hon. Minister of Human Resources Development was constrained to plead that he could not possibly answer such omnibus questions in the course of the Question Hour. This despite the fact that the hon. Chairman was kind enough to allow an inordinate time for this subject. Hence we have this half-hour discussion.

Mr. Vice-Chairman, Sir, the Opposition's clamour is understandable since they are accustomed to try and trip the Treasury Benches, no matter what the issue. They are used to injecting pessimism into all efforts made either by the Government or others connected with the establishment in any matter designed to advance the country's progress. Whether they can do any better if given the chance is a moot point. Their performance, when they were once at the helm, speaks for itself. Nevertheless, one must say that on the question of education, particularly education for all, the young and the old, the long and short and the tall, so to speak, there is an understandable concern and scepticism. And this is not confined to the Opposition alone. It exists in scholastic and academic circles also, that is, among those who have no motivated reason to be sceptical. So it is very important that this doubt and hesitancy, the sense of not being convinced must be cleared by a hard look at the subject and by tangible and credible assurances and examples of sincerity and purpose on the part of the Government and a guarantee that this will not fall into the category of so many promising and spectacular projects which eventually came to nothing. I say this in the context of the realities of the situation as it has existed from the time of Independence and its dismal deterioration in the years intervening today. I say this in the context of statements and confessions made by so many of our dis-

tinguished educationists and pur, eminent Ministers of Education. The very first Minister, the venerable Maulana Abul Kalam Azad, upon hearing President Dr. Rajendra Prasad publicly expressing his dissatisfaction with the educational system in the country and its lacking any direction, readily conceded that this was indeed so and that the Government would undertake a vigorous initiative in this matter. Maulana Azad's own complaint was that the education system remained a hangover of the British days and did not reflect the new reality.

The surprising thing is that practically every succeeding Minister over these many decades and the list is quite formidable—I will mention only a few—Shri Shrimali, Dr. Humayun Kabir, Shri Chagla, Dr. Triguna Sen, Dr. Zakir Hussain, Shri Fakhruddin Ali Ahmed, Shri Monomohan Das, and even our Janata friend, Shri Chandar Chundar — all, expressed helplessness in making any significant dent in the educational system or in working out any landmark innovations to bring education to all the people. Indeed the redoubtable Dr. V. K. R. V. Rao went even so far as to say at a public meeting after he had laid down office that he felt he had been not a Minister of Education but Minister of Ignorance and illiteracy!

Perhaps he was acutely conscious that we were far, far from the noble promise in the Directive principles of the Constitution that there shall be free and compulsory education for all children till they complete the age of fourteen which monumental task had been given just ten years in the Constitution to fulfil.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Please be very brief now.

SHRI VISHWA BANDHU GUPTA: Mr. Vice-Chairman, Sir, you will have to bear with me. I will take a few minutes.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): The Half-an-Hour Discussion can go up to one hour and not more.

SHRI VISHWA BANDHU GUPTA: Unless you permit me to make my point, how can I make it?

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Please make a pointed point.

SHRI VISHWA BANDHU GUPTA: I am making a point. You will see the point I am trying to make.

As we know schools, colleges, universities, technological institutes, and academies of higher learning were set up. Voluntary agencies provided a big thrust for literacy and adult education. But nowhere were we near that promise in the Constitution. It must of course be borne in mind that while the population of India after partition was about 255 million (98 million has separated) our population today is around 700 million—a staggering increase. Thus while literates have grown from 60 million in 1951 to 248 million in 1981 the population increase has acted as an undertow increasing the number of illiterates as well. But it is significant to note in the thirty years from 1951 to 1981 (based on the census years) while population increase has been doubled, the literates have become four times as many, while the illiterates have increased by only one-and-a-half. This is one point I want to make.

Mr. Vice-Chairman, it was stated by an honourable member of the Opposition the other day that Government's claim about universalisation of elementary education by 1991 and 1995 was a tall one. It was said that the number of illiterates was increasing by leaps and bounds. It was stated by another honourable member, in a rather large generalisation, that nothing had been done by Government to fulfil the commitment in the Constitution.

I would urge that we see this problem from two angles. Undoubtedly if the population increases at a breakneck speed illiteracy will increase by leaps and bounds. Perhaps we should all devote more attention outside the House to help in

[Shri Vishwa Bandhu Gupta] some significant arrest in population growth. Secondly, as the Honourable Minister of Human Resources mentioned rather pointedly, primary education has come within the purview of the Central Government for the first time. Education has been a State subject all these years and continues to be so with the Centre helping from the sidelines so to speak. The helplessness of past ministers and their frustration is partly explained by this fact of life. For the first time a National Policy on Education with wide ramifications has been enunciated. For the first time the Central Government has formulated a massive programme of action. The policy and programme take an all-embracing view of the structure, organisation and drive of our education. For the first time a serious effort is being made to close the gap between the educated and the uneducated, the literate and the illiterate.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Now please conclude. You have already taken ten minutes.

SHRI NIRMAL CHATTERJEE (West Bengal): Ten minutes is nothing.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): It is only a Half-An-Hour Discussion, it is not a Short Duration Discussion.

SHRI VISHWA BANDHU GUPTA: I will take just two more minutes, Sir. The very fact that such massive inputs as a hundred crore rupees have been earmarked in a single year for not more than black-boards, buildings, playgrounds, and educational facilities for primary schools speaks volumes for the seriousness of the Government's intent. This my hon. friends, is only the beginning. More is yet to come. Of course, I know the sceptics in the Opposition—and they seem to—will see in this dynamic programme one more gimmick in our party's and Government's programme. But I hold that this is not true. You cannot, except cynically, dismiss every initiative as only motivated. If you take that the nation will never move.

Mr Vice-Chairman, Sir, I would like to commend to the hon. Members one other aspect of the new policy and programme. It is the use of the new electronic media which is to be extensively used in non-formal education. As I said earlier as a practitioner in media it gives me great pleasure that this particular medium is to be part of the baggage of this exciting new journey into education for the millions of our countrymen. Thanks to our beloved leader Shrimati Indira Gandhi's vision we have an extensive system embracing 70 Per cent of our vast country which covers television. And we are using television and video for communication and—thanks, if I may say so, to our colour-conscious hon. Shri Vasant Sathe!

I would urge that we should exploit every avenue to fulfil the forty year old promise we made to the nation and people that we would give the best of life, the best of opportunity—and most of all the best to achieve the fundamental right to know, to be informed and to be enlightened.

Mr. Vice-Chairman, Sir, I will now expect our hon. Minister to enlighten us further with unassailable facts and argument how he will carry out this sacred obligation he has undertaken—and I wish him well in this task.

Thank you Sir.

**श्री अजीत जोगी (मध्य प्रदेश) :**  
उपमहाप्रदेश महोदय, हमारा देश विपुल संसाधनों और संपदाओं का देश है। बड़ी उपजाऊ जमीन है, बड़े हरे-भरे घनाढ़्य जंगल हैं। नदियों में होना बहा हुआ पानी है। जमीन के नीचे खनिज हैं और इन सब संपदाओं में सबसे अधिक बहुमूल्य अगर कोई संपदा है तो वह हमारे नागरिक हैं। इन नागरिकों के व्यक्तित्व का विकास ही शिक्षा का पर्याय है। शिक्षा को हमारे शास्त्रों में एक बहुत पुरानी परिभाषा दी गयी है।

कि वह जो हमें मुक्त करती है—अज्ञानता से, शोषण से, अंधकार से, वही शिक्षा है। शिक्षा के विभिन्न पहलू हैं—प्राथमिक शिक्षा, कालेज की शिक्षा, तकनीकी शिक्षा और व्यवसायिक शिक्षा। शिक्षा के इन पहलुओं में अगर कोई सबसे महत्वपूर्ण पहलू है तो वह प्राथमिक शिक्षा का है। उपर्युक्त महोदय, मैं इसके इतिहास में नहीं जाना चाहूंगा, चार बार प्रयास किए गए कि अनिवार्य प्राथमिक शिक्षा के उद्देश्य की पूर्ति हो। सबसे पहले हमारे संविधान के निर्माताओं ने अनुच्छेद-45 के माध्यम से यह संकल्प किया कि 10 साल में अनिवार्य शालेय शिक्षा के लक्ष्य की पूर्ति हो जाएगी। वह पूरा नहीं हो सका। उसके बाद 1968 में शिक्षा नीति बनी। उसके बाद बीच में शिक्षा को कॉन्फ्रेंट लिस्ट में लाने के लिए संविधान में संशोधन किया गया और अंत में जब अब चौथा प्रयास हमारे नेता राजीव गांधी जी के नेतृत्व में नयी शिक्षा नीति के रूप में किया गया है। चौथा प्रयास हमारे नेता राजीव गांधी जी के नेतृत्व में नयी शिक्षा नीति के रूप में किया गया है, जिस का मैं कहूंगा कि सबसे से बड़ा पहलू प्राथमिक शिक्षा है और यह इस में संकल्प किया गया है कि अनिवार्य रूप से बच्चों को दर्ज किया जाएगा और यह सुनिश्चित किया जाएगा कि वे शाला में बने रहें और प्राथमिक शिक्षा में गुणात्मक प्रवेश किया जाएगा अभी इस नयी शिक्षा नीति का लागू हुए बहुत कम समय हुआ है किन्तु फिर भी समय है कि हम जमीन पर क्या स्थिति है इस के विषय में एक बार सिद्धान्तलोकन कर ले। क्योंकि मैं दुब के साथ कहना चाहता हूँ कि मैं इस बात से सहमत हूँ कि जमीन पर जो स्थिति है एक वर्ष शिक्षा नीति लागू होने के बाद, वह कोई प्रोत्साहन देने वाली या उत्साहवर्धक स्थिति नहीं है। उदाहरण के लिये कुछ बातें बतलाऊँ। मध्य प्रदेश में आज भी 11 विकास खंड ऐसे हैं, ज्यादातर आदिवासी विकास खंड जहाँ सौ में से इन 40 वर्षों में केवल 5 लोग शिक्षित हुए हैं। अर्थात् 95 लोग अभी भी अशिक्षित हैं।

मध्य प्रदेश में 90 विकास खंड ऐसे हैं जहाँ सौ में से केवल 5 लड़कियाँ, महिलायें, इन चालीस वर्षों में पढ़ी हैं। अगर 40 वर्षों में हम ने 5 लोगों को पढ़ाया है तो इस गति से सौ लोगों को पढ़ाने के लिये 800 साल लगेंगे। 8 शताब्दियाँ लगेंगी। पूरे समय रूप से भारत का चित्र देखें तो अनुसूचित जाति और अनुसूचित जनजाति की साक्षरता का प्रतिशत आज भी इन चालीस वर्षों के बाद 15 के आस पास है अर्थात् इस बहुत बड़ी संख्या में, इस अपेक्षित संख्या में सौ में से 85 लोग आज भी अशिक्षित हैं। जो प्रोजेक्शन्स किये जा रहे हैं विश्व स्तर पर उन में यह बात सफ बतायी जा रही है कि वर्ष 2000 में, 21वीं सदी के प्रारम्भ में विश्व में सबसे अधिक निरक्षर लोग, सब से अधिक अशिक्षित लोग इस देश में होंगे। मैं अभी अपने जिले के अंतराल के एक आदिवासी इलाके के स्कूल में गया था। उस में मैंने गिन कर देखा 135 बच्चे थे। एक शिक्षक था। पांच कक्षाएँ थीं। ब्लैक बोर्ड नहीं था। पेड़ के पीचे लोग पढ़ रहे थे। यह आज की स्थिति है। मैं पिछले माह की स्थिति बता रहा हूँ। मेरे जिले से लगा हुआ सरगुजा जिला है। वहाँ के अंतराल के आदिवासी क्षेत्र में एक स्कूल ऐसा है जहाँ अभी हम लोगों ने यह पाया कि पिछले तीन साल से एक शिक्षक वाला स्कूल है। पिछले तीन साल से शिक्षक वहाँ नहीं गये। तीन साल से स्कूल नहीं लगा फिर भी वह शिक्षक वेतन तीनों साल हर माह लगातार लेता रहा। कुल मिला कर मैं यह कहना चाहता हूँ कि जमीन पर स्थिति बहुत दयनीय है। बहुत असंतोषजनक है। बहुत कुछ करना है और अधिक दुब इस बात का हो रहा है कि नयी शिक्षा नीति का कोई इंपैक्ट कोई असर इस जमीन पर नहीं लग रहा है कि माननीय राजीव गांधी जी ने जो नयी शिक्षा नीति लागू की है उस का कुछ असर वहाँ दिख रहा हो। अन्यथा 135 बच्चों के स्कूल में अगर ब्लैक बोर्ड भी न हो तो



