

श्री जगदम्बी प्रसाद यादव : श्रीमन्, मैंने प्रारम्भ में ही कहा था कि हमने इसका प्रारम्भिक उपयोग जहाँ तक प्रशिक्षण का सवाल है, प्रारम्भ किया है और प्रारम्भ कर ही रहे हैं इसलिए उस हालत में जब प्रारम्भ कर ले, काम हो जाय तब ही इवेल्यूशन हो पायेगा। पुरानी स्थिति तो प्रारम्भ है और दूसरी जगहों पर जहाँ पर मानसिक विग है वहाँ पर भी प्रारम्भ किया है और प्रशिक्षण का काम भी साथ ही साथ प्रारम्भ किया है। जब इस प्रकार के केस आते हैं तो लिमिटेड बीमारी में ही उसका उपयोग किया जाता है सभी बीमारियों में यह उपयोगी नहीं है।

SHRI MANUBHAI PATEL : Sir, this behaviour therapy has some thing to do with mentally retarded children and, along with it, occupational therapy is also utilised. Now may I know whether the Government have assessed the size of the problem, the number of mentally retarded children in the country? Of course, the mental problem in the mad-houses is altogether a different question. But this is a question for the future generation. This question is related to the mentally retarded children. I would like to know whether they have assessed the size of the problem and whether, to meet this problem, they have any programme under the Health Ministry in the Sixth Plan?

श्री जगदम्बी प्रसाद यादव : श्रीमन्, सिक्सव प्लान की तत्काल में सूचना नहीं दे सकता हूँ। लेकिन बाल मार्गदर्शक जो क्लिनिक हैं बच्चों के लिए जो इस थेरेपी का उपयोग है इसको मैंने ऊपर ही कहा था माननीय सदस्य अगर ध्यान दिये होते कि कर्नाटक, मद्रास, आगरा, मद्रास, पांडिचेरी, वाराणसी, कटक, चंडीगढ़, राजस्थान आदि में स्थिति बाल मार्गदर्शन क्लिनिकों में इसका उपयोग किया जा रहा है और माननीय सदस्य की जो उत्सुकता है मैं समझता हूँ कि सचमुच मैं अगर

हम बालकों के लिए और भी कुछ कर सकें तो उसके लिए अवश्य कुछ न कुछ प्रयास करेंगे।

DR. RAFIQ ZAKARIA : Sir, may I know from the Minister whether he would consider opening a special wing for such politicians who apparently look alright, but whose mental disturbance is causing one political crisis after another in this country? (*In:errupii:ci:s*) This is relevant when you are thinking of behaviour and when you are thinking of mental retardation. (*Itienup-tions*) For the best of executives, for the best of people in high places, this therapy is being practised in America. I would like to know whether the Minister will take this" aspect into consideration.

MR. CHAIRMAN : He will observe and do smething in the matter.

श्री जगदम्बी प्रसाद यादव : मैं तो यह समझता हूँ कि माननीय सदस्यों पर इस प्रकार की बीमारी का प्रकोप न हो अगर यह प्रकोप होता है तो उनके लिए इलाज खुला हुआ है और सब जगह व्यवस्था है।

Basic Education

*5i8. **PROF. RAMLAL PARIKH :** Will the Minister of EDUCATION, SOCIAL WELFARE AND CULTURE be pleased to state :

(a) What amount has been spent on the basic education prograrmme during the last three years ; and

(b) whether Government are aware of the demand of the basic education teachers for setting up a special board for promotion and strengthening of the existing basic andpost-basicschoolsinthecountry?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDER) : (a) Based on the recommendations of the Kothari Commission, work experience has been integrated in the general curriculum. In some States, however, Basic Schools have been continued. However, we do not have details of the expenditure on these schools.

(b) It has been decided to introduce Socially Useful Productive Work, a concept derived from basic education and recommended by the Ishwarbhai Patel Committee, in the schools. In the light of this, the recommendation for constitution of a National Board of Basic Education is not being pursued.

