

that the Committee shall make a report to this House by the last day of the first week of the Winter Session, 2016;

that in other respects, the Rules of Procedure of this House relating to Parliamentary Committees shall apply with such variations and modifications as the Speaker may make; and

that this House recommends to Rajya Sabha that Rajya Sabha do join the said Joint Committee and communicate to this House the names of the members to be appointed by Rajya Sabha to the Joint Committee."

The above motion was adopted by Lok Sabha at its sitting held on Thursday, the 11th August, 2016".

### SHORT DURATION DISCUSSION

#### The Draft National Education Policy, 2016 — Contd.

**श्री दिलीप कुमार तिकी** (ओडिशा): थैंक यू, वाइस चेयरमैन सर, जो आपने मुझे आज एक बहुत इम्पोर्टेंट विषय पर बोलने का मौका दिया। एक मनुष्य के लिए एजुकेशन से ज्यादा इम्पोर्टेंट कुछ भी नहीं है। यह बिल देश में लंबे समय के बाद लाया जा रहा है और मेरे ख्याल से इसको काफी लंबे समय के लिए लिया जाएगा।

**श्री राजीव शुक्ल** (महाराष्ट्र): यह बिल नहीं है, यह ड्राफ्ट पॉलिसी है।

**श्री दिलीप कुमार तिकी**: सॉरी, ड्राफ्ट एजुकेशन पॉलिसी इनपुट्स, मैं जो बोलने जा रहा हूँ, यह मेरी तरफ से भी आपके लिए इनपुट है। सर, यह काफी लंबे समय के बाद लाया जा रहा है और मैं उम्मीद कर रहा हूँ कि काफी लंबे समय तक यह रहेगा, लेकिन जिस तरीके से हमारा वर्ल्ड एजुकेशन सीन बदलता जा रहा है, उस हिसाब से हर दस साल के बाद रिव्यू होना चाहिए। मेरे ख्याल से लगभग तीस साल के बाद हम इसको ला रहे हैं, जो काफी विलंब से आया है। मैं विस्तार में जाना नहीं चाह रहा हूँ, ब्रीफली कुछ प्वाइंट्स आपके सामने रखना चाह रहा हूँ। सबसे पहले तो पूरे देश का जो अपना सिलेबस है, एकाडेमिक कलेण्डर्स और मार्किंग पैटर्न है, इनके ऊपर हमें ध्यान देना होगा। जहां तक संभव हो, एक जैसा करना होगा, क्योंकि हमारी जितनी भी स्टेट्स हैं, उनके बोर्ड्स का मार्किंग सिस्टम और सीबीएसई का मार्किंग सिस्टम काफी डिफरेंट होता है, किसी को ज्यादा मार्क्स आ जाते हैं, किसी को कम आ जाते हैं। जब आगे एडमिशन में कहीं जाते हैं, तो जिसको ज्यादा मार्क्स मिलते हैं उनको फौरन एडमिशन मिल जाता है। इसके ऊपर आपको ध्यान देना चाहिए। हालांकि यह काम आसान नहीं है, क्योंकि एजुकेशन स्टेट का सब्जेक्ट है, लेकिन जब हम जीएसटी में आम सहमति बना सकते हैं तो इसमें भी क्यों नहीं? बनानी चाहिए। एजुकेशन पॉलिसी में फोकस इस बात का होना चाहिए कि फर्स्ट क्लास के बच्चे जात-पात और धर्म से ऊपर उठ कर देश के लिए सोचें। इसमें हमें इस हिसाब से सोचना होगा।

[श्री दिलीप कुमार तिरकी]

महोदय, मेरे ख्याल से आदिवासियों के लिए, एससी/एसटी के लिए कोई नहीं सोच रहा है। हमें आज़ादी मिले 69-70 साल हो गए, लेकिन आज भी वह वर्ग पिछड़ा हुआ है। देश में कई सारी यूनिवर्सिटीज़ हैं, लेकिन अगर आप उनमें जाकर देखें, तो पाएँगे कि सभी यूनिवर्सिटीज़ में न तो आदिवासियों के लिए सोचा जाता है, न वहाँ पर उनके कल्चर के बारे में रिसर्च होती है, न उनकी भाषा के बारे में रिसर्च होती है, न उनके लिटरेचर के बारे में सोचा जाता है और न ही उनके बारे में कोई चिन्तन किया जाता है। यानी कहीं भी किसी फैसिलिटी को देने के बारे में वहाँ इम्पॉर्टेंस नहीं दी जाती है। इसलिए महोदय, मेरी एक डिमांड है कि ओडिशा में एक ट्राइबल यूनिवर्सिटी बनाई जाए — सिर्फ ओडिशा नहीं, बल्कि ओडिशा, छत्तीसगढ़, झारखंड और जितने भी आदिवासी क्षेत्र हैं, आदिवासी बहुल इलाके हैं — ताकि वहाँ पर वे अपना सब कुछ सीख सकें।