[ श्री अजीत जोगी ]

आपरेसन ब्लैक बोर्ड के क्या साधने ? उस में तो हम बहुत सी चीजें देना चाहते थे लेकिन एक ब्लैक बोर्ड भी वहाँ नहीं दे पाये हैं। तो बहुत बड़ी बात कही गयी इस शिक्षा नीति में नवोदय स्कूल की ओर उस से हमें बहुत आशाएँ थीं। और फिर उस क्षेत्र में भी बहुत अधिक निरशा समने आ रही है क्योंकि नवोदय स्कूलों की स्थापना के विषय में आप ने जो मपदंड रख दिये हैं वह धन दाय और समर्थ लोगों के पक्ष में हैं। ऐसा कहा गया है कि नवोदय स्कूल वहाँ खोले जायेंगे जहाँ अच्छी विलिंग होगी। जहाँ अच्छी जमीन दी जायगी। अगर ऐसी बात है तो मुझे बत डिये कि जिले के सब से पिछड़े और गरीब इलाके में कैसे नवोदय स्कूल खुलेंगे। मैंने प्रश्न पूछा है। उस का जवाब मिला है कि जो नवोदय स्कूल आज तक खोल गये हैं उन में से अधिकांश 99 प्रतिशत ऐसे इलाकों में हैं जो समृद्ध हैं।

जब तक यह बातें लगेंगी कि स्कूल के लिए यह विलिंग पहले दी जा रही है कभी नहीं हो पायेगा। वही क्षेत्र विलिंग दे पायेंगे जो समर्थ होंगे। इसलिये मैं कहना चाहता हूँ कि नयी शिक्षा नीति बड़े अच्छे उद्देश्य से लागू की गयी लेकिन उसका कोई असर, कोई प्रभाव हमारे क्षेत्रों में नहीं पड़ रहा है।

उपसभाध्यक्ष (श्री जगेश देसाई) : अब आप खतम कीजिए।

श्री अजीत जोगी : अभी तो मैंने समस्या बतई है सुझाव नहीं बताये।

उपसभाध्यक्ष (श्री जगेश देसाई) : दो तीन मिनट में खतम करिये।

श्री अजीत जोगी : अब मैं कुछ सुझाव के रूप में बतें करना चाहता हूँ। सबसे पहली बात यह है कि कुछ ग्रुप्स हैं जो बहुत पिछड़े रहे हैं। अनुसूचित जाति का एक ग्रुप है, अनुसूचित जन जाति का एक ग्रुप है, महिलाओं का एक ग्रुप है,

अल्पसंख्यक विशेषकर मुसलमानों का एक ग्रुप है इनसे बहुत ज्यादा शिक्षा है, विकलांगों का एक ग्रुप है इसमें भी कोई शिक्षा का प्रबन्ध नहीं है। मेरा अनुरोध है कि कम से कम प्राथमिक शिक्षा के क्षेत्र में इन ग्रुप्स के लिए अलग-अलग स्ट्रेटेजी बना कर अलग-अलग ध्यान दिया जाये तभी इस कुछ कर पायेंगे। यदि हमने अपनी शाला इतनी अच्छी नहीं बनाई कि बच्चे को वहाँ जाने के लिए प्रलोभित नहीं मिलता तो ड्राप-आउट्स होते रहेंगे। यदि बच्चे को शाला में जाने में डर लगे, बच्चे का शाला में नोरंजन न हो, वहाँ उनके लिए खेलने का प्रबन्ध न हो, यदि वहाँ पर दी जा रही शिक्षा उसके लिए अरुचिकर हो तो बच्चे स्कूल में जाना नहीं चाहेंगे। यदि बालक को कोई प्रलोभन नहीं होगा तो गरीब बालक जो शिक्षा का महत्व नहीं जानता वह शाला में नहीं जायेगा। मैं तो यहाँ तक कहूँगा कि यदि कोई आदिवासी अपने बच्चे को शाला में भेजता है तो उस को हमें बेतन के रूप में कुछ देना चाहिए क्योंकि उसका एक बच्चा शाला में जाता है तो वह आर्थिक रूप से नुकसान उठाता है। अगर उसका बच्चा घर में रहता तो जनवर चराता, बच्चा घर में रहती तो वह अपनी बहन को छोटे भाई को गोद में खिलती और माँ काम करती रहती। इस प्रकार कि जो अधिक हानि होती है अपने बच्चे को शाला में भेजने से उसकी अगर हम पूर्ति नहीं करेंगे तो वे अपने बच्चों को शाला में नहीं भेजेंगे और अगर शाला में नहीं जायेंगे तो जो आप का ड्राप-आउट्स आठवीं कक्षा तक 70 परसेंट का है वह बढ़ता ही रहेगा। हमें प्रलोभन देना होगा। हमें अपने शिक्षकों को भी प्रलोभन देना होगा। कहा जाता है कि कोई भी देश उतना ही अच्छा होता है जितने उस देश के शिक्षक होते हैं।

उपसभाध्यक्ष (श्री जगेश देसाई) : आप सुझाव रखिये।

श्री अजीत जोगी : मैं सुझाव ही दे रहा हूँ। हमें शिक्षकों की स्थिति, उनका बेतन बढ़ा कर सुधारनी चाहिए। अभी कुछ दि-

पहले मुझे म. 41, त शासन के भूतपूर्व गृह सचिव  
बता रहे थे कि...

उपसभाध्यक्ष (श्री जगेश देसाई) :  
 ठीक नहीं है। अब 12 मिनट ले चुके हैं।  
 अब खत्म करिये।

श्री अजीत जोगी : यह कह रहा था कि हमें अपने शिक्षकों को वेतन आदि के अभाव समाज में बहुत अच्छा स्थान देना होगा जैसा कि पश्चात्य देशों में है। जब हम ऐसा करेंगे तभी शिक्षकों को प्रलोभन होगा। मैं आदिवासी इलाके से आता हूँ। वहाँ की समस्याओं को अधिक जानता हूँ इसलिए विशेष रूप से आदिवासी क्षेत्र के लिए यह कहना चाहूँगा कि मेरा यह अनुभव यह है, मैं प्रशसन में भी रह हूँ, जब तक आदिवासी क्षेत्रों में आश्रम शाला नहीं खोली जायेगी तब तक वहाँ मैदानी क्षेत्रों के स्कूलों जैसा शिक्षा नहीं दे पायेंगे। जो हम पिछले 40 वर्षों में करते आ रहे हैं वहा स्थिति घागे बना रहेगी। आदिवासी क्षेत्र के लिए मैं पुरुरोध करूँगा कि वहाँ यदि हमो शिक्षा क माध्यम हिन्दी या स्थानीय भाषा रखी तो भी हम उनको शिक्षित नहीं कर पायेंगे। उनकी भाषा जो होती है वह वहाँ से अलग होता है। यदि हम उनका भाषा में प्राथमिक शिक्षा देते हैं तो हम उनके लिए कुछ कर पायेंगे। नान-फार्मल एजुकेशन पर बहुत जोर दिया गया है। यह कहा गया है कि शाला में जो छात्र पढ़ते हैं वे अनौपचारिक रूप से पढ़ें। लेकिन हमारा यहाँ अनुभव रहा है कि शिक्षा का असर मैदानी क्षेत्रों में नहीं है। डोन अउट के संवध में प्रो० लक्ष्मन्ता ने कई सुझाव दिये हैं। मैं यह कहना चाहूँगा कि अगर शालाओं में बच्चों को भोजन दे सकें, शालाओं को बच्चों और छात्रों के लिए अधिक रुचिकर बना सकें और बच्चों को पढ़ने के लिए प्रोत्साहित कर सकें तो डोन अउट की संख्या में अवश्य कमी होगी।

श्रीमान्, अन्त में कुछ सुझाव देना चाहूँगा।

उपसभाध्यक्ष (श्री जगेश देसाई) :  
 अब आप समाप्त कीजिये ।

श्री अजीत जोगी : मैं यह कहना चाहता हूँ कि हमारी शिक्षा नीति पूर्णतः सरकारी स्त्रोतों पर निर्भर करती है। मेरा यह मुझाव है कि इस देश में जिन तरह के पूर्वोत्तर प्रान्तों में हमारा अनुभव रह है कि हमने निजी संस्थाओं को प्रोत्साहन दिया है उसका वहाँ पर अच्छा परिणाम आया है, इसलिए अगर हम निजी संस्थाओं को भी शिक्षा के क्षेत्र में प्रोत्साहन दें तो शिक्षा के प्रचार में मदद मिल सकती है मैं समझता हूँ कि निजी संस्थाओं के माध्यम से शिक्षा के प्रचार का अच्छा प्रभाव होगा।

मेरे पास कुछ और भी मुझाव हैं।  
समय कम होने के कारण मैं आपको  
लिखकर भेज रहा हूँ।

SHRI MOSTAFA BIN QUASEM (West Bengal): Hon'ble Vice-Chairman, Sir, you are aware that nearly 15 per cent of the total world population lives in our country and more than 40 per cent of the total unlettered population of the world lives in India. This fact is not palatable for any one of us. But what is more unfortunate is that Directive Principle of the Constitution contained in article 45 to ensure free and compulsory education for all children until they complete the age of 14 year, continues to remain a pious wish of the framers of our Constitution. According to the directive of the Constitution, this target would have been achieved by 1960 and I think the original vision was not too ambitious to be achieved, had there been political will among the people who were at the helm of affairs of administration of the country. I am constrained to say that persons in the Central Government have a stock argument; that the Central Government could not do more in this field because till mid-70s' education was primarily a State subject; it was an affair of the State subject—it was an affair of the State to draw an inference of this type from what Shri Narasimha Raoji said in reply to an intervention by hon ble Shri Nirmal Chatterjee on 11th Nov-

[Shri Mostafa Bin Quasera]

ember in this House: 'If the failure has been there it has not been of the Central Government'. It is an argument for argument sake. The Central Government being the national government, had the responsibility to help the States in ensuring universal elementary education throughout the country. You will kindly agree with me, Sir that the Central Government did not provide that leadership of a stimulating type which was expected<sup>1</sup> of it. Even if that argument is taken for granted, may I put this question to the hon. Minister; what has been the performance of the Central Government in this field since 1976 when the Central Government arrogated to itself the domain of education by putting education in the Concurrent List? It had no well-defined policy clear-cut State action programme for universalisation of elementary education in the country. Only last year, Government came out with an Action Plan and the target date for achieving universalisation of elementary education that was fixed at 1990; was subsequently shifted to 1995. You would kindly agree that the achievement of universalisation of elementary education is related to two major things. Firstly, universal enrolment of students of age group 6—14 and, secondly, universal retention of these students in the schools by bringing the rate of dropouts to nil. Universal enrolment of students requires, firstly, improvement of conditions in existing schools; secondly, establishment of schools; and, thirdly, appointment of a large number of teachers for these new schools. Now, Sir, Narasimha Raoji advised us not to look to the past but to look to the future. I may be permitted to quote what he said;

"He concluded by saying, There is no use of digging up the past."

Sir, now I will put categorical questions to the honourable Minister by looking to the future: Has the Government of India already made any assessment as to how many new schools will be necessary, how many new teachers will be appoint-

ed or how many new teachers will be required and what will be the quantum of funds for these purposes and the source or sources from which these funds will come?

