

श्री उ

जैसे सुकुल साहब ने और दूसरे मम्बर ने अपने खयालात का इजहार किया है मैं इस बात से इतफाक करता हूँ कि बिजनेस एडवाइजरी कमेटी के तसविये पर अगर हाउस कोई दूसरा इजतमाई तौर पर या अक्सरियत के साथ यह तसविया करे कि इस पर हम मजबूद बहस करेंगे तो मैं समझता हूँ कि इस पर कोई मुबानियत या रुकावट नहीं होगी और नहीं आनी चाहिए लेकिन मेरा कहना सिर्फ यह है कि आज दूसरा रेजोल्यूशन भी हमें लेना है तो अगर आज वह मूव नहीं होगा तो फिर उसमें दुश्वारी होगी। अगर ऐसी गुंजाइश निकलती है कि दूसरा रेजोल्यूशन भी होता है तो जो मम्बर बोलना चाहते हैं उन्हें मौका देने में कोई दुश्वारी नहीं है।

श्री हुसमदेव नारायण यादव : 4.20
पर मूव करा दिया जाए। (व्यवधान)

**RESOLUTION RE. PROVIDING FREE
AND COMPURSORY EDUCATION FOR
ALL CHILDREN UNTIL THEY COM-
PLETE THE AGE OF FIGHTEEN
YEARS—Contd**

SHRI SANKAR PRASAD MITRA
(West Bengal): Mr. Vice-Chairman, I agree with the spirit of this Resolution, but I regret that the reasons advanced in favour of the operative part of the Resolution do not seem to me to be justified. I do not think that illiteracy is a reason which is causing fissiparous tendencies in our country. In fact, separatist and fissiparous forces are intellectual forces and they are encouraging fissiparoi and separatist moves for enjoying the full benefits and fruits of life. Illiteracy, however, has its effect on superstitions and prejudices. It has effect on family planning. It has etloct on taking of advantages for rural-development projects. It may have elfecr on infant mortality, fertility, birth-rates, etc. But fissiparous tendency is certainly not one of the effects. Sir, the Union Education Minister v/as good enough to make a statement a few weeks ago that their aim is to intiodiice universal primar? educat-on by 1990. But recently I have read in newspapers

that she has changed her stand. She has shifted from that stand and she now says that this aim cannot be achieved unless growth of population is also checked.

Sir, the high diop-out rates in this country are well-known. The highest drop-out is in Mari.'pur which is to the extent of 83 per cent. In Uttar Pradesh, the drop-out is to the extent of 50 per cent. Then the nine backward States including Bihar, Madhya Pradesh and Rajasthan appear to be the victims of alarming illiteracy. Thcuc backward States have the worst record also in family planning. Kerala has the highest literacy of 70 per cent. The drop-outs there come to about 11.1 per cent which is the lowest in the country. Once the benefits of education are apparent to our people, the drop-out rati would proportionately diminish. In 1982-83, the Central Government gave Rs. 4.82 crores to backward States for non-formal education. But we have to find out why these drop-outs arc taking place. As far as our information goes, out of two or ibree children, one has to augment the laaafly income and invariably he has to drop out cr the school. Oue of lire hon. Members from this side has stated that the West Bengal Government has been giving a subsidy of Rs. 30/- to families which send their boys or girls to primary schools. That is undoubtedly a welcome IVOVC. But look at the sum of Rs. 30J-. Today, Rs. 30J- is a very paltry sum. If a young boy or a girl has to earn to maintain the family, he would have to ejarn much more than Rs. 30J-. From my own experience, I can tell you that in one of the villages in West Bengal I had met a boy near a Railway bridge seling lozenges in a glass box. I asked him why he had no: gone to the school. He said, "My father works in the field. He is unable to maintain the family. He has asked me to come out of the school and take to this trade of selling lozenges." I asked him, "How much do you earn a month?". He said, "When I am lucky, I may earn about Rs. 60 to Rs. 65 per month." Therefore!, if he is earning Rs. 60 to Rs. 65 a month after coming out of the school, why-should the family be satisfied with only Rs; 30 a month? This is the state oi affairs in our countrr today. (Time tell-

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 & compulsory education the age of
 for all children eighteen years

rfnggj Just one minute, Sir. The Sixth Plan for the first time views education as development input rather than service. Higher literacy helps rural masses to take greater advantage of official and voluntary schemes. Highly literate States like Kerala have the lowest levels of infant mortality, fertility, birth rates, etc. The female literacy in our country is below 25 per cent. The male average literacy is a little over 36 per cent. And if you think of girls, 77 per cent of the girls between the ages of 6 and 14 never go to any schools at all.

Sir, I had been to the People's Republic of China in October, 1982, in a delegation led by Mr. B. N. Pande, who was, till recently, a Member of this House. I made thorough enquiries of Chinese educationists as to the state of education there. And I found that in that country nearly 93 per cent of the school-going children go to school. China has also introduced a completely new method. They have started a Central Television University. Education by radio and television is a new form of adult education introduced in that country which is being developed. They have 280,000 regular students and 4,000 full-time teachers in the Central Television University. The Central Television University is meant for boys and girls who have reached up to the secondary school stage, and thereafter they are given various courses, for instance, courses in commonly used basic science and engineering, advanced mathematics, physics, chemistry, engineering mechanics, electrical engineering fundamentals, basic mechanical designs, elementary electronic technology, computer principle, algorithm language, biology and English. The full-time students can take all the courses. The part-time students can take two courses. And spare-time students can take one course. Apart from the Central Television University, they have similar courses introduced in 25 provinces and 3 centrally-administered municipalities. They have also evening universities and correspondence courses to spread education, as far as possible. I support the proposals made by the other Members. My recommendation to the Government is that since television and radio are rapidly expanding in

our country, TV and radio should be immediately taken charge of for spreading mass literacy.

SHRI P. N. S. VI (Uttar Pradesh) : Mr. Vice-Chairman, I am resplendent, very much thankful to you for giving me the chance to speak on this very important subject of education.

Sir, education is very important not only for our individual development but for our social development also. And specially in our democratic setup, its importance needs, perhaps, no over-emphasis. As a matter of common sense, without education we cannot neither read our Constitution nor can we know what our rights and what our duties are and if we are ignorant about the constitutional provisions and if we are ignorant about the law of the land and if we do not know what our rights and duties towards the society as a whole are, I think we will not be able to contribute to the objective in the existing conditions to the desired level. The Resolution of our hon. colleague, Shri Buddha Prasad Maurya, is perhaps a projection of what has been provided for in article 45 under the Directive Principles of State Policy. Article 45 provides: "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years". Our friend, Mr. Maurya, has come up with a Resolution where by this age-limit is sought to be raised to 18 years instead of the present 14 years. So I would like to suggest a slight amendment only, because we have not been able to achieve the target laid down under this article 45, it is not perhaps very prudent on the part to increase this age-limit to 18 years. First of all, we should make everyone, educated or literate up to the age-limit of 14 years and thereafter only we should try to raise the level.