सर, दूसरी बात मैं यह कहना चाहूँगा कि हमारे जितने भी आश्रम स्कूल्स हैं, वे आश्रम स्कूल्स गरीब बच्चों के लिए बनाए गए हैं। वे कक्षा 8 से लेकर कक्षा 10 तक हैं और कहीं-कहीं कक्षा 12 तक हैं। लेकिन यह देखा गया है कि जितने गरीब बच्चे हैं, वे 10वीं के बाद, 12वीं के बाद वापस घर चले जा रहे हैं। इसलिए मंत्री जी, मैं आपसे रिक्वेस्ट करूँगा, हालांकि यह आपके मंत्रालय का नहीं है, ट्राइबल डिपार्टमेंट का है, लेकिन मुझे दुख के साथ कहना पड़ रहा है कि ये सभी टैलेंटेड बच्चे वापस घर चले जा रहे हैं, इसलिए यदि हो सके तो हमें उनको हायर एजुकेशन में लाना पड़ेगा। वहाँ पर उनको हायर डिग्री देनी पड़ेगी, बैचलर डिग्री देनी पड़ेगी, वहाँ पर वोकेशनल कोर्स देना पड़ेगा, तभी जाकर बच्चे वहाँ से निकल कर डायरेक्ट सामने आ पाएँगे या जॉब के लिए सामने आ पाएँगे।

महोदय, गवर्नमेंट के साथ हमारे ट्राइबल एरियाज़ का जितना शेयर है, वह मैं बताता हूँ। सर्व शिक्षा अभियान में यह पहले 75: 25 था, अब इसे घटाकर 65:35 कर दिया गया है। मैं यह चाहूँगा कि ट्राइबल एरियाज़ में जितने भी स्कूल्स हैं, उनके लिए जो 75:25 है, वैसा ही रखा जाए। हमारे जो केबीके डिस्ट्रिक्ट्स हैं, वे बहुत पिछड़े हुए हैं। वह ट्राइबल एरिया है, पहाड़ी एरिया है और डिफिकल्ट एरिया है। कई बार उस एरिया में जाना काफी मुश्किल होता है, इसलिए वहाँ पर 90:10 रखा जाए। इन सब चीज़ों को काफी नेग्लेक्ट किया जा रहा है, इसलिए इसके ऊपर ध्यान दिया जाए। ...**(समय की घंटी)**...

महोदय, चूँकि मैं स्पोर्ट्स के बैकग्राउंड से हूँ, तो मैं आखिर में स्पोर्ट्स के बारे में कुछ कहना चाहूँगा। मैं स्पोर्ट्स के बारे में दो चीज़ों की ओर आपका ध्यान फोकस कराना चाहूँगा। मैं भी इनपुट देना चाह रहा हूँ, क्योंकि जितने भी मोस्टली स्पोर्ट्समेन आ रहे हैं, रूरल एरियाज़ से आ रहे हैं और एससी/एसटी ट्राइबल बैकग्राउंड से आ रहे हैं। एक तो राष्ट्रीय स्पोर्ट्स एजुकेशन पॉलिसी बनानी चाहिए। दूसरा, मैं marks for sports के बारे में कहना चाहूँगा, जिसकी डिमांड काफी दिनों से आ रही है। हमारे स्कूल्स में जितने भी बच्चे पढ़ रहे हैं या जितने भी हमारे होस्टल्स हैं, academics हैं, जो भी बच्चे नेशनल-इंटरनेशनल में बेटर कर रहे हैं, अचीव करके आ रहे हैं, मेडल लेकर आ रहे हैं, उनके लिए एजुकेशन के साथ-साथ marks का सिस्टम भी होना चाहिए।

THE VICE-CHAIRMAN (SHRI TIRUCHI SIVA): Mr. Tirkey, please conclude.