Let us have a look at the trend of Plan outlay for elementary education. In the Fifth Plan, 32 per cent of the total outlay for education was earmarked for elementary education. In the Sixth Plan it was 36 per cent of the total outlay for education and in the Seventh Plan it was reduced to 28.6 per cent. So, with a reduced Plan outlay the Government wants to achieve an enhanced target in the field of universalization of elementary education in our country.

Sir, the conditions of existing schools have already been described by my honourable friend. I would like to say that the 1981 Census Report and the Fourth All-India Educational Survey conducted by the NCERT revealed a distressing picture; Forty per cent of the primary schools have no rooms; two lakh schools have no blackboards and 165 lakh schools have only one teacher.

Last year the Government came out with a programme called "Operation Blackboard." In this respect I would like to draw the attention of the honourable Minister to one thing. Under Operation Blackboard, improvement of school buildings or construction of school buildings has been left to the primary responsibility of the State Governments and the State Governments have been permitted to use the NREP and RLEGP funds for the purpose. The enormity of funds requirements by the State Governments has not been assessed or quantified by the Government of India and it has not been properly related to the resources available to the State Governments under these two schemes, that is, NREP and RLEGP. You are also aware that these two programmes—NREP and RLEGP—have their own compulsions. These funds cannot be used 100 per cent for school buildings. These two programmes just provide peripheral support to the State Governments; these two programmes

mes cannot be the sole source of funds for the State Governments in constructing school buildings or improving school buildings. So I would request the Government to make available to the States, special funds. The Central Government should provide specific funds to the State Governments for improvement and construction of school buildings. The problem of drop-out has been elaborated. Sir, I will just take one minute on this point. It is estabated that 70 per cent of the students drop out before reaching the final stage of the primary school This is a horrible picture. The Government has a general tendency to impress that of awareness among the people, among the guardians. But, from my experience, I can say—I come from a village area—that the reasons for the large-scale dropouts are to be located in economic factors, the abject poverty in the lives of the majority of the people of our country. That is mainly responsible for the large-scale drop-outs at the school level. as a way out of this. I think that apart from the enforcement or implementation of the land reforms, effective implementation of the poverty—alleviation programmes, what still is needed is to give more and more incentives to the poor children in the form of supply of books, supply of mid-day tiffins, supply of dresses free of cost and such other incentives, The State Governments, some of them, are spending a lot on these incentives. May I know whether the Government of India is thinking of some newer incentives? I would just enquire of the Government whether it is considering to launch a food-for-education programme so that one kg. of rice or wheat will be given to a student of a poor family for attending the school for a day as an insurance against drop-out. The Government should evolve more and more incentives so that the rate of the drop-out can be arrested to some extent.

Finally, I would conclude by saving. I do fully agree with what Prof. Lakshmananna said and other hon. Members said that the Central Government should fulfil its commitment of expending at least 6 per cent of its annual budget for education. The state Governments are having tremendous financial strain. In spite of that, all

the State Governments of our country today, taken together on an average are spending 25 per cent of their annual budget for education. If the Government honestly means business and if the Government wants to have results from all these policies etc all these cannot be done by spending very little. So, the Government must fulfil its commitment by spenoing at least 6' per cent of budget for education.

Think you, Sir.

THE MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS (SHRI M. M. JACOB): Rule 60 of the Rajya Sabha Rulee is very specific that a Half-an-Hour Discussion is for half-an-hour. Also they have mentioned that the Members who are participating, with your permission. Sir, can put a question for the purpose of further elicidating any matter of fact. I would humbly submit before you to consider this aspect also.

श्री राम अवधेश सिंह (बिहार) :  
यह परम्परा रही है कि करीब-करीब  
डेढ़ घंटे तक चर्चा चलती रही है ।

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): I fully agree with you. A Half-an-Hour Discussion should not be just like a Short-Duration Discussion.

श्री राम अवधेश सिंह : यह परम्परा  
रही है । यह तो आप जानते ही हैं  
कि यदि कभी किसी राष्ट्रीय महत्व के  
विषय पर चर्चा हो रही हो तो...  
(व्यवधान)

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): That can be brought by some other methods not by this method.

श्री राम अवधेश सिंह : पांच पांच  
मिनट हम को बोले दिया जाए ।  
अब कोई और तो है नहीं हम लोग  
तीन चार आदमी है ।

SHRI NIRMAL CHATTERJEE : May I make a comment on what the Parliamentary Affairs Minister has said? He is both right and wrong.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): He is right.

SHRI NIRMAL CHATTERJEE: He is right in the sense that what has been written, he has quoted. One, he has forgotten that this is Rajya Sabha. Two, he has forgotten that in the meetings of the Business Advisory Committee, the Chairman, where he is frequently present, occasionally "told us on the Bofors issue for instance that he would give more time for discussion.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Is it a precedent for that' purpose?

SHRI NIRMAL CHATTERJEE: No, He said, "More time you will get in the Half-an-Hour" Discussion which is really not a discussion for half-an-Hour Discussion. This is what the Chair said.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): A Half-an-Hour Discussion can be for one hour.

SHRI NIRMAL CHATTERJEE: If a Short-Duration Discussion can continue for four days a Half-an-Hour Discussion can also be given more time.

7.00 P.M.

श्री राम अवधेश सिंह : थोड़ा समय दे दीजिए, पांच पांच मिनट का।

श्री जगदम्बी प्रसाद यादव : माननीय उपसभाध्यक्ष जी, शिक्षा में पैसों की कमी तो है ही और समय की भी कमी है। दुनिया के एक तिहाई अंधे हमारे यहां ही रहते हैं, शिक्षित अंधे भी एक तिहाई से अधिक हैं, कोढ़ की बीमारी एक तिहाई से अधिक है, बच्चों की अस्वस्थता को लिया जाये तो एक तिहाई से भी अधिक होगा। इस स्थिति में अगर समय की बाबंदी की बात की जाये तो फिर मैं

जितनी जल्दी हो सकता है अपनी बात खत्म करूंगा आपकी आज्ञा मानकर। लेकिन मैं बात शुरू करने से पहले मंत्री जी से दो बातें कहना चाहता हूं कि भारतवर्ष की दुनिया में अगर साख है तो वह भारतीय संस्कृति और भारतीय जीवन दर्शन की वजह से है। इस शिक्षा नीति में इन दोनों का लोप है। इन दोनों का लोप होने के कारण हमारे देश के अखंड साधु सन्याही दुनिया में नाम पा जाते हैं। दुनिया के लोग समझते हैं कि ये ही भारतीय संस्कृति और भारतीय जीवन दर्शन के ज्ञाता हैं। जबकि हमारे विद्वानों को इस मायने में समझा जाना चाहिए। लेकिन हमारे विद्वान जिन पर पाश्चात्य संस्कृति का असर है उनकी स्थिति यह है कि भगवान शिव की मूर्ति का परिचय अमेरिका जैसे देशों में भागी के रूप में देते हैं। इसलिए यह शिक्षा जो आप दे रहे हैं आखिर इस शिक्षा का उद्देश्य क्या है? आदमी बनाना, पूर्ण मानव बनाना? कि आदमी बनकर जी सके, अच्छा जीवन जी सके, देश को अच्छा बना सके। यह शिक्षा का उद्देश्य इसमें नहीं लगता है।

दूसरी बात कहना चाहता हूं कि शिक्षा मातृभाषा में यह सभी जगह कहा जा रहा है लेकिन दिल्ली के दो हजार स्कूल मातृभाषा को छोड़कर अंग्रेजी में शिक्षा देकर आई०ए०एस० और आई०ए०फएस० तैयार कर रहे हैं। सारी जगहों में इसका प्रचलन हो रहा है, लड़के लड़कियों पर दूसरा असर पड़ रहा है। मैं आपसे कहना चाहता हूं कि एक आपकी शिक्षा और दूसरी एक समानान्तर शिक्षा विकसित हो रही है। आप जिसको विकसित करना चाहते हैं वह विकसित नहीं हो पा रही है और पब्लिक स्कूल दूसरी शिक्षा विकसित कर रहे हैं। आप पब्लिक स्कूलों को अपने ढंग से चलाएंगे तो कैसे चलाएंगे? उनको आप कंट्रोल नहीं कर सकते हैं। मैं आपको दिल्ली का एक उदाहरण देता

हैं। आज प्रश्न जिस बात का है वह एक से पांच तक 50 प्रतिशत और एक से आठ तक 70 प्रतिशत छोड़ने का प्रश्न है। लेकिन छोड़ने के पहले यह भी बात है, अभी तत्काल निकास है, कि 6 से 10 वर्ष तक दिल्ली में स्कूल नहीं जाने वाले बच्चों की संख्या 76 हजार है जबकि 1960 में दिल्ली में अनिवार्य शिक्षा लागू कर दी गयी थी। इसका वर्गीकरण किया गया है कि 20 हजार क्यों नहीं जाते हैं कच्चा और इस नहीं 15 हजार क्यों नहीं जाते हैं, कि इलाके में अच्छे स्कूल नहीं, 5 हजार बच्चियां नहीं जाती हैं, कि घर में भाई बहनों की देखभाल करनी है। जो ये नगरपालिका के स्कूल हैं उनकी ऐसी दुर्दशापूर्ण स्थिति है कि 760 बच्चे थे लेकिन 80 विद्यार्थी उसको लेने में समर्थ हुए इसलिए कि शिक्षा वहां है ही नहीं। मैं बिहार का वर्णन बाद में करूंगा लेकिन मैं जानना चाहता हूँ... खत्म करते जा रहा हूँ।

**उपसभाध्यक्ष (श्री जगेश देसाई) :** आप पाइंटेड प्रश्न रखिए। मिनिस्टर से जो बात पूछना चाहते हैं उसके लिए प्रश्न पूछिए तो मिनिस्टर साहब जवाब देंगे। आप पाइंटेड क्वेश्चन करें।

**श्री जगदम्बी प्रसाद यादव :** संविधान निर्माताओं की मंशा थी कि 6 वर्ष से 14 वर्ष के बच्चों की अनिवार्य शिक्षा हो वह शिक्षा इस सरकार ने नहीं दी और सिर्फ आसू पोंछने के लिए नहीं कहिए बल्कि लोगों को धोखा देने के लिए तरह तरह की शिक्षा नीति करना, फिर नवोदय स्कूल की बात करना तो सवाल यह है कि इनको कैसे कहा जाये। अभी इन्होंने कहा कि ये लोग कम करके बताते हैं। अगर आन्ध्र की बात ली जाये तो वहां वोकेशनल स्कूल शुरू हैं, वीडियो तक शुरू है और यहां पर क्या कहा जा रहा है कि ए०एफ०ई० से जायेगा। एन०एफ०ई० से क्या होगा? हम एक वर्ष से चौदह वर्ष की बात करते हैं और एन०एफ०ई० 15 वर्ष से 35 वर्ष की बात करता है तो कितनी धोखाधड़ी है। अगर इस धोखाधड़ी को साफ नहीं किया

जायेगा, जब तक यह धोखाधड़ी साफ नहीं होगी तो मैं कहना चाहता हूँ कि बात कैसे बनेगी। इसीलिए मैं के०जी० से ही कहना चाहता है कि जो असली सवाल है, वह यह है कि इस देश में 68 प्रतिशत लोगों का अशिक्षित रहना। सरकार ने प्रौढ़ शिक्षा की योजना बनाई कि हम अशिक्षितों को जल्दी से जल्दी शिक्षित करेंगे। मैं जानना चाहता हूँ कि 68 प्रतिशत में कितनी कमी आई है? अगर इसमें कमी नहीं आई है, तो इस शिक्षा की नीति का क्या होगा?