[Shri P. N. Sukul]

Sir, as regards the importance of education, I would like to quote here from a speech of our Prime Minister, Shrimati Indira Gandhi delivered at the meeting of the National Development Council on March 14, 1982. She said: "Education holds the key to human resource development which is crucial for any meaningful and accelerated economic and social progress. The rapid spread of elementary education is essential. The number of children attending schools in the age-group of 6 to 14 years has grown over the years but the rate of growth of 20 lakhs per year in the Fifth Plan Period and about 28 lakhs last year is far too low and will have to increase if an additional seven crore children are to be brought into our schools in the next ten years. We are pledged to providing free and compulsory education for all children in the age-group of 6 to 14 years by 1990. Special attention must be given to girls' education, to backward classes as well as the use of non-formal education. Efforts should also be made to cover the entire illiterate population in the age-group of 15 to 35 years under the Adult Education and Literacy Programmes by 1990." So, we see that our aim, in fact, is to make every one literate up to the age of 14 years by the end of this decade. In the same connection, Sir, I would like to mention that I think it was in 1981 that our present Education Minister, Shrimati Sheila Kaul, also mentioned about this target of making everybody literate, or for wiping out illiteracy from this land, by 1990. Although, Sir, when we view it with the progress made, it does not seem very realistic,

mean this target, but still efforts have to be made. And, it is also very good that our Prime Minister's new 5-point programme includes Adult education and envisages greater involvement by students in eradicating literacy. Despite all our efforts, Sir, so many of our colleagues have already mentioned, the incidence of illiteracy today in our country still is

63.83 per cent, as per 1981 census. In 1947, when we became free, this literacy was 14.9 per cent. Against this, in 1951, our literacy grew to a level of 16.6 per cent and in 1971, it went up to 29.45 per cent, and in 1981, it increased to 36.17 per cent. That is why, our Government is to be congratulated on this score that despite increase in population every year and every day and despite new children produced every minute our Government has at least been able to ensure stepping up of literacy, due to various programmes of the Government, no doubt. But as I said, still we are very much behind the mark. It is also true that the number of primary schools in this country since Independence has gone up by 500 per cent. So much money is being spent on our educational programme. But still, much has to be done, especially in these traditionally backward areas where people do not want to be educated at all, like our tribals. Real work has to be done in our forests and in traditionally backward areas where we have to go and spread literacy in such backward areas.

The fourth All-India Educational Survey says that only 47 per cent of our primary schools are in permanent buildings. Therefore, if we want to spread education, we should have the necessary infrastructure that is, we should have pucca buildings for the primary schools. I am not talking of other schools, but at least for primary schools we should have pucca buildings. About 47 per cent means, half of them only have permanent buildings and half of the schools are held under trees or anywhere else. This Survey also said that 60 per cent in urban areas and 80 per cent in rural areas, of the primary schools have no toilet for students. These facilities have also to be provided. In thousands of schools, there are not even adequate number of blackboards so that the students could be taught with its help. About 25 per cent of the primary schools and middle-schools do not have, mats to sit

upon, or any kind of furniture at all. And in so many schools, there is only one teacher to teach right from class 1 to class 5. All these inadequacies have to be removed if we really want to spread education and want people to be educated. In this connection, it will not be, perhaps, irrelevant for me to say that under the old UGC scheme of adult education and extension programme, the participating college or university used to organise adult education project of 10 centres for 10 months with a cost of Rs. 14,000 for 300 learners' and the students' participation was voluntary. Still, the revised guidelines of the UGC are almost the same. According to these guidelines on adult education programme, which are based on the same approach, nearly 50 students are to be involved for 3 hours a week for 40 weeks in a year and each student has to cover 12 families which he is supposed to visit in a month, which is wholly inadequate. This programme, as it is, will not be able to make people literate because even if A, B, C, is taught to them, they will forget and go back to illiteracy. So, a much better programme has to be there. Sir, I will also take this opportunity to say that, today, perhaps, because of the high incidence of illiteracy in our country, we are having corruption, we are having nepotism, we are having communal riots and we are in a very bad jam of affairs because of the social problems. That is why, I would like to suggest that there should be moral education also. At least at the primary level, there should be moral education where the fundamentals of ideal human behaviour should be taught to every student. Only then, we will be able to make people literate, make people educated and make them meaningful for our democracy.

Sir, with these words, I support the resolution moved by Mr. Maurya.

उपसभाध्यक्ष (श्री संयद रहमत अली) :
श्री कलराज मिश्र । मेरी संझनों से रिकवेस्ट यह है कि दो तीन मिनट में अपनी

बात मुकम्मिल करें क्योंकि मिनिस्टर साहब का जवाब होना है ।

श्री बुद्ध प्रिय मोर्य (आंध्र प्रदेश) :
मेरी आपसे रिकवेस्ट, गुजारिश है कि जवाब देने के लिये मुझे कम से कम 30 मिनट तो मिल जायें ।

उपसभाध्यक्ष (श्री संयद रहमत अली) :
30 मिनट जवाब के लिये चाहिये, 30 मिनिस्टर के लिये चाहिएं । इसलिये जल्दी-जल्दी अपनी बात खत्म करें । और भी बिजिनेस है ।

श्रीमती रोडा मिस्त्र (आन्ध्र प्रदेश) :
मेरा टाइम कब आयेगा, आप मुझे ऐश्वर्यसे देंगे कि आज मूव भी हो सकेगा ?

श्री ह्यातुल्ला अंसारी (नाम-निर्देशित) :
मुझे तीन से ज्यादा मिनट दीजिए । मुझे बहुत सी टैक्निकल टिप्पणियाँ पर बोलना है इस पर अभी तक बहस नहीं हुई है कि कौन इसको बढ़ाना है, क्या करना है ।

श्री सुशील चन्द महन्त (हरियाणा) :
जो तीन मिनट वाले हैं उनको पहला मौका दिया जाए और ज्यादा बोलने वाले को बाद में ।

श्री कलराज मिश्र (उत्तर प्रदेश) :
श्रीमन्, मैं श्री मोर्य जी को बधाई दे चाहता हूँ कि उन्होंने इस प्रस्ताव द्वारा प्रकार की नीति के अवलम्बन का आ किया है कि 18 वर्ष तक के युवकों स्वतन्त्र शिक्षा दी जाए, हर प्रकार सहयोग प्रदान किया जाए और ही साथ हिन्दुस्तान के अन्दर जो विभिन्न मजहब, जातियों वाले लोग निवास हैं उनके अन्दर सामान्य तौर पर एक एक राष्ट्र की भावना का आविर्भाव ऐसी शिक्षा का होना अत्यन्त आवश्यक इस आधार पर अगर शिक्षा की नीति आई तो निश्चित रूप से जो हम हिन्दु को बनाना चाहते हैं, उस प्रकार हिन्दुस्तान का स्वरूप हम देख सबे

[श्री कलराज मिश्र]