PROF. RAMLAL PARIKH : Sir, my question is not being correctly understood. I have not sought information on what elements of basic education are being incorporated in the general system of education. I had asked a specific question. There are special basic and post-basic schools in this country in some States, in more than six or seven States, which have been pacesetter institutions and which have introduced the concept of socially useful productive work as part of education. These schools have been working in various parts of the country and it is in line with the Ministry's general educational policy and thinking that these schools should be specially attended to, because they have made an heroic effort to sustain themselves against all odds. By saying that you are going to integrate these few elements here and there of basic education into general education, the moral obligation of the Ministry and the duty of the Ministry does not end to support and strengthen the original institutions which have been the torch-bearers of the entire basic education system in our country. This is the utter neglect

of the system of basic education that they do not maintain even the statistics of which schools are being supported. This may be for several years. This is a very important question. Now the new Government is claiming that their policy is to work for the principles of the Gandhian basic education. If that is so, I want to ask the Government whether for existing basic schools wherever they are run, the Government is evolving any mechanism of any type to find out and identify their difficulties. Some of these institutions are being forced to leave their basic education character. Some of them are being asked, why do you have the socially useful productive work ? Therefore, my question to the hon. Minister is, what is the mechanism to attend to the problems of specially those institutions which have developed this the concepts of basic education.

DR. PRATAP CHANDRA CHUNDER : Sir, the basic education formed part of the Second Five Year Plan, but afterwards this was discontinued when the Education Commission Report was available. However, a few States like Gujarat and Uttar Pradesh continued to call all or some of their primary or middle schools as junior basic and senior basic schools and also kept post-basic schools at lower secondary stage. Statistical division of the Ministry discontinued collecting data since 1971-72. Therefore, we are not in a position to know what sums have been spent by the State Governments over these basic schools. The Central Government does not support these schools as, generally speaking, this matter primarily belongs to the State. Therefore, I should submit to Prof. Ramlal Parikh that these facts are not available since 1971-72. Now that the 'socially useful productive work' concept has been introduced in the school system and that is the recommendation of the Committee

of which Prof. Parikh himself was an honourable member, I should think that there is no need for having a national board of basic education to deal with the problems of a few States only.

PROF. RAMLAL PARIKH : This is not a satisfactory reply.

MR. CHAIRMAN : You take more time in explaining all those things.

PROF. RAMLAL PARIKH : I have to explain because this is an important question. Unfortunately, I had apprehended that this kind of reply will come and it has exactly come in the way I had apprehended. My question is not understood. There are two sets of education system in our country. One is the basic education system. However small or minor system it may be, but it has proved itself capable to implement the entire philosophy and way of life of basic education. The other effort is being made to integrate some of the ideas, like socially useful productive work into the normal education system. Let me remind the Minister that simply by accepting socially useful productive work to be integrated in the normal system, you do not introduce the basic education fully. The question of converting the whole system into a basic education system is a large question. I think there is every justification that there ought to be some mechanism or system, either it may be a board or a cell or a committee or anything else which must look after the problems of these institutions. The point here is that the students work for nearly 400 hours a year and that productive work is not counted for their career. (*Interruptions*).

MR. CHAIRMAN : That is all right. There are other questions also.

PROF. RAMLAL PARIKH : The general system does not accept it as a part of curricula. I would like to remind the Minister that he has assured the National Education Conference which was presided over by late Shri Sriman Narayanji that a board or mechanism will be set up. A unanimous decision was taken that there ought to be a board. Now I do not know why they should give it up. I would like to ask the hon. Minister if he is not pursuing the idea of the Board, what is the other mechanism is going to pursue.

DR. PRATAP CHANDRA CHUNDER : There is a strong line of thinking that there should be a uniform system of education throughout the country. Therefore the suggestion that two systems of education, particularly at the lower level, should continue need not be accepted. That is why we thought, when we have taken the cream out of the basic education concept and introduced that in the Socially Useful Productive concept in the coming plan of education, there is no need for pursuing that idea which has been suggested by the hon. Member.