दूसरी बात जो मैं कहना चाहता हूँ, जो वाईटल प्रश्न है, जिस प्रश्न पर यह सवाल चल रहा है कि एक से पांच तक में 50 प्रतिशत और एक से आठ तक में 70 प्रतिशत बच्चे स्कूल छोड़ते हैं।

उस दिन मंत्री जी ने स्वयं भी कहा था कि यह छोड़ने का तो मोटा-मोटा चित्र है, लेकिन बिहार जैसे राज्य को लिया जाए, उसके किसी देहाती क्षेत्र को लिया जाए, तो वहाँ तो सब लड़कियां कभी स्कूल नहीं जाती हैं, जैसा कि माननीय सदस्य जोगी जी ने बताया। उसी तरह से पिछड़ों के, हरिजनों के और बनवासियों के बच्चे भी नहीं जाते हैं। अगर ऐसे चित्रों का ठीक से प्रकटीकरण किया जाए तब तो उसका चित्र सामने आता है। सांख्यिक रूप से दिल्ली मिला कर प्रकट किया जाता है या बिरला, डालमिया, टाटा की आमदनी को लेकर के एक व्यक्ति की आय नापी जाती है, तो वह वास्तविक चित्र तो नहीं खींचता है यह किसी को छिपाने के लिए की जा सकती है, जैसे हमारे शिक्षा मंत्री किसी बात को कुशलतापूर्वक रख देने में जितने दक्षता उनको प्राप्त है, उतनी दक्षता शायद किसी को प्राप्त नहीं है।

तो मैं जानना चाहता हूँ, मैंने उस दिन भी बार-बार पूछने का प्रयत्न किया था, आखिर छोड़ने का कारण गरीबी है, अज्ञान है छोड़ने का कारण सुविधा की

[श्री जगदम्बी प्रसाद यादव]

कमी है, छोड़ने का कारण पारिवारिक लाचारी है, छोड़ने का कारण प्रचारकी कमी है छोड़ने का कारण इन्फ्रा-स्ट्रक्चर जो है, स्कूल के मैनेजमेंट का स्कूल के विस्तार का, जैसा कि हमारे माननीय सदस्य ने कहा कि कितने स्कूल चाहिए, कितने शिक्षक चाहिए, किस तरह के शिक्षक चाहिए, उन शिक्षकों के लिए पैसों की क्या व्यवस्था है, उनके प्रशिक्षण की क्या व्यवस्था है? जब उनके प्रशिक्षण की व्यवस्था नहीं होगी, जब तक कि उसने स्कूल नहीं बनाये जाएंगे, तब तक उसका कैसे होगा? मैं इसके बारे में थोड़ी सी बात जानना चाहता हूँ कि स्वयं सेवी संस्था का जिक्र आता है। स्वयं-सेवी संस्थाएँ श्रीमन् आजादी के बाद धीमे-धीरे मर गईं। सरकार ने चुनाव के वक़्त कहा कि सब का वोट हमें दो सब काम हम कर देंगे। जब सब काम सरकार कर देगी, तो स्वयं-सेवी संस्था क्या करेगी?

मैं एक उदाहरण देना चाहता हूँ जितने भी स्कूल वाले थे, सरकारी स्कूल हो गये, बिहार में स्कूल खोलने वाले का नाम जोड़ा जाता है अगर कालेज खुलता है, तो वहाँ भी यूनिवर्सिटी ले लेती है, एक ग्रुप और यूनिवर्सिटी देखल करके सारी इंस्ट्रक्शन को अपने हाथ में ले लेता है। तो जो स्कूल, कालेज खोलने वाले चलाने वाले थे वह भी खत्म हो गये और जहाँ शिक्षा में धर्म-निरपेक्षता की बात आती है, मैं पूछना चाहता हूँ कि शिक्षा में माइनारटी को आप धर्म के नाम पर छोड़ देते हैं। तो माइनारटी सिर्फ़ मुसलिम ईसाई नहीं रही, अब हर समाज माइनारटी में हो गया, जैसे रामकृष्ण मिशन।

अगर आपने अपनी स्वयंसेव शिक्षा पद्धति कायम रखनी है, तो माइनारटी डेक्लेयर करनी चाहिए थी सरकार को— इसलिये मैं जानना चाहता हूँ कि आखिर आपकी सरकार की क्या नीति है।... (व्यवधान में खत्म हो कर रहा हूँ।)

अब जो लोग ग्रामीण अंचल होते हैं वहाँ पर ग्रामवासियों को हरिजन तथा पिछड़े, बनवासियों को जो वजीफा मिलता

था, जिसके कारण वह पढ़ते थे, वह वजीफा खत्म हो गया है। आप जब तक वजीफा नहीं देते हैं और मैं समझता हूँ कि बनवासी, हरिजन, अगर उसमें बड़ी अच्छी आर्थिक स्थिति में हों, तो मैं नहीं जानता, लेकिन अगर पिछड़ों को वजीफा दें और छोटे बच्चों के लिए भोजन की व्यवस्था हो, कपड़े की व्यवस्था हो, पुस्तक, स्लेट और कागज़ की व्यवस्था नहीं करते हैं और अगर इसकी व्यवस्था को आपने राज्य सरकारों पर छोड़ दिया तो राज्य सरकार की आर्थिक स्थिति ऐसी नहीं है कि वह इस प्रकार की शिक्षा व्यवस्था कर सके।

मैंने उस दिन भी कहा था, हमारे राज्य मंत्री भी बिहार की हैं, लेकिन मैं नवादा जिले का उदाहरण देता हूँ—75 प्रतिशत स्कूल बिलकुल रेचेड कंडिशन में हैं, सन्थाल परगना वा ले लीजिए—80 प्रतिशत स्कूल रेचेड कंडिशन में हैं, ब्लैकबोर्ड भी नहीं और टेबल तथा कुर्सी भी नहीं चटाई भी नहीं है और उतना ही रहता तो शायद कुछ होता, पर शिक्षक भी वहाँ नहीं जाते हैं।

अगर आप सम्पूर्ण भारत का सुधार करना चाहें, तो बिहार में ही अपनी बूढ़ि और कुशलता का इस्तहान हल लें, तो मैं समझता हूँ कि आपको बहुत सा पता लग जाएगा। (समय की छटी)

मैं अपनी बात समाप्त करते हुए माननीय मंत्री जी से यह आग्रह करूँगा कि आप कम से कम यह तो बता दें कि व्यवसायिक शिक्षा पहले छठे वर्ष से शुरू करने वाले थे। उसका क्या हुआ और जो बच्चे स्कूल छोड़ने वाले हैं क्योंकि असल सवाल तो स्कूल छोड़ने वालों का है, मैं पुनः चहुँगा कि जिससे बच्चे स्कूल नहीं छोड़ें तो उसके लिए आप क्या व्यवस्था करना चाहते हैं सक्षम रूप से और इसे स्टेट पर छोड़ कर नहीं, आपकी अपनी क्या व्यवस्था है, उसके लिए इन्फ्रास्ट्रक्चर क्या डिवेलप किया है? धन्यवाद।

**उपसभाध्यक्ष (श्री जगेश देसाई) :**  
डा० रत्नाकर पाण्डेय । ... (व्यवधान)

**श्री राम अवधेश सिंह :** सिर्फ पांच मिनट ? .... (व्यवधान)

**उपसभाध्यक्ष (श्री जगेश देसाई) :**  
आप बात खत्म नहीं करते । दो मिनट दूंगा, बताइये क्या आप खत्म करेंगे ?

**श्री राम अवधेश सिंह :** हाँ, दे दीजिए । थ्योरी बताऊंगा' लोहिया की क्या थ्योरी थी ।

**डा० रत्नाकर पाण्डेय (उत्तर प्रदेश) :**  
माननीय उपसभाध्यक्ष जी, आपके सम्मान के अनुकूल मैं समय का ध्यान रखूंगा । महोदय 11 नवम्बर को प्राइमरी एजुकेशन पर जो प्रश्न अया था वह पूरा एक घंटे तक चला था और उसमें अधिकांश माननीय सदस्य जो आज बोल रहे हैं वह बोले थे और मैंने भी उस दिन दो प्रश्न किए थे । एक तो बस्ते इतने भारी होते हैं वे सभी किताबों के बोझ से कि उन्हें उठाकर ले जाने में बच्चे पसीने से तुर हो जाते हैं । किताबों का कोर्स और फोर्स इतना अधिक रहता है कि बच्चों पर दबाव आती है । दूसरा प्रश्न था कि प्राइमरी एजुकेशन के लिए कितना बजट एलोकेट किया गया है ? मैं कहना चाहूंगा कि आठवें वित्त आयोग की जो रिपोर्ट है इसका अध्ययन मैंने किया है और इसमें स्टेट्स ने एजुकेशन मिनिस्ट्री से मांग की थी 3,966.25 करोड़ रुपये की, प्रोपोजल एजुकेशन मिनिस्ट्री ने दिया था 3,247.86 करोड़ का और आज स्थिति है कि कुल 253 करोड़ रुपया था हमारे पास पिछले वर्ष एजुकेशन का पूरा बजट और इस वर्ष 800 करोड़ रुपया होल एजुकेशन के लिए, संपूर्ण शिक्षा के लिए स्वीकृत हुआ है । यह बड़ी अच्छी बात हुई है कि कम से कम लगभग चार गुना तो हम बढ़े हैं । इस तरह से केवल स्कूल बिल्डिंग के लिए जो प्रोपोजल आठवें वित्त आयोग के सामने है वह मैं बता रहा हूँ, इतने कम सधनों में जो कुछ हो रहा है, जो हमें उस दिन मंत्री जी ने जवाब दिया

था कि केवल 220 करोड़ रुपया प्राइमरी एजुकेशन पर एलोकेट किया गया है जिसमें 100 करोड़ रुपया आपरेशन ब्लैक बोर्ड पर है, 49.5 अनौपचारिक शिक्षा पर है और बाकी उसमें नहीं पता लगा था जो जवाब मिला था । ऐसी स्थिति में केवल बिल्डिंग के लिए कई सौ करोड़ रुपया, हजारों करोड़ रुपया और मांग करना है । हमको मिल कुल 100 करोड़ में, उसमें जितना किया जा रहा है बहुत किया जा रहा है, यह मैं इस सदन के माध्यम से कहना चाहूंगा । लेकिन जिस ढंग से किया जा रहा है अब 15 से 30 वर्ष के बच्चों के लिए नन-फॉर्मल एजुकेशन की बात है और कन्सल्टेटिव कमेटी की मीटिंग हुई थी अधूरी है और मंत्री जी ने 7 दिसम्बर, 1987 को फिर बुलाई है । तो उसमें 15 से 30 वर्ष के लोगों के लिए जो कि साक्षर नहीं हैं हमने 550 करोड़ रुपये का प्रावधान रखा है तीन वर्ष को इस योजना में और हम यहां 6 से 14 वर्ष के लिए बात कर रहे हैं कि 6 से 14 वर्ष तक के बच्चों को किस प्रकार शिक्षित करेंगे । अनौपचारिक शिक्षा पर 49.5 करोड़ इसमें रखा गया है तो उसने अनौपचारिक शिक्षा का प्रारूप था तो बदलें कि 15 से 30 वर्ष के लिए हमको नहीं यह करना है और 6 से 14 वर्ष के लिए करना है तब तो उसके एलोकेशन का प्रावधान है अन्यथा इसमें लैकना है जिसके मोडिफिकेशन की जरूरत है । इसको शिक्षा मंत्रालय करे । माननीय उपसभाध्यक्ष जी मैं समय का ध्यान रख रहा हूँ, दूसरी चीज यदि शिक्षा की कमी न होती तो ये गांव स्वर्ग बन जाते, पूर्ण शांति रस में सन जाते । महोदय, मैं भी एक गरीब प्रदेश से आता हूँ और सब से बड़ी शिक्षा की राजधानी की नगरी वाराणसी से आता हूँ । लेकिन प्राइमरी स्कूलों की, मिडिल स्कूलों की जो जरूरतें हैं, वे अपनी जगह बनी हैं । ब्लैक-बोर्ड आपरेशन कर देने से कम नहीं चलने वाला है क्योंकि एक-एक कमरे में, जैसे काल-कोठरी की कहानी हम लोग पढ़ते हैं, देखा तो नहीं, उसी तरह से बच्चे ठूस कर पढ़ रहे हैं । हमारी मंडल गवर्नमेंट ने थोड़ा इस ओर ध्यान दिया,