लेकिन, श्रीमन्, जब हम आज की शिक्षा नीति के संचालन की ओर देखते हैं तो ऐसा लगता है कि जो प्राथमिकता देनी चाहिये इस शिक्षा को वह प्राथमिकता नहीं दी गई। जो प्रायोरिटीज देनी चाहिएं वह प्रायोरिटी नहीं दी गयी और उसका परिणाम यह है कि जैसे मुकुल साहब ने कहा देश के अन्दर अनेकों ऐसे विद्यालय हैं, प्राइमरी स्कूल हैं, मिडिल स्कूल हैं जिनमें बच्चों के बैठने के लिये टाट तक नहीं हैं, कुर्सियों की तो बात ही छोड़ दीजिये, पीने का पानी नहीं है। अभी भी बिना मकान के खुले आसमान के नीचे बैठकर शिक्षा का अध्ययन बच्चे करते हैं। पानी बरसता है तो छुट्टी हो जाती है, धूप लगती है तो छुट्टी हो जाती है और वह बेचारे किसी तरीके से जिन्दगी बसर कर रहे हैं। शिक्षा को जो प्राथमिकता देनी चाहिए वह नहीं दी जा रही है। उसका परिणाम यह होता है कि जो पिछड़े हुए क्षेत्र हैं, बनवासी हैं, उन क्षेत्रों में सुदूर भावों में बसने वाले जो लोग हैं उन लोगों को शिक्षा का जैसा लाभ होना चाहिए वह लाभ प्रदान नहीं किया गया है। इसलिए श्रीमन्, मैं तो यही कहूँगा कि 18 वर्ष तक के लोगों को जहाँ शुल्क मुक्ति मिले जाए, साथ ही साथ उनको विभिन्न प्रकार का सहयोग भी प्रदान किया जाए। सन्दर्भ में यह तभी सम्भव हो सकती है जब शिक्षा को प्राथमिकता के आधार पर प्रचार करते हुये हर क्षेत्र में समान रूप शिक्षा देने का प्रयास किया जाए। मैं इस शब्द पर इसलिये जोर दिया कि जो हमारे देश में विद्यालय चल रहे हैं उनमें भेद है, डिस्ट्रिक्मिनेशन है। जगहें पब्लिक स्कूल हैं। उनमें वे ही प्रवेश ले सकते हैं जिनके पास पैसा है। स्कूलों में भी एडमिशन की समस्या। कोई संरक्षक चाहता है कि उसका अच्छी शिक्षा ग्रहण कर सके तो उन प्राथमिक स्कूलों में उसको प्रवेश

नहीं करा सकता क्योंकि उसके पास पैसा नहीं है। इसका नतीजा यह हो रहा है कि एक तरफ तो बड़े-बड़े साज-सज्जा से युक्त बड़े ही सुख-सुविधापूर्वक जीवन व्यतीत करते हुये, बड़े-बड़े स्कूलों की स्थापना की गई है वहाँ बड़े घरों के बच्चे, धनी लोगों के बच्चे पढ़ते हैं और दूसरी तरफ जो ये विद्यालय हैं इनमें पीने के पानी की व्यवस्था नहीं है, रहने का स्थान नहीं है, किताबें नहीं हैं, कापियाँ नहीं हैं। स्वाभाविक रूप से इस नीति के आधार पर पूरे देश के अन्दर हम दो प्रकार की क्लासेज पैदा करते जा रहे हैं। एक क्लास इन्फ्रीरिटी कांम्प्लेक्स से ग्रस्त होकर अपना जीवन व्यतीत करने के लिये मजबूर हो रही है और दूसरी क्लास इस प्रकार की बन रही है जिसको लगता है हम ही सब कुछ हैं हम सब कुछ कर सकते हैं। इस तरह से एक कन्फ्लिक्शन की स्थिति पैदा होती जा रही है। मोर्य साहब की जो भावना है, जिस भावना के आधार पर इस प्रस्ताव को लाया गया है वह भावना पूरी नहीं हो सकती अगर इस प्रकार के झगड़े होंगे, इस प्रकार की हीनता की प्रवृत्ति पैदा कर दी जायेगी। अगर ऐसा होगा, इस प्रकार के झगड़े होंगे तो लोगों में बगावत की स्थिति पैदा होगी। मैं यह भी कहना चाहता हूँ कि जहाँ प्राथमिक स्तर पर, पहले स्थान पर लोगों के अन्दर सामान्य तौर पर एक भावना है उस भावना का संचार करते हुये शिक्षा देने की व्यवस्था करनी चाहिए वहाँ इसका पूर्णतया अभाव है। साथ ही मैं यह भी कहना चाहता हूँ कि जब नौजवान अपना पढ़ाई पूर्ण कर लेता है तो स्वाभाविक रूप से जब वह नौकरी ढूँढने जाता है तो उसके लिये कोई रोजगार नहीं होता। शिक्षा उसको बेकार हो जाती है। 7वीं, 8वीं कक्षा पास आकलन ज्यादा धन अर्जित कर लेता है जबकि बी. ए., एम. ए. और पी. एच. डी. पास किया हुआ नौजवान रोड इन्स्पेक्टरों

करता हुआ दिखाई देता है। जब उससे पूछा जाता है क्या करते हो तो वह कहता है चप्पलें घसेट रहा हूँ। यह जो शिक्षा में विषमता है यह हमारे लिये एक भयंकर स्थिति पैदा कर रही है। आज लाखों की संख्या में पढ़े-लिखे बेरोजगार घूम रहे हैं। शिक्षा को इस प्रकार का रूप प्रदान करने की आवश्यकता है जिससे उनको पढ़ लिख कर बेरोजगार न घूमना पड़े। आप फ्री एजुकेशन की बात करते हैं तो मैं यह कहना चाहता हूँ कि इस प्रकार की नीति का अनुसरण करें जिसके आधार पर जब नौजवान पढ़कर निकले तो उसको लगे हमें निश्चित रूप से काम मिलेगा। (सभ्य की घंटी) मैं एक-दो मिनट में समाप्त कर रहा हूँ। मैं इस संदर्भ में, जो डेवेलप्ड कंट्रीज हैं उनका उदाहरण देना चाहता हूँ। इंग्लैंड में जो नौजवान पढ़-लिखकर निकलता है तो निश्चित रूप से साल भर के अन्दर उसे किसी न किसी काम में लगा दिया जाता है ताकि अनुभव प्राप्त कर सके। उसको अच्छे धन राशि भी दी जाती है। यद्यपि उसको कहा जाता है कि वह अनएम्प्लायड है फिर भी उसको साल भर के अन्दर काम देने की गारण्टी दी जाती है। स्थिति यह है कि वहाँ के नौजवान को भत्ता भी दिया जाता है, सारा चार्ज दी जाती है फिर भी वह काम के लिये बेचैन रहता है। लेकिन यहाँ यह स्थिति नहीं है। यहाँ इस प्रकार की व्यवस्था नहीं है। इसलिए मैं यह कहना चाहूँगा कि हिन्दुस्तान के अन्दर हम को शिक्षा नीति के ऊपर विचार करना चाहिये। शिक्षा सलाहकार समिति बनाई हुई है मैं भी उसका मेम्बर हूँ। उसमें कई बार इस पर चर्चा हो चुकी है। मैं कहना चाहता हूँ कि शिक्षा को ऐसी बनाने की आवश्यकता है जिससे नौजवान को शिक्षा पूर्ण होते ही रोजगार मिल जाए।

लड़कियों की पढ़ाई की ओर भी विशेष ध्यान देने की आवश्यकता है। वनवासी हैं, पिछड़े वर्ग के लोग हैं उनके लिये भी विशेष योजना बनाने की आवश्यकता है। तब ही जाकर हम कह सकेंगे कि हम शिक्षा को सही दिशा में सभी लोगों को उपलब्ध कराने में सफल हुए हैं। इतनी बात कह कर, आपने जो मुझे बोलने का अवसर दिया उसके लिये धन्यवाद देते हुए, अपनी बात समाप्त करता हूँ।