SHRI SAWAISINGH SISODIA « Mr. Parikh has put a very important question to draw the attention of the Education Minister to the state of affairs of the basic education in the country. Even Mahatma Gandhi had laid great emphasis on basic education. However, the results of the basic education in our country are disheartening and not to the point. I would like to know from the hon. Minister about the report on basic education submitted to the Central Ministry of Education and the reaction of the various State Governments to that. I would also like to know what amount is being spent by the Central Ministry of Education on basic

education as grant-in-aid to the Education Departments of the States.

DR. PRATAP CHANDRA

CHUNDER : I have already pointed out that after the Second Plan period and after the Kothari Commission's Report had been adopted, the basic education idea is not being pursued or encouraged. Some States are doing so, it is true. But we have no figures as to how it is being done. That is the position.

DR. BHAI MAHAVIR : The hon. Minister has referred to the recommendations of the Ishwarbhai Patel Committee. We have also been told that one of the recommendations was that the workload of the child should be reduced. In his earlier statement, the hon. Minister said that in the Education Ministers' Conference, the recommendations of the Committee had been accepted, leaving the recommendation relating to alternative courses in mathematics and science which had been referred to the NCERT. My question is : Is the hon. Minister aware that the NCERT happens to have become a closed circle of ivory tower-scholars who seem to have no notion absolutely of the understanding capacity or the needs of the child, or the needs of the society ? They are interested only in exhibiting their scholarly abilities. Referring this particular problem to the NCERT amounts to referring a grievance to the culprit himself. Therefore, I would like to know if he is thinking of setting up some sort of an enquiry about the role of the NCERT in its efforts to improve our educational system in the country.

DR. PRATAP CHANDRA CHUNDER : The hon. Member is free to hold his opinion, but I do

not agree with his opinion. However, the Administrative Staff College of Hyderabad has been entrusted with the task of looking into the working of the NCERT and they have recently submitted their report which is being considered.

DR. BHAI MAHAVIR : My question was different, Sir, I seek your protection. My question was about the Ishwarbhai Patel Committee. Did they not say that the workload needed to be reduced ? And the NCERT comes one month before the examination and says that the courses should be reduced! What type of education is this and how are you playing with our children ?

DR. PRATAP CHANDRA CHUNDER : The NCERT did not come out with this decision. It was the Central Board of Secondary Education which had reduced the examination load by one-third in the last examinations.

SHRI KHURSHED ALAM KHAN : The hon. Minister has said that it is a question of a few States, not of all the States. I must say that the basic education is a question of all the States. In fact, it is a national question. In the first instance, I would like to know from the hon. Minister whether he is aware that this educational system was not given a fair trial before it was replaced and a new experiment made. Now because even in industries you are going back from the urban economy to the village economy, can you not think of basic education being considered again and introduced in this country? Because the concept was so good, you are still following those concepts but you are not prepared to take the name of basic education.

DR. PRATAP CHANDRA CHUNDER : Sir, in 1956 at the initiative of the then Education Minister, respected Maulana Abdul Kalam Azad, the Ministry had put forth a document called the "Concept of Basic Education". From that I am reading out one sentence. I quote :

"That is why productive, creative and socially useful work in which all boys and girls may participate irrespective of any distinction of Caste, creed or class is placed at the very centre of basic education."

This part of the concept, Sir, has been adopted in the new pattern of education which is going to be evolved. Socially productive work being now an essential part of education throughout the country, I hope all the States also will accept it and they will implement this. The main substance of basic education is being implemented throughout the country. At least I expect it should be so implemented.