[डा० रत्नाकर पाण्डेय]

लेकिन स्टेट गवर्नमेंट का उतना ध्यान नहीं गया, स्टेट में शिक्षा आज भी दूसरे नंबर का सब्जेक्ट समझा जाता है, कम से कम यू०पी० में तो समझा ही जाता है। वहाँ का राज्य शिक्षा मंत्री पत्र लिखता है, आदेश देता है, कहीं कुछ नहीं होता है। बहुत से दानी-मानी सज्जन स्कूल बनवाते हैं, लेकिन उनको मान्यता नहीं मिलती है, प्राइमरी टीचर देने की हैसियत, मान्यता देने की हैसियत, अनुदान देने की हैसियत हमारे स्टेट गवर्नमेंट को नहीं है। ऐसे हजारों स्कूल प्राइमरी और मिडिल के मेरे बनारस जिले में पड़े हैं, उसका प्रापर प्रावधान होना चाहिए।

उपसभाध्यक्ष महोदय, मैं बार-बार यह कहता हूँ और आज फिर कह रहा हूँ कि एजुकेशन को स्टेट सब्जेक्ट से निकाल लिया जाय, अगर इस देश के लोगों को सक्षर करना है। यह कहना कि कुछ हुआ ही नहीं, हुआ है। सन् 1947 में 11 यूनिवर्सिटी थीं, 636 कॉलेज थे, लेकिन आज 5000 से ज्यादा कॉलेज चल रहे हैं, 152 ओपन यूनिवर्सिटी को ले लिया जाय तो यूनिवर्सिटियां चल रही हैं। आज हमें सारी जानकारी है, 1,85,666 प्राइमरी स्कूल टेण्ट में चल रहे हैं, शोपडियों में चल रहे हैं और पेड़ों के नीचे चल रहे हैं। इसमें अगर कुछ करना है प्लानिंग-वे में तो क्या हो रहा है? तबोदय स्कूल भी चल रहे हैं, आधुनिकता को छोड़कर एकदम हम लोग नहीं चल सकते हैं, यह दूसरी बात है कि हम लोग पढ़ते थे दो दुनी चार, दो तिहाई छह, दो चौका आठ और आज यह टू इनटू हो गया है। जिससे देश की संस्कृति में अपना न्यूमेरिकल बदल दिया हो, विदेश के न्यूमेरिकल को संविधान के स्तर पर अपना लिया हो वहाँ एक बहुत बड़ी साजिश चल रही है। नई शिक्षा नीति के पीछे भी यही भावना है कि इस देश की भारतीय भाषाओं को, हिन्दी और संस्कृत को समाप्त कर दो।

माननीय उपसभाध्यक्ष जी, मैं आपके माध्यम से सुविचारित, मुबद्ध और एक

बहुत बड़े टास्क पर लगाए गए श्री नरसिंह रव जी से प्रार्थना करूँगा कि प्राइमरी लेवल से संस्कार की भाषा संस्कृत को आप अपनाइए। मैं नहीं चाहता कि व्याकरणाचार्य की शिक्षा दीजिए

प्रथमो नार्जितो विद्या  
द्वितीयो नार्जिते धनम् ॥  
तृतीये नार्जिते धर्मम् ।  
चतुर्थम् किं करिष्यति ॥

ऐसे बहुत से वाक्य जो हमारे आध्यात्मिक दर्शन को विश्व में मानव हित में उद्भूत करते हैं, ऐसे मैं अनेक उद्धरण दे सकता हूँ।

विद्या विव दाय धनं मदाप ।  
शक्तिः परेषां परि पीणनाय ॥  
खलस्य साधोः विपरतमेतत् ।  
ज्ञानाय दानाय च रक्षनाय ॥

यह सब प्राइमरी स्कूल में मैंने पढ़ा था, इसको आज मिटाने की कोशिश की जा रही है। इस देश में अगर हिन्दी आयेगी तो संस्कृत के माध्यम से आयेगी क्योंकि किसी भारतीय भाषा का संस्कृत से विरोध नहीं है। इसलिए प्राइमरी लेवल पर उसको कंपलसरी करें और स्टेट सब्जेक्ट से निकालकर एजुकेशन को सेन्दल-सब्जेक्ट करिए। इस बारे में अपने स्तर पर शसन बात न करे काम करे। जहाँ तक शिक्षा की बात है, शिक्षा आत्म साक्षात्कार का साधन है। कितने ड्राप-आऊट होते हैं, 70% का डेटा हमने देखा उलट कर प्रश्न वाला पोरशन, तो 70 परसेंट ड्राप-आऊट करते हैं। अब जहाँ गरीब जनता होगी, वहाँ बच्चों को पहनने को कपड़ा और खाने को नहीं होगा, बाप फीस जमा करने की स्थिति में नहीं होगा तो बच्चे का नाम स्कूल से कटवाएंगे, बच्चे मजदूरी करेंगे, प्लेटे धोएंगे, प्लेटर तोड़ेंगे। उनके लिए हमारी सरकार ने योजना में तो बनाया, लेकिन उस एजुकेशन पालिसी को कैसे कार्यान्वित किया जाय क्योंकि यह जो नई शिक्षा-नीति बनी है, एक क्रांतिकारी कदम है। इसमें सोकाल्ड एजुकेशनलिस्ट, ब्यूरोक्रेट्स और हमारे

स्थापत्य वर्ग के एरिस्टोक्रैट एजुकेशनिस्ट हैं, उसको एकदम अलग करिए। गांव का जो पंडित साफा बांधकर पढ़ाता है या संस्कृत का पंडित चंदन लेपकर मस्तक पर पढ़ाता है या, अरबी-फारसी जो मुल्ला पढ़ाता है, जो अपने-अपने सब्जेक्ट के पुराने लोग हैं, उनको आप लाइए ताकि पेशेवर लोग इन कमेटियों में आकर ब्रेकअप न करें, जनता के जीवन से जुड़े तभी हमारी प्राथमिक एजुकेशन पूरी होगी।

उपसभाध्यक्ष महोदय, मुझे विश्वास है कि कोई भी प्राइम-मिनिस्टर इस देश में नहीं हुआ, जिसने शिक्षा पर इस तरह का ध्यान दिया हो, जैसा राजीव गांधी की सरकार ने दिया है, 253 करोड़ की जगह 800 करोड़ रुपये डेट में रख दिया है। मांग हो रही है 4000 करोड़ रुपये की और करना है हमें 100 करोड़ में। श्री नरसिंह राव जैसे सक्षम व्यक्ति इस संबंध में टाइम वाउंड प्रोग्राम शुरू करेंगे और जोइसे पूरा नहीं करता है उसको कड़े से कड़ा दंड देने का प्रावधान करेंगे फार्मल और नॉन-फार्मल एजुकेशन, इस पर मैं 7 दिसम्बर को अपने विचार व्यक्त करूंगा उसको आप फिर से देखिये, उसमें भारी बड़ा लकूना मुझे लगता है इन शब्दों के साथ मैं शिक्षा मंत्र, मानव संसाधन मंत्री जी को बघाई देना चाहूंगा, वे किसी भी विषय पर हमेशा सदन में चर्चा करने के लिये तैयार रहते हैं। वे ज्ञान अर्जित करना चाहते हैं, सदन को जानकारी देना चाहते हैं ताकि हम और भी उसको यूजफुल बना सकें। इसी कारण आज सदन में इस पर विचार हुआ है।

शिक्षा को हम समय, काल और उम्रों में नहीं बांट सकते हैं। अभी हमारे मिनिस्टर साहब ने स्पेनिश सीखी है उस दिन वे कन्सल्टेटिव कमेटी की मार्टिंग में बता रहे थे। महिलाओं की शिक्षा पर विशेष

ध्यान दिया जाय। रामायण अगर वे पढ़ रहेगी, महिलायें साक्षर होंगी तो वह अपने पूरे खानदान को शिक्षित कर लेंगी। इंदिरा जी ने कहा था इसको आप भूल न जाइये। महिलाओं को शतप्रतिशत शिक्षा दी जाये तभी जाकर वह पूरा परिवार शिक्षित हो पायेगा। भारत की नारी भी एक महिमा और शक्ति है और अगर वह शिक्षित होगी तो भविष्य की पड़ी पर उसके संस्कारों का असर पड़ेगा। इन शब्दों के साथ, मैं पांच मिनट से अधिक बोल गया, क्षमा चाहता हूं, अपना भाषण समाप्त करता हूं।

उपसभाध्यक्ष (श्री जगेश बेसाई) :  
श्री राम अवधेश सिंह। केवल दो मिनट।

श्री राम अवधेश सिंह : उपसभाध्यक्ष महोदय, मैं सबसे पहले माननीय मंत्री जी का आभारी हूं जो उन्होंने इस विषय की गंभीरता और उसके महत्व को समझते हुए स्वयं आगे बढ़कर यह मौका दिया और जिसके फलस्वरूप इस विषय पर इस सदन में विस्तार से चर्चा हो रही है। महोदय, मैं इस विषय में नहीं जाऊंगा क्योंकि जितने आंकड़े हमारे माननीय सदस्यों ने दिये हैं वे रिकार्ड पर हैं, काफी हैं और उनको मैं फिर दोहराना नहीं चाहूंगा। लेकिन उन आंकड़ों से मैं उपसंहार, कुछ नतीजे निकालना चाहता हूं। उस पर जाने से पहले मैं यह कहना चाहूंगा कि इसमें अंग्रेजी में लिखा हुआ है अंग्रेजी भाषा में जो शब्द लिखा हुआ है यूनिवर्सलाइजेशन आफ एलिमेंटरी एजुकेशन। आज पूरे समय में इसके आंकड़ों पर बहस हो गई लेकिन यूनिवर्सलाइजेशन आफ एलिमेंटरी एजुकेशन को जहां तक मैं समझता हूं का अर्थ शिक्षा की प्राथमिक एकरूपता है, समानता है। यूनिवर्सलाइजेशन आफ एलिमेंटरी एजुकेशन का हिन्दू में यह अर्थ है, हिन्दू में इसका अनुवाद यह है—सब बच्चों को शिक्षा। लेकिन अंग्रेजी में जो शब्द है उसका मतलब हो गया प्राथमिक शिक्षा में एकरूपता। (व्यवधान) ... यही है न।

श्री पी० बी० नरसिंह राव : यह प्रो० लक्ष्मन्ना से पूछिये । वे प्रोफेसर हैं, उनसे पूछिये ।

श्री राम अवधेश सिंह : एकरूपता का अंग्रेजी में अर्थ बता دیجिये ।

SHRI P. V. NARASIMHA RAO: Professor, Please help him and me. Take both of us an your students and please tell us.