श्री राम नरेश कुशवाहा (उत्तर प्रदेश) : माननीय उपसमाध्यक्ष महोदय, इस विषय पर क्या कहूँ, यही सोच रहा हूँ। आजादी के बाद हम लोगों ने इस देश को क्या बनाया है? हम लोग बच पढ़ते थे तो यह देखते थे कि आजादी के पहले हमारे देश में जितने भी जिले थे शायद हों कोई जिला हो जिसमें कान्वेंट और अंग्रेजी माध्यम का स्कूल हों। शहरों में इस प्रकार के स्कूल हुआ करते थे। आज बड़े-बड़े जिलों की तो बात हों दूसरी है, पाँच हजार की आबादी वाला भी कोई ऐसा गाँव नहीं है जिसमें अंग्रेजी माध्यम वाला स्कूल न हो। ऐसा हालत में हम हिन्दुस्तान को क्या बना रहे हैं? हमारे संविधान में स्पष्ट निर्देश है कि 14 वर्ष तक के बच्चों को अनिवार्य और मुफ्त शिक्षा दी जाये। लेकिन आज इतने दिनों की आजादी के बाद भी हम ऐसा प्रबन्ध नहीं कर पाये हैं। सारे हिन्दुस्तान में उत्तर प्रदेश एक अकेला ऐसा राज्य है जिसमें आठवीं तक की पढ़ाई मुफ्त नहीं है। अनिवार्य शिक्षा को तो छोड़ दोजिये। इस प्रस्ताव के द्वारा इस प्रकार की स्थिति में हम कितनी कामयाबी हासिल कर सकेंगे, मैं नहीं जानता। लेकिन एक बात जरूर कहना चाहता हूँ कि हमारे देश में आज हालत यह है कि कान्वेंट

[श्री राम नरेश कुशवाहा]

और अंग्रेजी माध्यम के स्कूल तो खुलते जा रहे हैं और आप शिशु मंदिर कितने भी खोल दोजिये, हमारे प्राइमरी स्कूलों को छत्ते गिरता जा रहा है। प्राइमरी स्कूल जहां लगते हैं उनके बगोचे घटते जा रहे हैं। बच्चे बोरा पीठ पर लाद कर स्कूल जाते हैं। जहां तक अध्यापकों का सवाल है, मैं स्वयं भी अध्यापक हूँ, हमारा नैतिक स्तर इतना गिर गया है कि शायद एक दो घंटे पढ़ाने को जहमत भा हम नहीं उठाते हैं। एक तरफ तो आम लोगों के लिए जो स्कूल हैं वे टूटते जा रहे हैं और दूसरी तरफ हम गुलाम-दर-गुलाम पैदा करते जा रहे हैं। ऐसी हालत में भी हम कहते हैं कि हम देश को बना रहे हैं। हम कहते हैं कि आप इस तरह से देश को बरबाद कर रहे हैं। जब तक दो तरह की शिक्षा होगी तब तक किसी भी कोमत पर देश बनने वाला नहीं है।

मैं आपसे यह कहना चाहता हूँ कि आज यह बहाना बनाया जा रहा है कि आबादी बढ़ गई है, इसलिए निरक्षरों की संख्या भी बढ़ गई है। मैं पूछना चाहता हूँ कि अगर आबादी बढ़ गई है तो आप विकास क्या कर रहे हैं? मान्यवर, जहां तक आबादी का सवाल है, शिक्षित समाज में बर्ष कंट्रोल हो सकता है। अशिक्षित समाज में बर्ष कंट्रोल नहीं हो सकता है। इस बात को आपको समझ लेना चाहिए कि अगर आप बर्ष कंट्रोल करना चाहते हैं तो समाज को शिक्षित बनाइये, उसको तरफ ध्यान दाजिये। अगर देश गरीब रहेगा तो निश्चित रूप से आबादी घटेगी नहीं। सन् 1937 में श्री चेम्बरलेन इंग्लैण्ड के प्रधान मंत्री थे। उन्होंने एक कमिशन बैठाया था क्योंकि इंग्लैण्ड की आबादी घट रही थी। मैं उस

कमिशन को डिटेल् में नहीं जाना चाहता हूँ। मैं चाहता हूँ कि उसके रिपोर्ट को पढ़ा जाय। मैंने उसको पढ़ा है। वह रिपोर्ट पार्लियामेंट की लायब्रेरी में नहीं है। इस प्रकार की रिपोर्ट पार्लियामेंट की लायब्रेरी में होने चाहिए। इस विषय पर उस रिपोर्ट में तीन बातें कही गई हैं। एक सिफारिश तो उक्त रिपोर्ट में यह कही गई थी कि काम का प्रेशर इतना बढ़ गया है कि बोंबो कहीं काम करते हैं और शोहर कहीं काम करता है और जब वे काम करके रात को घर लौटते हैं तो इतने थके होते हैं कि सो जाते हैं, एक दूसरे से बात भी नहीं कर पाते हैं। दूसरा कारण उन्होंने यह बताया था कि आजकल मनोरंजन के साधन इतने हो गये हैं कि बोंबो कहीं सिनेमा देखते हैं और शोहर कहीं थियेटर देखता है। रात को जब वे लौटते हैं तो दोनों आपस में बात भी नहीं कर पाते हैं और सो जाते हैं। तिसरी सिफारिश उस कमिशन ने यह की थी कि आजकल लिविंग स्टैंडर्ड इतना ऊंचा हो गया है कि लेडोज में चर्बी इतनी बढ़ जाती है कि गर्भाधान नहीं हो सकता है। मान्यवर, इसके विपरीत हमारे यहां क्या स्थिति है? हिन्दुस्तान में काम की तो यह हालत है कि बेकारों दिन-ब-दिन बढ़ते जा रहे हैं, लोगों के पास काम नहीं है। ऐसी हालत में बेकार आदमी अपनी बीबी को तंग नहीं करेगा तो फिर क्या करेगा? बेकारी और गरीबी की लिमिट यह है कि गरीबी से नीचे की रेखा में रहने वालों की संख्या बढ़ती जा रही है। एक ही पुआल के बिछौने पर एक ही गुदड़ी के अन्दर पति पत्नी रहते हैं, तो इससे कैसे होगा?

दूसरी बात मैं यह कहना चाहता हूँ कि गरीब...

उपसभाध्यक्ष (श्री सय्यद रहमत अली) :
मरी एक बात मुन लीजिये, वक्त बिल्कुल
खत्म हो चुका है।

श्री राम नरेश कुशवाहा : मैं
बिल्कुल खत्म कर रहा हूँ। लेकिन
यहाँ तो चर्चा क्या आयेगी, पेट और
पीठ सटे हुए हैं। तो इन तीनों कारणों
को जब तक आप दूर नहीं करेंगे तब तक
जनसंख्या कम नहीं होगी। आपकी सारी
योजनाएँ गरीबों के नाम पर बनती हैं।
उत्तर प्रदेश में एक अरब रुपया रखा
गया लेकिन साल भर में कुल 5 करोड़
रुपया खर्च हुआ और 95 करोड़ रुपया
बाकी रह गया। जब उनके लिये अफसर
ही उन्टे लोगों को बनायेंगे तो ऐसे ही
होगा। पुराने जमींदार यह कहा करते
थे कि हलवाले को दो जून की रोटी
मत दो नहीं तो वह दूसरे दिन हल चलाने
नहीं आयेगा। इसी तरह से इस सरकार
की मंशा भी है कि अगर बेकार रहेंगे,
अशिक्षित रहेंगे, तंग होंगे तो हमारा हल
चलायेंगे और अगर शिक्षित हो गये तो
गड़बड़ करेंगे। जैसे केरल में ज्यादा
शिक्षा है, वहाँ मामला गड़बड़ा जाता है,
बंगाल में शिक्षा ज्यादा है वहाँ मामला
गड़बड़ा जाता है, मध्य प्रदेश में कम
शिक्षा है, कम गड़बड़ है। सरकार की
साफ नीयत है कि देश में अशिक्षा रहे,
गरीबी रहे, भुखमरी रहे, बेकारी रहे तभी

THE VICE-CHAIRMAN (SHRI
SYED RAHMAT ALI): Shri Suraj
Prasad; not there. Shri Gh'ulaip Ra-sool
Matto.