SHRI S. W. DHABE. Coming from Wardha I know personally that this basic education concept has been very much developed. Shriman Narayanji has done lot of pioneering work in the concept of basic education. Some of the institutions are getting grants also for this. May I have an assurance from the Minister that when he is reviewing the national policy on education he will lay special emphasis separately on basic education? They are given separate grants as instruments of improving society and also as a concept given by Gandhiji. But I feel very sorry to state that the Minister has by-passed and not even formed the Board of Basic Education. May I know from the Minister when they are having a review of the national policy to evolve a new approach to make basic education as an integral part of our educational system and

given special grants and to lay special emphasis ?

DR. PRATAP CHANDRA CHUNDER : I have already explained this point. I do not want to repeat.

" AN HON'BLE MEMBER : What about the review of the policy ?

DR. PRATAP CHANDRA CHUNDER : It will come before you.

SHRI N. G. RANGA : The hon'ble Minister is quite a Gandhian as any one of us. But then I would like him once again to give thought to the way in which the socially ' useful education concept which has been incorporated in the present scheme can be further developed in the light of the experience gained by the implementation of the basic education scheme by all these States. In view of the fact that the hon'ble Minister himself has stated that some of the States are carrying on this type of education, would he try to collect the necessary information from all such States which are gaining this experience, and in the light of that experience re-examine the whole position and see how far it can further develop this work-based education as well as socially useful education instead of simply leaving it to the Kothari Commission ' and the neglect shown by the second Planning Commission towards this whole concept ?

DR. PRATAP CHANDRA CHUNDER : Hon'ble Prof. Ranga is very correct. In fact, we are trying to implement the suggestion because we have thought on the same lines and had a seminar at Indore in connection with socially useful productive work' concept of education. There many important Gandhian educationists are also involved. We are pursuing the object as hon'ble Prof. Ranga suggested.

SHRI HAREKRUSHNA MALLICK : If we really review the education policy we will recall how Macaulay planned to produce only clerks in this country for rule by Indians over Indians. But now that we are free we should actually see how soon our Ministry will think of only one pattern of system. Sir, the entire education policy must be actually basic. How and when the hon'ble Minister is going to abandon the system of convents and public schools which are cornering the lion's share of education only because some of them who want public schools to continue are in the policy-making body ? Therefore, I caution the hon'ble Minister and his Ministry that actually there should be only one pattern. May I know from the hon'ble Minister when and how soon he is going to declare only one pattern of education ?

DR. PRATAP CHANDRA CHUNDER : When the draft of the National Policy on Education will be placed before the House all the aspects will be discussed by the hon'ble Members.

SHRI AJIT KUMAR SHARMA : Sir, may I ask the Minister whether the Central Government has really any faith in basic education ; and how does it seek to integrate the public schools with their concept of basic education ? I request the Minister to answer this because this fundamental question for all these years has not been answered by the Government. While the Government declares its allegiance to basic education, it encourages anti-basic education in the form of the public schools. Now I want to know from the Minister what actually is the policy of the Government. Does the Government have any faith in basic

†The question was actually asked on the floor of the House by Shri Mahadeo Prasad Varma.

education or it is only for declaration purpose and they want to encourage the public schools as against the basic schools ?

DR. PRATAP CHANDRA CHUNDER : We are not making any discrimination in this connection. We are not encouraging the public schools. And in the national policy on education we propose to suggest that there will be common schools with neighbourhood concept and the existing public schools may be integrated with them.

SHRI AJIT KUMAR SHARMA : But, how soon
(Interruptions)

MR. CHAIRMAN : I have already allowed 9 or 10 supplementaries.

Shortage of Drinking Water in Delhi.

*5io. SHRI MAHADEO PRASAD VARMA : f

SHRI RAMESHWAR SINGH :

SHRI LADLI MOHAN NIGAM :

SHRI NARENDRA SINGH :

SHRI ABDUL REHMAN SHEIKH :

Will the Minister of WORKS AND HOUSING AND SUPPLY AND REHABILITATION be pleased to state :

(a) whether Government are aware of the shortage of drinking water in Delhi ;

(b) if so, what measures have been planned to remedy the situation ; and