श्री राम अवधेश सिंह : इसलिये मैं कह रहा हूँ ।

उपसभाध्यक्ष (श्री जगेश देसाई) : आपके दो मिनट समाप्त हो गये हैं ।

श्री राम अवधेश सिंह : मैं यह कहना चाहता हूँ कि सरकार की शिक्षा नीति का उद्देश्य, खासकर प्राथमिक शिक्षा नीति का उद्देश्य होना चाहिए एक तरह की शिक्षा । जो मेहतर का बेटा हो या गवर्नर का बेटा हो, सब को एक तरह की शिक्षा मिलनी चाहिए । लेकिन जो अभी हमारी शिक्षा नीति है उस में एक तरह की शिक्षा नहीं है । शासक के बच्चों के लिए एक तरह की शिक्षा है और शासित लोगों के बच्चों के लिए दूसरी तरह की शिक्षा है । जो शोषित हैं, आदिवासी हैं, और गरीब हैं, ऐसे हर जमात के लोग, उन के बच्चों के लिये दूसरी तरह की शिक्षा है ताकि वे हमेशा-हमेशा के लिए शासित रहें । ताकि अफसरों के बच्चे अफसर बनें और दूसरी ओर किसान का बेटा चपरासी बने या ज्यादा से ज्यादा क्लर्क बन जाये । तो यह जो शिक्षा नीति है इस के खिलाफ सरकार को काम करना चाहिए । जो शिक्षा नीति एक जमाने से चली आ रही है, जो अंग्रेजों के जमाने से चली आ रही है, उस को बदलने का काम हुकुमत ने नहीं किया । मैं ज्यादा समय नहीं लेने वाला हूँ । हमारे संविधान में बहुत बहादुराना ढंग से डेमोक्रेटिक सोशलिस्ट रिपब्लिक शब्द जोड़े गए थे । क्या किसी सोशलिस्ट देश में दो तरह की शिक्षा नीति है । शासकों के लिए अलग तरह की शिक्षा और मंत्रियों और एम० पी० के लिए एक तरह की शिक्षा और गरीब के लिए

अलग तरह की शिक्षा तो मैं तो चाहता हूँ कि यूनिवर्सलाइजेशन आफ प्राइमरी एजुकेशन होना चाहिए । हमारी सरकार ने नयी शिक्षा नीति चलायी, नवोदय तरह की शिक्षा, जो कीचड़ के तालाब में कमल के खिलने जैसा है । सारा जो कीचड़ भरा हुआ है उस के बीच में उन्होंने नवोदय स्कूल का एक कमल खिला दिया । अगर आप एक कमल ऐसा खिला देंगे तो उस से जो शासित है, जो पिछड़ा और गरीब है उस का क्या होगा ?

मैं आधे मिनट में एक सुझाव देना चाहता हूँ कि प्राइमरी एजुकेशन को भारत सरकार अपने हाथ में ले । मैं यह नहीं कह सकता कि सारी एजुकेशन को वह ले ले लेकिन प्राइमरी एजुकेशन का यूनिवर्सलाइजेशन करने के लिए और उस में एकरूपता लाने के लिये उस को वह अपने हाथ में ले और हरिजनों और आदिवासियों के लिए जो बजोफे मिलते थे उस में वृद्धि करे । इधर मैं ने सुना है कि उन को कुछ काटा गया है, घटा दिया गया है । तो एक ओर आप उस को घटाते हैं और फिर कहते हैं कि हम शिक्षा बढ़ाते हैं । तो यह दोनों बातें एक साथ नहीं चलने वाली हैं । तो यूनिवर्सलाइजेशन करने के लिए प्राइमरी एजुकेशन में यह जरूरी है कि आप की दृष्टि हरिजन, आदिवासियों की ओर जाय और उन के लिए बेहतर शिक्षा की व्यवस्था करने के लिए यह कोशिश हो कि मेहतर और गवर्नर के लड़के एक ही स्कूल में पढ़ें ।

SHRI V. NARAYANASAMY (Pondicherry) : Sir, I would like to put only one question and I will not take much time.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Only one pointed question, please.

SHRI V. NARAYANASAMY: Mr. Vice-Chairman, Sir, the honourable Minister, while replying to a supplementary, has admitted in this House that forty per cent of the schools

are in the rural areas. It is also an admitted fact that the Government is spending Rs. 20 for the urban child which is in the elementary stage of education and only 20 Pais- for the rural child. This is the disparity which is existing in the present system of spending in the educational system in our country. Sir, the ambitious vision of the Government is in the "Operation Blackboard". It is a good idea. Now, two large rooms, maps, charts and other facilities for the education of children should be there at the elementary stage itself. The Central Government has also given enormous funds for this scheme. It is an admitted fact that in May, 1987, the Government wrote to all the State Governments for implementing this scheme. Nearly six months have elapsed since then. But I find the same system prevailing now. The schools have not improved at all and no new schools have been opened. The infrastructure which should be there in the elementary schools has not been added in many States. I would like to know from the hon. Minister, what is the monitoring agency which the Central Government has for the purpose of finding out whether the funds provided by the Central Government have been properly and fully spent in all the States?

Secondly, so far as non-formal education is concerned, ten States have been adopted by the Government, and the Central Government is providing 50 per cent of the funds for non-formal education, especially for students who are not in a position to go to schools. Nowadays, what happens is that either through the TV or through the Radio, we find, only the schools which are giving formal education are utilising it, because of the time which has been adopted by the TV and the Radio. I would like to know whether evening programmes would be there for the purpose of facilitate the persons, especially small children who could not go to schools so that they are benefited.

SHRI P. V. NARASIMHA RAO: Sir, fortunately, we have our choice rather

than submitting as to who has to reply. Of course, if there was time I would have requested her to intervene.

Sir, I am grateful to the hon. Members who have asked relevant questions, and I stand here to answer those questions. In fact, I would have preferred it, along with the questions, certain suggestions also had come, because I have always taken the stand that I would like more and more discussions to take place in both Houses because I should be benefited by the suggestions of the hon. Members.

We are all interested in certain targets being fulfilled. We all know what could not be done, what could be done and what needs to be done and what we have decided to do. So, Sir, I shall only confine myself, since the discussion has been of a very short duration like one-and-a-half hour. We need not go for a fill. We will concentrate on the questions raised.

Sir, on the question of universalisation of elementary education, which is the subject matter of the discussion, I would like to point out that whatever programmes were contained in the programme of act on I had told both Houses of Parliament and elsewhere, the implementation would start from 1987-88. Apart from what happened in the past, apart from what may happen in the future if we concentrate on this timeframe of one year, what was decided and how much of it has been done how it looks and how the trend looks—this is precisely what should be done more than anything else at this stage.

Now, I would like first to submit, Sir, that we had to think of the methodology to be adopted in implementing the different items of the programme of action in regard to the universalisation of primary education which is the subject-matter, although some programmes, some items though been taken up in other fields also. This is how we started. And I would like my friends—Prof. Lakshmana, Que like Saheb, Nirmalji, Pandeji and others—to tell me whether this is right. If it not right, was there an alternative? That would be more business-like and meaningful from my point of view as well.

[Shri V. Narayanasamy]

from the point of view of the implementation of the programme. It was decided and I had made a statement in Parliament about the Operation Blackboard as the first programme which is calculated to give the necessary infra-structure—not the full, but at least the necessary, infrastructure—for the universalisation of primary education. The Operation Blackboard was considered, as Prof. Lakshmana himself pointed out, a very necessary programme to start with. If you don't do it, nothing else that you will do will have any impact. So, this was the programme for which Rs. 100 crores were allocated this year. Already I had occasion to say that such a programme has been taken up by the Central Government for the first time. Now, how do we go about spending these Rs. 100 crores? This was the problem. We cannot do it in all these lakhs of schools some of which are deficient in everything, some others deficient in something and still some others deficient in other things. How do we pick and choose? We came to the conclusion that the best way of doing this would be to pick "up blocks, compact areas, in consultation with the State Governments, where once we take up the block, we will complete the entire Operation Blackboard in that block before going on to the other block. It was, decided after making certain calculations and surveys that we could go ahead with 20 per cent of the blocks this year. Now how do we identify the blocks? Evidently, it was to be done in consultation with the State Governments. How do the State Governments also identify the blocks? Not arbitrarily but on the basis of certain criteria. Those criteria were transmitted to the State Governments in the first instance. It is a very elaborate letter which has gone to them suggesting what are the criteria, what is the basis on which these blocks have to be chosen. For instance, I will quote just one instance. We said that you don't take block where the infrastructure is so poor that whatever we have this year may not cover 20 per cent, but may cover only 14 per cent. Then there will be a backlog of 6 per cent. Also you don't

take blocks which have almost everything. There are such blocks in the country where the buildings are available almost in all the villages teachers are available in almost all the villages, etc. There you will have to spend very little. So the idea was that we have a mix of all kinds of blocks depending on local conditions giving certain weightage to adivasi areas and certain weightage to backward areas. All this has been spelt out. A proforma has been given to them to find out, in numbers, what the drop-out rate of each school is. It is a kind of census that they have to prepare in respect of each school so that we have a profile of the block, where does it stand in regard to drop-outs, school buildings, teachers, etc. So, detailed instructions and suggestions were given to the State Governments first. They were asked to complete this survey as quickly as possible. Two or three months' time was given because it was to be done very quickly. I am glad that confirmation of the completion of survey has been received from 18 State Governments. I would claim it as a record that the things which the State Governments were requested to complete within two or three months have been completed in as many as 18 States in the country. These States are: Andhra Pradesh, Arunachal Pradesh, Gujarat, Haryana, Karnataka, Madhya Pradesh, Manipur, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, West Bengal, Dadra and Nagar Haveli and Pondicherry. Now there are some other States which have not yet completed their surveys. But, I am sure, they are on the way to completion of the surveys... (*Interruption*).

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): He has read out the names.

SHRI P. V. NA-RASIMHA SWAMI: I have only given the list of States which have confirmed that they have completed the surveys. It does not mean that the others have not taken it up at all. They are in the middle of these surveys. Now these surveys are State-wise...

SHRI NIRMAL CHATTERJEE: The concentration should be on those who have not submitted.

SHRI P. V. NARASIMHA RAO: Certainly this is what we are going to do now. We have been writing to them, we have been reminding them. Our representatives from here are going to each State. They are moving in the States. This is a co-operative activity, a joint activity where the State Government's and we come together and we have been able to do it because of this approach.

Now, Sir, after having given a Statewide survey, it is obvious that you cannot start a work unless you have a block-wise survey. So, if they have taken, say 20 blocks in a State, they say, "We have taken the surveys and we want such and such block to be taken." Then what happens is that what is to be done in each block, the deficiency in each block has to be again mapped out. This we are doing, not by asking the State Governments to do it and send it to us but by sending our representatives. The Chief Secretary of the State sitting in a meeting calls the State Level Empowered Committee—it is called SLEC. Once they map out what is needed in a particular block and how much money is needed, sanction is given immediately. And there is no question of any correspondence between the State Governments and the Central Government or the local Government or whatever it is. So, this is the methodology which we have adopted as a result of which I am glad to say that within these 4 or 5 months, we have been able to complete the surveys, and several States have also completed a major part of the block surveys. They have also been sanctioned certain moneys on account, and work has started. Gujarat, for instance, has been given Rs. 6 crores; Rajasthan has been given Rs. 5 crores. And like that, as we complete the block assessment of how much is needed, the money is calculated and is given. Sanction is given more or less as an automatic result or action.

SHRI NIRMAL CHATTERJEE: For how many blocks upto now has it been possible?

SHRI P. V. NARASIMHA RAO: That is what I am saying. We are going and sitting with these people. The reports are still coming. I would like to say that there is no cut off date like that. Four to five months have been spent on completing the surveys. These surveys will not be repeated next year. Now this is the basic information about the whole State. That basic information has to be there before we do anything else. So, this has taken about 4 to 5 months. Block information has been computed there and sanctions are being given now in the third quarter of the year. This is the general practice that all sanctions are given in the third quarter of the year. If Members want, I would certainly give them information as sanctions are given. In fact, I would like to give them midterm or mid-year appraisal of how much has been done. But this year, since the surveys have taken time, the time that is required, may be as of today. I am not able to do anything or I am not able to give a large number, but I would certainly like to give whatever is possible by the end of the year. For instance by 31st December. I could place it in the Consultative Committee at its meeting. I will give them the mid-term appraisal and if other Members want, I have no objection in sending copies to them. So, we are really doing something which is based on the belief that, it is not an annual report that we give you, but as much possible we would like to from time to time, report to the Members and also see for ourselves how the whole trend looks. I feel that in view of the time the surveys needed we have been more or less on time. We have not lagged behind. The State Governments have cooperated very well and I am grateful to them.