**श्री दिलीप कुमार तिरकी:** सर, दूसरी बात मैं यह कहना चाहूँगा कि स्कूल्स में compulsory

sports होना चाहिए, क्योंकि आप देख रहे होंगे कि आजकल Diabetes के मामले बहुत ज्यादा आ रहे हैं। हमारे स्कूली बच्चों में Diabetes के लाखों के ऊपर मामले आए हैं। 70 हजार बच्चे, 15 साल के बच्चे ऐसे हैं, जिनको Diabetes हो गयी है, जोकि काफी दुख की बात है। 40 हजार बच्चे ऐसे हैं, जिनको Type 2 Diabetes हो गयी है। 68 परसेंट अरबन बच्चे फिटनेस के लिए एक्सरसाइज करना बिल्कुल नहीं चाहते। 9 परसेंट बच्चे, जोकि 9 साल से 18 साल के हैं, उनको काफी मोटापा है। तो इस तरीके की प्रॉब्लम्स उनमें देखने को मिल रही हैं। तो मैं उनकी फिटनेस के लिए कहूँगा कि वहाँ स्पोर्ट्स को कम्पल्सरी किया जाए। ...**(समय की घंटी)**...

THE VICE-CHAIRMAN (SHRI TIRUCHI SIVA): Mr. Tirkey, please conclude.

**श्री दिलीप कुमार तिर्की:** सर, मैं यही कहूँगा कि हमारी स्टेट एजुकेशन पॉलिसी में अच्छी क्वालिटी के टीचर्स आपको देने होंगे, धन्यवाद।

THE VICE-CHAIRMAN (SHRI TIRUCHI SIVA): Now, Shri Satish Chandra Misra. Time allotted to you is five minutes. I think you can adjust understanding the situation.

SHRI SATISH CHANDRA MISRA: I will conclude.

महोदय, हम लोग एक ऐसे देश में रह रहे हैं, जहाँ 65 परसेंट यानी कि लगभग 72 करोड़ लोग वैसे हैं, जो 35 साल से कम उम्र के हैं और यंग हैं। उनमें स्टूडेंट्स भी हैं। आज जिस पॉलिसी पर चर्चा हो रही है, इस पॉलिसी को देखने के बाद तो यह नहीं पता चलता है कि हमारे देश में कैसी एजुकेशन हो, एजुकेशन का स्ट्रक्चर कैसा हो, किस तरह से एजुकेशन को आगे बढ़ाया जाए, इस तरह की कोई पॉलिसी इसमें कहीं नज़र नहीं आ रही है। इसमें जो नज़र आ रही है, वह यह है कि क्या curriculum हो, कैसे इसका curriculum बनाया जाए, जो इस तरीके का हो, जैसा कि आपकी इच्छा है कि हम सबको इस तरफ ले चलें, उस तरह की पॉलिसी इसमें नज़र आती है। इसमें यह नज़र नहीं आती है कि इस देश में एजुकेशन को कैसे बढ़ाया जाए? एजुकेशन में विकास के लिए सबसे पहले आपको प्राइमरी एजुकेशन की ओर देखना पड़ेगा। प्राइमरी एजुकेशन के बाद सेकेंडरी एजुकेशन को देखना पड़ेगा और उसके बाद आप हायर एजुकेशन में आएंगे। इस देश में जो 90 प्रतिशत लोग हैं, वे underprivileged हैं। वे गरीब तबके से आते हैं, वे शेड्यूल्ड कास्ट, शेड्यूल्ड ट्राइब्स और माइनॉरिटीज़ से आते हैं। ये सब आपकी तरफ देख रहे हैं कि आप उनके लिए एजुकेशन पॉलिसी में क्या लाने जा रहे हैं? आप जीडीपी का 3.5 परसेंट शिक्षा पर खर्च करते हैं, जब कि जीडीपी का 6 परसेंट expected है और पूरे वर्ल्ड में जीडीपी का 6 परसेंट से ज्यादा शिक्षा पर खर्च होता है। लेकिन जहाँ पर इतनी बड़ी संख्या में बच्चे पढ़ रहे हों, वहाँ पर प्राइमरी स्कूल्स की क्या situation है? आप एजुकेशन सेस के नाम पर एक परसेंट टैक्स लेते हैं, लेकिन वह एजुकेशन सेस कहां जाता है, किसकी जेब में जाता है? यह किसी को नहीं मालूम है। आप तो एजुकेशन के नाम पर टैक्स भी ले रहे हैं। जब आप एजुकेशन के नाम पर टैक्स ले रहे हैं, तो आपके पास इस मद में कितना टैक्स आ रहा है, उसका आपने किस तरह से उपयोग किया? क्या आपने प्राइमरी स्कूल्स की जो condition है, उसको ठीक किया? इन प्राइमरी स्कूल्स की तरफ अमीर लोगों के बच्चे नहीं देखते हैं। हम उन प्राइमरी स्कूल्स की बात कर रहे हैं, जैसा कि बताया गया कि इंग्लिश मीडियम स्कूल्स हैं, क्रिश्चियन स्कूल्स हैं,