तत्काल ही पास करवा दत। इन चर्चा
SHRI GHULAM RASOOL MATTO
<Jammu and Kashmir> Mr. Vice-
ह।

Chairman, Sir. I thank you very much for
allowing me to speak on this Resolution. This
Resolution which has been brought by Mr.
Maurya is exactly in consonance with the
provisions of article 45 of the Directive Princi-
ples of our Constitution. Article 45 stipulates
provision for free and compulsory education
for children. It state:

"The State shall endeavour to provide, within
a period of ten years from the commencement
of this Constitution, for free and compulsory
education for all children until they complete
the age of fourteen years."

Sir, these are the exact words of the
Constitution. This Resolution brought by Mr.
Maurya needs only a little-amendment. Instead
of 18 years, it should be brought down to 14
years. There are many countries in the world
which have provided this up to 14, 15, 16 or up
to 18 years. If our Law Minister guarantees to
us that he will provide free and compulsory
education up to the age of 14 years he will be
doing what the Constitution enjoins upon him
to do. If he does not do, he contravenes the
provisions of the Constitution. It appears that
the Government is more prone to contravening
the provisions of the Constitution these days.

I, therefore, heartily support the Resolution
put forth by Mr. Maurya. We must all
endeavour ' and try to see that free and
compulsory education is provided up to the age
of 14 years. The time constraint is there. You
have told me that the time at my disposal is
very short. So I am finishing my speech with
the request that the Government should come
forth with acceptance of this Resolution in a
slightly modified form as enjoined upon them
under article 45 of the Constitution.

श्री हुक्मदेव नारायण यादव (बिहार) :
उपसभाध्यक्ष महोदय, समय के अभाव में

मैं भी कम से कम समय में अपनी राय देना चाहूंगा। वैसे मैं इसमें एक बुनियादी बात भी उठाना चाहता था। हमारे विद्वान साथी मौर्य जी ने उस दिन बड़े ही विस्तार के साथ अपने विचार रखे, शिव चन्द्र झा जी ने भी अपने विचार रखे थे। किसी भी काम को करने के लिये पहले दिशा चाहिए, दृष्टि चाहिए और संकल्प चाहिए। दिशा हीन, दृष्टि-हीन अगर संकल्प होगा तो उसने कुछ निकलने वाला नहीं है। संकल्प से तभी फायदा निकलेगा जब उसके साथ दिशा भी हो, दृष्टि भी हो। अभी भारत में शिक्षित करने की बात तो दूर रही, मेरे शब्दों में लोगों को साक्षर बनाने की योजना होनी चाहिए। अगर हम लोगों को साक्षर बना दें, लोगों को अक्षर ज्ञान हो जाय तो काफी है। शिक्षित कराने का जहां तक सवाल है हमारे देश में शिक्षा देने की न नीति है, न हमारी दृष्टि है और न हमारी कोई दिशा है। हम क्या शिक्षा देना चाहते हैं? अर्थ के मामले में, यौन के मामले में, धर्म के मामले में, संस्कृति के मामले में, सम्पत्ता के मामले में, हम क्या शिक्षा देना चाहते हैं? हमारे ऊपर एक संस्कार जन्म से चेतन, अचेतन, अवचेतन मन पर दिया गया है आज उसी शिक्षा के संस्कार को लेकर हम चल रहे हैं। आज भी इस देश में लाइब्रेरियों में, पुस्तकालयों में, सार्वजनिक जगहों पर उन ग्रन्थों का पाठ होता है कि नहीं? मनुस्मृति जो कहती है कि शुद्र अगर वेद मन्त्र को सुन ले तो शोशा गला के कान में डाल दो, अगर वह पढ़ ले तो उसकी जीभ तराश लो, अगर शूद्र के पास में सम्पत्ति हो तो राजा का काम है कि उसकी सम्पत्ति को जप्त कर के ब्राह्मणों के बीच में वितरित कर दे। अब मैं पूछना चाहता हूं कि क्या आप इस समाज को सही दिशा देने के लिए ऐसी

अनर्गल बातों को, धर्म के नाम पर उन ग्रन्थों को छापने वालों को और पढ़ने वालों और बेचने वालों, प्रकाशित करने वालों को दण्डनीय अपराध के अन्तर्गत सजा देने के लिए तैयार हैं या नहीं? आप उनको नहीं पकड़ेंगे। कहेंगे यह तो धर्म पर आघात है। तो एक तरफ बचपन से बच्चों को ऐसी शिक्षा मिलती है, उनको हम पढ़वाने का काम करते हैं। यह जन्म और जाति के आधार पर, जाति और यौन के आधार पर कटचरे हैं उसी तरह औरत और पुरुष का सवाल है, नर और नारी का सवाल है। आज शिक्षा क्या देते हैं कि पुरुष बिल्कुल स्वतंत्र है, उन्मुक्त है, असीम है और नारी उसके मुकाबले में कुछ भी नहीं है। चाहे हम बातें जितनी भी कर लें चाहे हम उस के लिए जितने प्रस्ताव पास कर लें, चाहे हम जो कुछ भी कर लें लेकिन क्या समाज को विडम्बना और शिक्षा को विडम्बना को समाप्त कर सकते हैं। अगर कोई नारी पुरुष के साथ सम्बन्ध स्थापित करे तो यौन के सम्बन्ध में वह अपवित्र है, धष्ट है, पापी है। पुरुष चाहे अनेक स्त्रियों के साथ अपने सम्बन्ध स्थापित कर ले तो उसका यौन गंगा की पवित्र धारा के समान शुद्ध, स्वच्छ और निर्मल है क्या यह दृष्टिकोण आप समाज में चलाएंगे। यह दृष्टिकोण का सवाल है। यौन के मामले में नारियों पर जितने प्रतिबन्ध हैं क्या उतने प्रतिबन्ध पुरुषों पर यौन के मामले में हैं, नहीं हैं। तो हमारा दृष्टिकोण क्या होना चाहिये? अगर नर-नारियों की समता का समाज बनाना है, जन्म और जाति के घेरे को तोड़ कर के समवादी समाज बनाना है, धर्म और सम्प्रदाय के भेद के दायरे को मिटा कर मानव मानव एक समान वाला जो समाज बनाना है, वर्ग विषमता को मिटा कर, अर्थ के मामले में समतावा