Now, Sir, here, I require the counsel of certain hon. Members who are experienced in this kind of thing. While we, were making the surveys, we came across certain difficulties which have to be sorted out. What happened is that there has been a mismatch between certain facilities and certain other facilities. For instance, in Rajasthan, 20 per cent of the blocks

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according to the normal number should have 4,905 schools because the total number of schools requiring 'Operation Blackboard' there is five times this number. Therefore, twenty per cent of that would come to 4,905 schools. But the blocks they have actually chosen happens to have 6,575 schools. This year, we find that more or less 40 to 50 per cent more schools have come into the fold of 'Operation Blackboard'. May be in the third year, it will be less. Of course, we can give you an account at the end of the third year. But this year this is what happened that in some States we are having to have more buildings than 20 per cent and we have to take more schools than 20 per cent. Therefore, the infrastructure that would be needed and the money that has been allocated to it: there may be a mismatch between the two. We have gained from experience and from here we have to see how far this mismatch does not go beyond a particular percentage because 4,900 to 6,500 is rather a big jump. It can be about ten per cent or five per cent but it should not be a very big jump like that because that creates complications. But we will solve it. We are trying to solve it in consultation with the State Governments.

Now, deficiency of teachers. According to the original survey this was about 1800 or 1700 odd. Now the deficiency actually has come to 3,000 and over. Here again, there is a mismatch. These things have to be gone into. Sitting in Delhi, it is impossible for me to give you accurate figures. I can only give you figures of an illustrative nature. An estimated figure I can give but I cannot give the actual until we have completed each block-wise plan and whatever they are doing at the block level; only then we will be able to give you. I am prepared to give you. There is nothing to conceal in this. I am prepared to give all the figures as and when they come and I am sure we will be able to catch up with the actual implementation.

Appointment of teachers, for instance. It should not take eight months. It

can be done within one month. Once we are ready with the numbers, they are ready with their reports, we can say 'here is the money; you please appoint the teachers.' That can be done. The difficulty, however, will come in respect of buildings. Now, we can give everything else in one shot but buildings will take some time. This is where we are liaising with the ministry of Agriculture, Department of Rural Development. They have been kind enough to tell the State Governments that a very high priority has to be given to school buildings from the RLEGP funds. Again we have to discuss with the State Governments how much funds they have, how much they are diverting, putting on school buildings. That discussion is going on. But at the moment, I am not in a position to say how many are being taken up. There is again a mismatch between the other facilities that we are giving in a given block and the buildings that would be needed in that block. Mismatch not only in one direction but mismatch in the other direction also. They may be having buildings but they may not be having teachers. They may be having buildings but they may not be having all the other educational facilities, material etc. Therefore, this kind of mismatch also would have to be taken into account. This is one of the things which has come to light as a result of the last six months' experience. One thing about which I would like to assure the hon. Members is that we are not taking anything for granted, we are not taking anything as a rough imaginary thing. We are going right down to the grassroot level, going from school to school, taking every school individually and computing the things there and that is how it is more likely that what we will do, will be exactly what would be needed rather than any rough estimates which we have been doing so far.

Now consultations have been going on and with the help of the State Governments, we will be able to conform to the Operation Blackboard pattern and complete it in time. It is quite possible that we are left with three months only within which we may have to complete it.

But I would like to assure the House that we will not be found in deficit. We will not lag behind in spending the money but that money has to be well spent, 'it has to be spent- meaunglimy, it has to be spent purposefully. That is why these exercises of four to five months had to be undertaken before we make the sanctions. We also have to take reports. Once 20 per cent of the blocks are completed and we get the reports from the 20 per cent blocks, then study will be made for the next part because we do not want the spill-over to grow. We will have to decide in consultation with the State Governments what has to be done in those cases, in those States, in those blocks. So, these are matters which have not yet been tied up. These problems will be thrown up, small questions will be thrown up and we will have to discuss with the State Governments continuously and try to solve them as we go alone.

SHRI NIRMAL-CHATTERJEE: Concurrent evaluation is being done by Rural Development Ministry. We should take advantage of that.

SHRI P. V. NARASIMHA RAO: We will look into that. In fact, we have been pursuing the Rural Development Ministry first to give us the facility of school buildings, high priority being given to school buildings. They had their own priorities naturally, but after the new policy came into being, after it was accepted by the NDC we had a better opportunity to persuade them, not that they were not doing, they were doing, but now they have to do it much more and they have agreed to do much more. That is the hopeful part of it. If they have the machinery by which we can have some kind of simultaneous assessment, I would be very happy to request them to make the services of that mechanism available to me in the matter of education. I have no problem on that. I will certainly speak to those concerned and see whether it is possible to obtain those services.

SHRI NIRMAL CHATERJEE: Every District headquarter is being provided with one computer.

SHRI P. V. NARASIMHA RAO: I would personally lock into that because I am interested in seeing that, between two or three departments there should be no divergence in facts. Facts are sacred let us have the facts.

Now, Sir, we will come to nonfoimal. These are the two parts of the elementary education picture.

PROF. C. LAKSHMANNA: One thing before you go to the next point. There is one target for the Operation Blackboard and elementary education and another for non-formal education. Both target groups are different. In one case it is 1:14 while in the other it is 15:35. How would this non-formal education be of help in increasing the number of literates in the age-group of 1 to 14?

SHRI P. V. NARASIMHA RAO: Non-formal education is meant for those who could not be caught in the formal net.

PROF. C. LAKSHMANNA: My point is, how is it going to help in terms of universalisation of elementary education? I do agree that you will be increasing the number of literates as a whole, but our argument is about universalisation of elementary education — that means those who are in the net of 6 to 14. Their number should be increased. I would like to know in what particular way causing dent in non-formal education, which is for the age group of 15 to 35, is going to contribute to bringing more people in the net of 6 to 14.

SHRI P. V. NARASIMHA RAO: There is a little misunderstanding here. Age group 15 to 35 is covered by the adult education programme.

PROF- C. LAKSHMANNA: No, no, I know that. I am talking of non-formal. ..

SHRI P. V. NARASIMHA RAO: Non-formal may contain some from that group too. The point is those who could not



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be caught in the formal net will be caught in the non-formal net. Therefore, formal *plus* non-formal would ca-cr, by and large, to the same age group. This is the result of how it has been conceived. If a boy of, say, 10 years who has attended school only for two years and has dropped out — as has been pointed out after the first year many children drop out, more than 50 per cent drop out after the first year — those are the children to be caught in the non-formal net. You do not wait until he becomes 15 to take him into the non-formal net. It is very clear that dropouts of the formal education system will be caught in the non-formal system and most of them will be of the same age group of 5 to 14 or 6 to 14, whatever it is.

श्री जगदम्बी प्रसाद यादव : आपरेशन ब्लैकबोर्ड के बारे में एकचुअल रूप में आप सर्वे कर चुके हैं, या उसको करने वाले हैं ?

श्री पी० वी० नरसिंहराव : मैं अभी-अभी कह चुका हूँ कि उसके सिलसिले में जो स्टैप्स हैं, एक के बाद एक जो करना है तरीके से, उसमें पहला कदम यह है कि हम सर्वे करें, दूसरा यह है कि ब्लॉक्स का चयन होने के बाद एक-एक ब्लॉक में क्या-क्या आवश्यकताएँ हैं, उनको पूरी तरह से समझ लें तथा उनका हिसाब कर लें ।

तो यह दोनों स्टेजेज हो गई हैं । अब स्टेज यह है कि जहाँ-जहाँ इसका हिसाब पूरी तरह से हुआ है, वहाँ उनके साथ बैठ कर हम पैसे सैंक्शन कर दें । कहीं-कहीं वह भी हुआ है । अब उस स्टेज में हम आये हैं और इसलिए मैं समझता हूँ कि यह तीसरा जो वन-फोर्थ है, यानी थर्ड क्वार्टर इस साल का है, इसमें, बड़े पैमाने पर हम सैंक्शंस भी दे दे सकेंगे और वहाँ वह लोग काम भी शुरू कर सकेंगे । यह फेजिंग हुआ है और मेरी समझ में यह फेजिंग सही है और इसके अलावा और कोई फेजिंग हो नहीं सकता था ।

अगर कोई माननीय सदस्य यह कहें कि इसके अलावा और कोई तरीका हो सकता है और न उसका कायल होता है, तो अगले साल से वह करेंगे । हमारी समझ में जो आया है, वह हम आपके सामने रख रहे हैं कि यह हमने किया है क्योंकि इसको हमने आवश्यक समझा । इसके लिए और कोई पर्याय हो, कोई ई आल्टरनेटिव हो, तो हम जरूर मुनने के लिए तैयार रहेंगे ।

Sir, non-formal education, as I said, is a much more difficult task. It was being done by certain voluntary agencies and certain government and other agencies, but in a very scattered fashion. Now for the first time, again, the non-formal system has been sought to be re-organised on the basis of a given number of non-formal education centres in a given block or in a given area so that we can understand how much coverage has been achieved from time to time, from year to year. Therefore the entire non-formal education system has been taken up for reorganisation.

कमारी सईश खातून (मध्य प्रदेश) : मैं मंत्री जी से इतना ही जानना चाहती हूँ कि नान-फार्मल स्कूल के लिए जो बच्चों को पास कराने के लिए पचास रुपये टीचर्स को अलग से दिया जाता है अलोंस जैसे तो वह सही मानों में बच्चे उस रूप में पास होते हैं । ए० ई० आई० एस० लोगों को मिला कर के पचास बच्चे पास करवा कर 2500 रुपये ले लेते हैं और नान-फार्मल स्कूल के लिए उनको रस्सी बालटी और कंदील दी जाती है ।

तो क्या यह सही मानों में जांच की जाती है कि वह नाईट में पढ़ाई करते हैं एक घंटे के लिए या दिन में किस टाइम में करवाते हैं ताकि कंदील की जरूर नाईट के स्कूल में होती है न कि डे-स्कूल के लिए ।

मैं इतना ही मालूम करना चाहती हूँ ।

† [کماری سعیدہ خاتون - میں  
مکدری جی سے اتنا جانتا چاہتی  
ہوں کہ نان-فارمل اسکو کیلئے جو  
بچوں کو پاس کرانے کے لئے پچاس  
روپے ٹیچرس کو الگ سے دیا جاتا  
ہے - الٹس جیسے تو وہ صدمع  
ممنوں میں بچے اس روپ میں  
پاس ہوتے ہیں - اے-این-آئی-  
لوگوں کو ملاکر کے پچاس بچے پاس  
کروا کر ۲۵۰۰ روپے لے لیتے ہیں اور  
نان-فارمل اسکولوں کیلئے انکو دسی-  
بالتی اور قندیل دی جاتی ہے -

تو کیا وہ یہ صدمع ممنوں میں  
جانچ کی جاتی ہے کہ وہ نمائت  
میں پڑھائی کرتے ہیں ایک کیلئے  
گھنٹے یا دن میں کس نمائت میں  
کرتے ہیں - تاکہ قندیل کی ضرورت  
نمائت اسکولوں میں ہوتی ہے نہ  
تو اسکول کیلئے - میں اتنا ہی  
معلوم کرنا چاہتی ہوں -

श्री पी० वी० नरसिंह राव : अब  
यह तो कहना मुश्किल है कि कहां दिन  
में पढ़ाई होती है, कहां शाम में होती है,  
कहां सबेरे होती है, लेकिन मैं इतना  
जल्द कहूंगा कि आज इस पूरे सिस्टम  
को नए सिरे से आर्गनाइज किया जा  
रहा है।

श्री जगदम्बी प्रसाद यादव : उन्होंने  
बात सही उठाई है प्रोढ़ शिक्षा का जब  
हमारे सामने एक पूरा इतिहास है...।

श्री पी० वी० नरसिंह राव : जी,  
हां, है।

श्री जगदम्बी प्रसाद यादव : और  
उसमें इतनी गड़बड़ी है? ... (व्यवधान)

श्री पी० वी० नरसिंह राव : यही  
तो मुश्किल है प्रोढ़ शिक्षा को आप नान-  
फॉर्मल समझ रहे हैं।

श्री जगदम्बी प्रसाद यादव : उसका  
आप कैसे सुधार करेंगे?