[Shri Satish Chandra Misra]

मिशनरीज स्कूल्स हैं या और अच्छे स्कूल्स हैं। आज कल मॉडर्न स्कूल्स खुल गए हैं, बड़े-बड़े बिजनेस हाउसेज ने स्कूल खोल लिए हैं। उनमें कौन-से बच्चे जाते हैं, यह आपको अच्छी तरह से मालूम है, लेकिन हम उन बच्चों की बात कर रहे हैं, जिनको आपके सरकारी स्कूल में भी एडमिशन मिलना मुश्किल होता है। उनको आपके सरकारी स्कूल में एडमिशन कराने के लिए एक पर्ची लिखवानी पड़ती है, किसी से सिफारिश करवानी पड़ती है, तब जाकर कहीं उनको एडमिशन मिलता है। हम उन स्कूल्स की बात कर रहे हैं। ये उस तरह के स्कूल्स हैं, जिनमें कुर्सी, मेज तो छोड़िए, जमीन पर भी बैठ कर पढ़ाई करने लायक व्यवस्था नहीं है। ऐसे में आप उन गरीब बच्चों को, शेड्यूल्ड कास्ट, शेड्यूल्ड ट्राइब्स के बच्चों को मजबूर करते हैं और फिर कहते हैं कि इनको compete कराइए, इनको रिजर्वेशन मत दीजिए। आप कहते हैं कि इनका रिजर्वेशन reconsider कीजिए और consider करके future में इन बच्चों का रिजर्वेशन खत्म कीजिए। आप पहले यह तो देखिए कि आप उनको क्या एजुकेशन दे रहे हैं? आप उनको पहले parity पर तो लाइए। आप उनका उन बच्चों के साथ competition कराना चाहते हैं, जो कि air-conditioned classes में बैठ कर पढ़ाई कर रहे हैं और उसके बाद घर में जाकर tuition लेते हैं और tuition में पढ़ाई करते हैं। आप उनसे उन बच्चों का competition कराते हैं, जिनको कि आप बैठने की व्यवस्था भी नहीं दे रहे हैं। आपने खाने की व्यवस्था की, उसकी वजह से वहां पर बच्चों की संख्या थोड़ी सी बढ़ी है।

'राइट टु एजुकेशन' की बात की गई। 'राइट टु एजुकेशन' इस उम्मीद से लाया गया कि जितने भी अच्छे स्कूल्स हैं, वे अपने यहां कुल सीटों की 25 परसेंट सीटें गरीब बच्चों को देंगे ताकि गरीब के बच्चे भी इन स्कूलों में पढ़ सकें। मैं यह पूछना चाहता हूँ कि इन स्कूलों में कितने गरीबों के बच्चों को पढ़ाया जा रहा है? वे इसलिए नहीं पढ़ा रहे हैं, क्योंकि आप उनको उसके एवज में पैसा नहीं दे रहे हैं। उनका यह कहना है कि आप उनको उसके एवज में कोई पैसा नहीं देते हैं, जो कि आपने कहा था। आपने कहा था कि हम देंगे। आपने इसी नाम पर एजुकेशन सेस भी लगाया था, लेकिन आप उनको नहीं दे रहे हैं।