समाज की स्थापना करना है, समाजवादी समाज जो हम को लाना है, गांधीवादी दर्शन के आधार पर समाज निर्माण की हमारी योजना है तो बचपन से ही बच्चों को उसी तरह की शिक्षा देनी पड़ेगी। जैसा पाठ पढ़ाएंगे वैसे बच्चे बन कर तैयार होंगे। इसीलिए जाति प्रथा पर किताब लिखते हुए स्वर्गीय डा० राम मनोहर लोहिया ने बड़े विस्तार से इसका विश्लेषण किया है जाति के आधार पर यौन के आधार पर और जन्म के आधार पर कटघरे हैं। मौर्य साहब ने प्रस्ताव रखा है वे बाबा साहेब अम्बेदकर के समर्थक और शिष्य रहे हैं। डा० राम मनोहर लोहिया और बाबा साहेब अम्बेदकर के बीच में इस सम्बन्ध में बहुत लम्बा पत्राचार हुआ था, मैंने उन दोनों महान नेताओं के विचारों को पढ़ा है। उस किताब के अन्दर यदि समय रहता तो निकाल कर मैं बताता कि उनके क्या विचार थे। हम नीतिवादी बने, लेकिन हमारे शिक्षा कौन हो, कैसा समाज हम बनाना चाहते हैं, हमारा दर्शन क्या है। अगर मार्क्स का दर्शन है तो चीन और रूस में अथवा सारी दुनिया में जहाँ लोगों ने जिस पुरुष के जीवन दर्शन को स्वीकार किया, उसी जीवन दर्शन की पद्धति में शिक्षा पद्धति का निर्माण किया है। बचपन से ही बच्चों को उसी तरह की शिक्षा देने का काम शुरू किया है तब एक नया समाज बना है। भारत के अन्दर दुर्भाग्य यह है कि हमने कोई दर्शन स्वीकार ही नहीं किया है। हमने बाणी में गांधीवादी दर्शन को स्वीकार किया हमने बाणी में मानवतावादी दर्शन को स्वीकार किया है और बचपन से तो मेरा दर्शन रहा है —

सिया राम मय सब जुग जानी,
करहुं प्रणाम जोर जग पानी।

लेकिन कर्म में हमारे क्या रहा है ? तुम दुसाध हो, तुम से हमारी हड्डी छू जाएगी, कुत्ता तो भगवान के मन्दिर में जा सकता है लेकिन इन्सान उस ईश्वर के दर्शन नहीं कर सकता है। यह है भारत की संस्कृति, और यही शिक्षा है। आज आवश्यकता इस बात की है कि हम ऐसी शिक्षा और ऐसी नीति बनाएँ जो इन तमाम घरों को तोड़ कर एक प्रगतिशील शिक्षा नीति के आधार पर बचपन से ही समाज में मानव-मानव के बीच में जाति भेद पैदा करने वाली, इन्सान और इन्सान के बीच में, जन्म और जाति के आधार पर, यौन के आधार पर, नीचे और ऊँचे की बात करने वाली उन तमाम पुस्तकों को लाइब्रेरियों से उठा कर, जला कर राख कर दें, समुद्र में उठा कर फेंक दें, नयी किताबें लिखें, नये विचार और नया मानव तैयार करें और नयी शिक्षा नीति बनाएं तब हम नया समाज बना सकेंगे।

(The Vice-Chairman (Shri R. Kamakrishna) in the Chair)

SHRI AJIT KUMAR SHARMA (Assam): Mr. Vice-Chairman, Sir, I congratulate hon. Mr. Maurya for bringing this Resolution which, in fact, reminds this House as well as the Parliament and also the ruling class in the whole country how the nation has been betrayed by our rulers during all these years since independence. Two very important directions were given by the Constitution, one related to what Mr. Maurya has referred to, that is, article 45, for giving Compulsory and free education to all children upto the age of 14 years within ten years of the commencement of the Constitution; the other, which also had the same time-limit of ten years, related to reservation of Scheduled Castes and Scheduled Tribes, which means, the Scheduled Caste and Scheduled Tribe communities were to be brought to the higher level within ten years. In both these cases, the target dates have been changed from time to time. In respect of educating

(Shri Ajit Kumar Sharma.)

get date was changed from 1960 to 1965, then to 1975-76. Then Planning Commission fixed another target—1984. Again the Education Commission had fixed the target at 1986. Recently the Planning Commission again decided that it should be 1987. Now the latest commitment by the draft Five Year Plan is 1990. And the latest of the latest is the Minister's statement that we cannot even achieve it by 1990 in view of the increasing population of this nation. Now all these only indicate that the Government does not have a will to fulfil the solemn direction which was given by the Constitution. It also indicates want of any serious purpose with the Government, a Government which can take pride in holding of the Asiad function in record time by spending lots of money and putting all its energies into that affair, a Government which takes pride in introducing colour television and in introducing videos, not only for the purpose of educating the people but to uplift even the atmosphere of good education in the country. Now all these indicate that there is no purpose or perspective behind the policy regarding education in the country. It is a sad commentary that even in Parliament, we have had no occasion, we do not have very much time, to discuss this vital matter of educational policy. I would like the Education Minister to bring a comprehensive resolution with a concrete programme for a better system of education in the country so that the House may discuss it at length, without suffering any constraint of time-limit because this is one subject which we have not discussed for a very long time. Even for the purpose of improving education, we have got to discuss it in a very threadbare manner.

The Government seems to be satisfied by quoting figure about the growth of literacy in the country. But the literacy figures only conceal the very vital fact that the number of illiterates in the country is increasing year after year. The total number of illiterates in 1951 was 213 millions. In 1961 it increased to 333 millions. And in 1970-71 it went up to

387 millions. This is the basic question. We do not have to be satisfied with the rate of growth of some literacy. When the number of illiterates is increasing year after year under the present policy of the Government we cannot hope to achieve one hundred percent literacy even in 40 to 50 years, May I also remind the Government that by allowing English, medium private primary schools it is creating two nations in the country. In other words the Government is helping disintegration. Therefore, it is necessary, that the Government should take a very serious note of the whole thing. No planning, no economic growth, will take place unless we tackle this problem of illiteracy in the country. For that purpose I hope this Government will bring forward a concrete programme, not merely discussing, giving some pious hopes and pious promises about increasing literacy, providing education to all the people. Let the Government come forward with a concrete programme of education which will bring about a full-fledged literacy in the country within a very short period of, say, 15—20 years. I will conclude by mentioning one thing. Long, long ago, even before independence, when Pandit Jawaharlal Nehru came out of the jail in 1946, we had a study circle in Allahabad, which he kindly inaugurated; and he made a very short speech and he said we want independence of the country, but what for? What shall we do when we are free? He referred to Ramanujam, the great mathematician of the country. He said that in the villages so many Ramanujams are languishing and when we get independence, we shall see that every Ramanujam lying in the villages will get a chance to develop himself and to flower himself. Now, after all these years of independence what we find is that our educational policy pursued by the Government has rather stopped all Ramanujarti from coming out of the villages than helping them to come out. The Government's policy with its elitist bias is against the poor. I hope the Government will take note of this and will revise its policy, not only revise its policy, but adopt a real, concrete, educational policy so that we can achieve our objectives and we can fulfil the directions of the Constitu-

tion in regard to achievement of literacy and universal education.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Now the Minister.....

SHRI SHUSHIL CHAND MOHUNTA:
Mr. Vice-Chairman, please give me one minute. . .

SHRI SHRIDHAR WASUDEO DHABE (Maharashtra): On a point of order. There is a very serious and very important resolution regarding legal aid, following this resolution. Therefore, if you allow more people to speak, then that resolution will not be taken up

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): It was agreed that Mrs. Roda Mistry's resolution will be introduced today. That is why I have called the Minister so that he may intervene briefly and Mr. Maurya will reply.