SHRI P.V. NARASIMHA RAO; Sir, there is a basic misunderstanding. Adult education is being confused with non-formal education. Non-formal education and formal education are two sides of the same coin. They are targeted, by and large on the same age group and, therefore, it should be kept apart from the adult education programme which concerns the age group 15, to 35, and even after 35. Nobody claims that at the end of the century there is not going to be any illiterate in this country, because those who are above 35, most of them, may not come into the adult education net also. So it is a question of cascading effect over a period of two or three decades what we can achieve by the end of the century we have tried to compute, we have tried to conceptualize, we have tried to forecast. Now if it is possible that we would be able to do more because, once the people's enthusiasm is released, we have seen that very surprising results have come. In agricultural production and so many other things, people have come up and they have given us results which even we did not expect. That is why I would like to say that once the programme gets going and seen as successful, then there will be a cascading effect, there will be a kind of impetus created, a momentum created, and that is what we are trying to do.

श्री जगदम्बी प्रसाद यादव : मंत्री जी  
आप तो आप होने के बाद की बात कह  
रहे हैं?

श्री पी० वी० नरसिंह राव : हां।

श्री जगदम्बी प्रसाद यादव : सवाल  
यह था ... (व्यवधान) 50-70 परसेंट  
... और उसके लिए कोई व्यवस्था नहीं  
कर रहे हैं?

श्री पी० वी० नरसिंह राव : उसी  
के लिए नान-फॉर्मल है। ... (व्यवधान)  
बाजू में बात कर लें।

PROF. C. LAKSHMANNA: Since  
you have raised this, I am having the

[Prof C. Lakshmanna] document here, but your National literacy Mission, when it comes to non-formal education, it talks....

SHRI P.V. NARASIMHA RAO: Yes, that is adult education which has been renamed as National Literacy Mission.

PROF. C. LAKSHMANNA: I know. Then what is your non-formal education?

SHRI P.V. NARASIMHA RAO: Non-formal is for dropouts from the formal.

PROF. C. LAKSHMANNA: Where do we find it? What is the institution for it? I am not finding it here.

SHRI P.V. NARASIMHA RAO: That is precisely what I am trying to say.

PROF. C. LAKSHMANNA: Now you have ruled out that this is not concerned with the non-formal education which you have been talking about. If we take out this document about non-formal education, then going through your three other documents I am not finding any agency or any organization which will deal with this.

SHRI P.V. NARASIMHA RAO: But that is what has been referred to as Jana Sikshana Nilayam in the policy and the programme.....(*Interruptions-*) ....

PROF. C. LAKSHMANNA: In the policy?

SHRI P. V. NARASIMHA RAO: Not on that.

PROF. C. LAKSHMANNA: Is it part of this?

SHRI P. V. NARASIMHA RAO: That may be so. But in non-formal also we have to affiliate it on the basis of compact areas. This is what I am trying

to spell out. Now, Jana Sikshana Nilayam is also connected with adult education.

Just one point which was raised here, I would like to dispose of. Instructors are given Rs. 105 per month. Their standard has been the same, as I said. We would like the result to be, more or less, the same as primary. So, instructions are given. NFE, for instance, is meant primarily for dropouts and also girl assisting families, those who cannot attend schools and children also who are working while they are learning and are not able to do any learning at the moment. So it is meant for them. These are the three categories but, by and large, the first category which is identifiable is the category of dropouts. Prof. Lakshmanna wanted to know what you do not find in the Programme.

PROF. C. LAKSHMANNA: As for the universalisation of elementary education, the Operation Blackboard, the methodology and the steps, you have told. O.K. When it comes to the question of non-formal education, the only document that is available is about the renamed adult education. In fact, the Director General has to be appointed and it has not been done, etc. That is a different matter. If that is the case, I want to know what that agency is which would look after non-formal education of the variety you are talking of. For that you have not spelt out any agency at all. Who will do that? After all, ultimately, we are bringing it down to the ground level, it will be an operation at the ground level. Who will be the persons who would identify the drop-outs? Who will run the classes?

SHRI P. V. NARASIMHA RAO: I would say that we do not have a separate mechanism for that. The education authorities who will be looking after formal education, on the training side the DTETs, on the substantive side the Zilla Parishad and those who are in charge of education, would be in charge of non-formal education also. I think that is obvious.

PROF. C. LAKSHMANNA: Has it been worked out? During the last eight months has it been worked out?

SHRI P. V. NARASIMHA RAO: That is what is being worked out. That is what I am telling. Prof. Lakshmanna, it is being done on a *de novo* basis. This is what I would like to say *ad nauseam*. If it had been in continuation of the old scheme, I would never have had any difficulty. I would have given you figures and figures. The point is that we are re-organising. We are doing that. We will be able to tell you in a month's time, maybe by the end of the year, how it is being done, how many are being taken up. All these figures we can give you, say, after a month. But, now we are in the mid-stream. We are not in a position to give the figures because it is still being worked out. Once it is worked out, for the next year we do not have to work it out again. This is what I am emphasising.

SHRI NIRMAL CHATTERJEE: But he has really raised a very valid question. That, I think, you should attend to also. If the rate of the drop-out is 50 per cent, that means the population that has to be handled would be almost of an equal dimension.

SHRI P. V. NARASIMHA RAO: Certainly.

SHRI NIRMAL CHATTERJEE: Every district has a primary school board for education. So, if it is of a similar dimension, what he is drawing attention to is, some similar structure etc., also has to be thought of.

SHRI P. V. NARASIMHA RAO: Not independent. That will be strengthened. But we cannot have different structures for formal and non-formal because there is such umbilical cord between the two. They have to be taken together. I do not envisage any separate machinery for that.

PROF. C. LAKSHMANNA: Does it mean the same two teachers? I am trying to learn from you. That is all. Does it mean the same two teachers or one teacher? One-teacher schools have

been made two-teacher schools now. Will they be looking after the non-formal scheme for the drop-outs also? For heaven's sake please...

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): This may be discussed in the chamber.

SHRI NIRMAL CHATTERJEE: This is very important Mr. Minister. As far as the universalisation of primary education, elementary education is concerned, the schools are to be strengthened through the Operation Blackboard. In a school where there is no teacher, there will be at least one teacher. Where there is one teacher, there will be two teachers. They will look after. You will try to strengthen elementary education. For adult education there is another body. My question is, there is 50-per cent drop-out between class I to class five. These have to be looked after. Who will be looking after them, whether the classes have to be held—please, for heaven's sake...

SHRI P. V. NARASIMHA RAO: I understand your question. The answer is very obvious.

PROF. C. LAKSHMANNA: Whether the classes will have to be held in the evening or the classes will have to be held during the working hours, that has to be decided. I am not worried about it. But who will be the teachers? Who will be engaged in this task? Have you identified this process?

SHRI P. V. NARASIMHA RAO: This is what I am saying. It could be a teacher, it could be a non-teacher also, who is not in the formal net. This is what I am saying. We will keep it flexible. If a teacher is prepared to take over that responsibility and we are satisfied that he will do it, we will ask him to do it because it is easier for him to handle both. This is a matter of pragmatism. We cannot be absolutely rigid about these things. We have teachers and teachers. If a teacher is prepared to do it, certainly, we would like to encourage him. But the point is, we are

[Shri P. V. Narasimha Rao]

not going to load this on the teacher compulsorily. This is the point

SHRI V. NARAYANASAMY: What is the alternative for the drop-outs? *(Interruptions)*

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): See, this is half-an-hour discussion. It is now going like a Question Hour. Now, please go ahead with your answer.

SHRI P. V. NARASIMHA RAO: When you completely activate voluntary organisations, when you have proper training facilities on the non-formal side also, ensuring proper supervision on the instructors, I am quite sure that the non-formal system will also work as satisfactorily as the formal system. But, as I have been saying all the time, non-formal system is a new system which has to be carried on with certain amount of experimentation and innovation. I have no other way of giving you a cut and dry final blueprint of the non-formal education. It may have to vary from area to area and place to place depending on the conditions obtaining there. All these things will have to be gone into. We will have to be absolutely pragmatic in non-formal education. In fact, when we were discussing the new policy, quite a few hon. Members expressed doubts about the non-formal education. I had said that I have really no final answer in regard to non-formal education. I would say that the net of non-formal education is a contracting net, the net of the formal education is an expanding net. I am waiting for the time when there will be no need for a non-formal education system at all. When there is no drop-out, there is no non-formal education by and large. This is how we are looking at these things.

SHRI V. NARAYANASAMY: At this stage we will be happy. Now, I would like to know, as Prof. Lakshmanan says what is the mechanism which is going to see this. Sir, it is a very important question. The hon. Minister is evading the answer.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): All questions are important but there is a time limit also.

SHRI P. V. NARASIMHA RAO: The matter is being worked out depending on the numbers. I would give one assurance here that if there is any need for augmenting the mechanism—that will be done. Non-formal education will not be allowed to suffer as a result of the deficiencies either at the supervisory level or at the managerial level. If this assurance is taken note of I do not think there is any further need for explaining these things. I will certainly be able to take Members into confidence. As I said I hope to place before the mid-session Consultative Committee meeting the entire blue-print of non-formal education as it is emerging. Now, since it is emerging, it will not be possible for me to make any final statement at this stage. This is what I would say. Sir, I think I have covered the ground.

SHRI P. V. NARASIMHA RAO: I have already committed to come with all the figures in a final form, maybe in a month's time i.e.

श्री राम अवधेश सिंह : मैं मंत्री महोदय से जानना चाहता हूँ कि प्राथमिक शिक्षा को समान बनाने के लिए ... (व्यवधान) ... प्राथमिक शिक्षा को एक समान बनाने की दिशा में क्या सरकार बढ़ रही है ? (व्यवधान)

श्री पी० वी० नरसिंह राव : आप मुझे आईडेंटिफिकेशन की तरफ धकेल रहे हैं । ... (व्यवधान)

श्री राम अवधेश सिंह : देश में जो पांच तरह की शिक्षा चल रही है उसको एक समान बनाने की दिशा में सरकार क्या ठोस कदम उठा रही है ? ... (व्यवधान)

by the end of the year. The preliminary work that had to be taken this year will not be needed to be repeated next year. The hon. Members will appreciate that on the basis of this we will be able to

do things much quicker or to advance all these stages from next year. This is what I am hoping because that is the normal thing. If we do the work properly in the first year, it will not have to be repeated. On the non-formal side, I am quite sure that I have not been able to give all the answers that are needed because as I said they are being worked out. Now hon. Members will have to bear with me until such time as I may be able to come with more facts and I would certainly request the Members when they get a fuller picture —> there will be never a complete picture— a fuller picture to comment on it, to let me know how they find it. I may also consult other educationists in the country on the non-formal side. I have never been dogmatic. I have always been saying that this is an uncharted area. I entirely agree that I do not have all the answers particularly on the non-formal side.

SHRI NIRMAL CHATTERJEE: Non-formal on non-formal.

SHRI P. V. NARASIMHA RAO: Well, I am non-formal. I am non-formal on the formal side. I have never been rigid or formal or anything.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): He has an open mind.

SHRI V. NARAYANASAMY: The Minister has not committed on this.

SHRI P. V. NARASIMHA RAO: I have not committed on this because, I am not in a position to commit. I have to convince myself that the programme as has been finalised is going to work. Now, I have not come to that stage. It will take a few more weeks. After that I will come either to the House at the proper time or to the consultative committee or in any other forum. Even I could write individually to Members saying that this is what we are thinking— how about it—please tell us what we should do or where you think it is going wrong?

SHRI V. NARAYANASAMY: The House may be informed.

SHRI P. V. NARASIMHA RAO: I am prepared to do that. So, thank you Sir.

THE VICE-CHAIRMAN (SHRI JAGESH DESAI): Now, the House stands adjourned and again will meet tomorrow, Thursday, the 3rd December, 1987 at 11.00 A.M.

The House then adjourned at seventeen minutes past eight of the clock, till eleven of the clock, on Thursday, the 3rd December, 1987.