SHRI SUSHIL CHAND MOHUNTA:
Kindly give me only one minute. . .

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): All right; please be very, very, brief.

SHRI SUSHIL CHAND MOHUNTA: I would only say that if we have decided that education should be given priority and everybody should be made literate, that our literacy rate should be increased, then we have to make provision for it from somewhere. If we are going to spend a thousand crores on ASIAD and construction of buildings and stadia which are of no use today, then how are you going to spend money for education? Wherefrom can you get money or education? You must decide your priorities. Cut down this extra expenses and devote more money, more energy and more time, to education. This is all I wanted to say. Don't waste the time and money, on such things. Thank you.

THE DEPUTY MINISTER IN THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRI P. K. THUNGON?): Mr. Vice-Chairman, the honourable Shri Maurya

has tabled a very important resolution. The resolution is quite laudable. I am grateful to all those Members who have taken part and in the course of their purchase have given certain valuable suggestions.

Without taking much of the time of the House, I would like to go through the points made by the hon. Members point-wise.

First of all, Shri Maurya stated that the Constitutional commitment has not been fulfilled. It is true that the Constitutional commitment has not been fulfilled in the sense that universalisation has not been achieved. But it is not that we have not been making attempts to achieve this universalisation. The progress made from 1950 till 1980 will give us a clear picture on the subject. This point was mentioned by Shri Sukul also.

In 1950 we had 2,23,267 schools and in 1980 the number has increased to 5,92,9,969. The number of teachers in 1950 was 6,23,400. In 1980 we had 21,47,200 teachers. The number of students in 1950 was 2.3 crores and in 1980 this number has gone up to 9.84 crores. The expenditure on education in 1950 used to be around Rs. 44.2 crores whereas in 1980 it rose to Rs. 1,500 crores.

The second point made by Shri Maurya was that education should cover control of population, combating casteism, social reforms, dowry, etc. Shri Hukamdev Narayan Yadav also mentioned this. There are adequate inputs relating to all these in the existing curriculum and syllabus.

As regards population control, we have recently introduced a population education project covering all classes in all schools. Value orientation in education has also been adequately stressed. Values of nationalism, secularism, pride of heritage, composite culture and harmony with nature have all been incorporated in text books.

The next speaker was Shri Shiv Chandra Jha. He is not here at the moment. He mentioned that literacy is not enough, and there should be proper education. I entirely agree with him. This is a valid ob-

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servation and that is why we have been emphasizing on relevance and usefulness of education. This has been sought to be achieved by the decentralisation process of curriculum so as to make education relevant to the life, needs and local situation of students. Appropriate inputs relating to socially useful project work are also being introduced.

The second point he made was that the three-language formula is not implemented in all States. To some extent I agree with him. This formula has been incorporated in the national policy on education and the formula was endorsed by the Parliament also and all States and Union Territories have been requested to adopt and implement it. Some States have not yet fully done so. They are being continuously persuaded. But it is to be appreciated that in a matter like teaching of languages, there should be no force or compulsion. Our Prime Minister has repeatedly been stressing that no language should be imposed on any one. We hope all States and Union Territories would soon adopt and implement the three-language formula as it has been advocated.

The best speaker was Dr. (Mrs.) Najma Heptulla. She raised certain very important points. One of the points was that there should be uniform text book. All text books from Classes I to VIII have been nationalised everywhere. Many States and Union territories have also nationalised the school text books at the secondary and senior secondary level. There is no uniformity in the prescription of common textbooks in all the schools in the country. In fact, there is a contrary opinion to the effect that such uniform prescription will amount to unwarranted regimentation violative of academic freedom. Also, Sir, it is argued that such a move will not be consistent with the approach of environment-based decentralised system of education. The textbooks prepared by the NCERT are open for adoption or adaptation by the States. Another important point that she raised was about a book. She said that the book "Those Who Fought For Freedom" published by the National Book Trust contains only the name of Mr. Jinnah among

the Muslims. Sir, the title of the book is "Those Who Fought For Freedom". This has been published by the Children's Book Trust and not by the National Book Trust of India and it has been authored by Shri K. L. Gauba. This Trust is a private organisation. We agree that in a publication like this a balanced view should be taken including the names of personalities who fought for freedom. We will bring this to the notice of the Trust in a suitable manner.

DR. (SHRIMATI) NAJMA HEPTULLA
(Maharashtra): Thank you.

SHRI P. K. THUNGON: Again, Sir, Mrs. Najma Heptulla raised another point. She said that technical and vocational education should be started. At the school level, vocationalisation of higher secondary education is a major step in the reconstruction of the present educational system. In the 10x2 pattern of School education, vocationalisation has been introduced at the plus 2 stage so far in only 10 States and Union territories except two States. Other States have introduced on a limited scale. For the introduction of vocational courses we have suggested to the State Governments to evolve a time-bound programme for the conduct of surveys, participation, preparation of curriculum, institution of courses, opening of institutions, etc. Vocationalisation of higher secondary education is not progressing at the desired pace for want of funds. Technical education is imparted in polytechnics and colleges after the school stage of education. The other point that she has raised was that the cottage industries should be encouraged from the schooling age itself. We agree to this, Sir. In fact, special attention has been paid to interlinking elementary, both formal, and non-formal and adult education with programmes of rural development, social forestry, handicrafts and hand-loom.

The next speaker was Dr. Malcolm Adiseshiah. Along with him, Sir, Shri S. P. Mitra also mentioned about the problem of drop-outs. Dr. Malcolm Adiseshiah said that 70 million child drop-outs are there and the percentage is 64. Sir, Dr. Adiseshiah is not here at the moment. He

would have been happy to hear that there has been a decrease in this percentage. The latest percentage figure available with us is 64.4. We do admit that the dropout rate at the school stage is still high. To reduce the dropout rate, we have envisaged and undertaken various measures and some of these measures are:—

(1) Adequate provision for Incentives like free books and stationery, free uniforms particularly for girls and mid day meals.

(2) Provision of non-formal part-time education at an extensive level.

(3) improvement of quality of education through decentralisation of curricula making them relevant to the needs, life situations and environments of children in diverse social, economic and geographical conditions.

(4) Provision for multiple-point entry into any class at the 11th stage.

(5) Parental education to overcome their apathy towards the education of children, especially of girls.

Six, setting up of school committees in all schools, particularly in the rural and backward areas. Seven, appointing a National Commission for intensive efforts for increasing enrolment and retention.

Sir, the next speaker was Shri Nepaldev Bhattacharjee. I hope he is here.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): He is not here.

SHRI P. K. THUNGON: He mentioned that we lack political will for universalisation of education. He gave the example of Vietnam. The magnitude of the problem in India cannot be compared with that of Vietnam. Moreover, the political system being different, we cannot blindly follow the example set up by another political system.

(Mr. Deputy Chairman in the Chair.)

Sir, the next one, the most important, speaker was Smt. Usha Malhotra. I am grateful to her. She has made certain points which are very relevant. She has said that before we ask what the Government is doing let us ask what we are doing. In this regard, the point is very relevant. Sir, because governmental effort is not enough. Unless and until Government gets cooperation from all sections of people and particularly the parents and other guardians, it will not be possible to achieve universalisation of education. She mentioned about vocational education. I have already stated about that.

After that came Mr. Ramakrishnan, who has just left the Chair. He stated that we should have a national education policy. In this regard I would like to state that we do have a national education policy. The National Education Policy was laid on the Table of the House in 1968. He also advocated for more budgetary allocation for the Education Deptt. I am thankful to him for advocating this, Sir.

The next speaker was Mr. S. P. Mitra. He is not here. I wish he had been kind to listen to me, Sir. He said certain steps which are taken by China. Mr. Mitra seems to be having more information about China than about India. It appears to me that he is not aware that for the last 40 years we have been using the radio for educational purposes and also for the last more than 10 years we have been using the TV for educational purposes, and we have the INSAT programme... (f Interruptions) in our hand.

The next speaker was Mr. P. N. Suku. I have already mentioned about him.

Mr. Kalraj Mishra stated about the lack of facilities and about the unemployment problem. About the unemployment problem, I have already stated, Sir, in reply to the earlier Members what we are doing for vocationalisation, etc. etc. Regarding lack of facilities, as Mrs. Usha Malhotra has rightly pointed out and Mr. Ramakrishnan has rightly pointed out, I think and unless we have more funds we will not be able to achieve the target and

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at the same time until and unless we have cooperation from all sections of people we will not be able to mitigate this problem.

The next speaker was Shri Ram Naresh Kushawaha. I hope he is here. He said that without removal of poverty universalisation of education cannot be achieved. I entirely agree with him, Sir. Until and unless we have balanced economic development and until and unless we have industrial development, I do not think that universalisation of education can be achieved. I do not think that the universalisation of education can be achieved by only educational efforts. After that, Shri Matto spoke. He also said that this Resolution is in keeping with the constitutional provisions. He stressed that we should accept this Resolution. I would like to state at this stage that since this a constitutional provision and there is a commitment, i.e. it was for 10 at the first stage, later on it was extended for another 10 years and again extended for another ten years I think it would be sufficient if we can achieve that target of universalisation of elementary education. Shri Hukmdeo Narain Yadav spoke very eloquently about the defects in textbooks. Mr. Yadav will, be happy to know that the Government of India is already reviewing certain textbooks. If any wrong textbooks are in circulation which go against our social purpose or which preach casteism, those will be discontinued.

The last speaker, Shri Ajit Kumar Shar-ma, stated that this target can be achieved. As I have just now stated, until and unless we have a balanced economic growth and industrial growth and at the same time control of population, we are afraid that our efforts may be nullified. I must mention that Mr. S. P. Mitra also stated that the Minister of State for Education had gone back on her word. I would like to assure him that she is not a person who will be back on her word. Before concluding, I must reiterate certain steps which the Government of India are taking towards the implementation of this constitutional commitment.

Universalisation of elementary education was the cherished goal of the liberation movement to strengthen the emerging nation. It was in this context that Article 45 of the Commission incorporated the provision relating to free and compulsory education to all children until they completed 14 years of age. This continues to be our cherished goal. As I have already indicated, we are making serious efforts to realise this target in the near future. I would urge upon the House to appreciate the fact that the delay in realising the goal of universalisation has not been due to either lack of will or due to lack of effort. The enormity of the dimension of the problem, the overall resource limitation and the socio-economic factors come in the way of speedy development and these have to be taken note of. The time-frame adopted by the Sixth Five Year Plan envisages realisation of universalisation by 1990. The focus during the Sixth Plan period, i.e. 1980 to 1985, will be on primary education. Accordingly, the target set for 1985 is 95 per cent enrolment in primary education and 50 per cent enrolment in middle education. The focus will shift to middle schools in the Seventh Five Year Plan, i.e. from 1985 to 1990 period. The targets for 1990 are 100 per cent for both primary and middle stages. The progress in the first three years of the Sixth Plan have been very encouraging. As against a five-year target of 180 lakhs additional enrolment, we have achieved a target of over 105 lakhs in the first three years. The target for the fourth year is 47 lakhs. Going by this rate of growth, we will not only achieve the Sixth Plan target but exceed it.

It has been recognised that the formal education system does not fully cater to the requirements of all children because of its rigidities, for example, rigidity about location, timing, duration, examination schedule, etc. • Various reforms have, therefore, been introduced to remove these rigidities and to introduce flexibility in the system. These reforms will enable more children to avail the schooling facilities. Simultaneously we have also started a non-formal education system to suit the convenience of those children who are not able to take advantage of the formal

system because of socio-economic factors. The non-formal system has proved very popular and useful. We have about one lakh non-formal centres enrolling over 25 lakh children. Besides laying emphasis on formal education for children in the age group of 6 to 14, we are also equally concerned about educating the illiterate adults in the age group of 15 to 35. These are the people who missed the opportunity of school education when they were young. To help them, we have laid increasing stress on the adult education programme. Our attempt is to implement the elementary education programme and adult education programme in a co-ordinated manner so that the two are mutually reinforcing. I would like the House to recognise the fact that we have given importance to the universalisation programme by including it in the Minimum Needs Programme. I am also happy to point out that it has been included as an integral part of the new 20-points programme. Inclusion of it in the 20-point programme has given it a new thrust and it augurs well for speedy realisation of our goal.

In the light of what I have stated now, it is clear that we are taking strident steps towards universalisation of elementary education and are well poised for a breakthrough. What we need now is the concentrated attention to the targets we have already set for ourselves and a more efficient implementation of measures already devised. I appeal to this august House to give us all possible support in our endeavour. We can surely think of giving special attention to children in the age group of 14 to 18 years. We realised our first goal. It is not our intention to ignore their interest. My request is that we should not at this stage distract our attention from the age group of 6 to 14.

A mention has also been made about Public Schools. It has been demanded that they should be abolished. Public Schools are those schools which are affiliated to the Conference of Public Schools. There are only 55 such schools in the whole country. Their pretence or absence

cannot really affect our programme. In any case, from a legal point of view, it is not possible to abolish such schools. Our effort will, therefore, be to open more schools to cater to the requirements of all sections of society and to improve the standards in such schools.

In conclusion, for the reasons I have cited above, I would appeal to this august House in general and in particular to the hon. Member who has moved the Resolution not to press for it.

Thank you, Sir.

MR. DEPUTY CHAIRMAN: This will be taken up later on. Now, the hon. Prime Minister.

STATEMENT BY THE PREVIOUS MINISTER .

Situation in Sri Lanka

THE PRIME MINISTER (SHRIMATI INDIRA GANDHI): Mr. Deputy Chairman, Sir, last week I announced that the President of Sri Lanka was sending a personal representative to New Delhi to discuss the situation in Sri Lanka with me. Mr. H. W. Jayawardene, the special emissary, is now in Delhi. He has had discussions with me as also with our Minister for External Affairs.

I conveyed to Mr. Jayawardene the deep concern of our Parliament and of the people of India at the recent happenings in Sri Lanka and our distress at the human suffering resulting therefrom. We have always condemned such violence, killings and discrimination especially when the victims are defenceless.

I took the opportunity to reassure Mr. Jayawardene that India stands for the independence, unity and integrity of Sri Lanka. India does not interfere in the internal affairs of other countries. However, because of the historical, cultural and such other close ties between the peoples of the two countries particularly between the Tamil community of Sri Lanka and us India cannot remain unaffected by such events there.

Mr. Jayawardene told us that the situation in Sri Lanka is fast returning to