आज बच्चे छठी, सातवीं या आठवीं तक इसलिए पहुंचते हैं, क्योंकि आपने इस तरह की पॉलिसी बनाई हुई है कि आठवीं तक इनको फेल नहीं किया जाएगा। लेकिन आज आप जो ड्राफ्ट पॉलिसी ला रहे हैं, उसमें आपने कहा है कि हम पांचवीं तक allow करेंगे, पांचवीं के बाद हम allow नहीं करेंगे। अगर आप पांचवीं के बाद allow नहीं करेंगे, तो हम जिन 90 प्रतिशत लोगों की बात कर रहे हैं, उनके बच्चे पांचवीं दर्जे के पास बच्चे कहलाएंगे। जैसा कि अभी हमारे एक साथी ने कहा था कि चपरासी की नौकरी के लिए आवेदन मांगा गया, तो पीएचडी होल्डर बच्चों ने भी इसमें आवेदन किया था और लाखों की संख्या में बच्चों ने आवेदन किया था। यह उत्तर प्रदेश का किस्सा था, लेकिन उन्होंने प्रदेश का नाम नहीं लिया, लेकिन इस तरह की situation पूरे देश में है। हमारे यहां unemployment की जो स्थिति है, इतना जो competition है, वह पढ़ाई से ही दूर होगा। इस competition के लिए आप उनका क्या curriculum बना रहे हैं? आप इसको देखिए। आप टीचर्स को ट्रेनिंग दे रहे हैं या नहीं दे रहे हैं? आप कौन से टीचर्स पढ़ाने के लिए ला रहे हैं, टीचर्स के लिए क्या व्यवस्था कर रहे हैं, अच्छे टीचर्स क्यों आपकी तरफ आएंगे, स्कूल में क्यों आएंगे, आज टीचर्स एम्प्लॉयमेंट के लिए लाठियां खाते हैं, क्योंकि वे कांट्रैक्ट बेसिस पर हैं। अगर वे रेग्युलर एम्प्लॉयमेंट मांगते हैं तो उन पर लाठियां पड़ती हैं। कहा जाता

है कि रेग्युलर एपाइंटमेंट नहीं मिलेगा, क्योंकि तनखाह देनी पड़ेगी। आप टीचर्स देंगे नहीं, आप स्कूल की फेसिलिटी अच्छी करेंगे नहीं, आप गरीब बच्चों के पढ़ने, बैठने का इंतजाम करेंगे नहीं और आप चाहते हैं कि इस देश से रिजर्वेशन हटा करके इनका कम्पिटीशन करा दिया जाए। इसलिए मेरा आपसे यह कहना है कि आप प्राइमरी में सबसे पहले ध्यान दीजिए, फिर सेकंडरी में दीजिए। अगर ये बच्चे प्राइमरी में अच्छा पढ़ेंगे, सुश्री मायावती जी हमारी पार्टी की जो लीडर हैं तथा जब उत्तर प्रदेश में मुख्य मंत्री थीं, तो उन्होंने एक ऑर्डर जारी किया कि हर सरकारी स्कूल में छठे दर्जे से अंग्रेजी नहीं पढ़ाई जाएगी, प्राइमरी से पढ़ाई जाएगी। इसलिए जिससे कि कम्पिटीशन तो हो, वे कम से कम पढ़ना तो सीखें। जब डिस्कशन हो रहा था, तो कहा जा रहा था कि अंग्रेजी में ही सब किताबें हैं, पूरी दुनिया में मेडिकल अंग्रेजी में पढ़ाया जा रहा है, हम क्षेत्रीय भाषा में कैसे पढ़ा दें। तो हर चीज में तो आप अंग्रेजी ले आते हैं, आप उसके बेसिस पर मैरिट तय कर लेते हैं, लेकिन बच्चों को पढ़ाने के लिए आप टीचर्स नहीं देते हैं, बच्चों को पढ़ाने के लिए आप इक्विपमेंट्स दे देते हैं तो इसलिए मेरा आपसे कहना है कि पॉलिसी बनाइए, एजुकेशन पॉलिसी पर डिस्कशन करिए, तो ओवर ऑल डिस्कशन करिए, आप प्राइमरी से लेकर सेकंडरी में जाइए, सेकंडरी में इनको फेसिलिटीज़ दीजिए, इनको मौका दीजिए कि आगे पढ़ सकें। उत्तर प्रदेश में जब बहन मायावती जी की सरकार थी, तो उन्होंने कन्याओं के लिए, गरीब बच्चों के लिए व्यवस्था की थी। उन्होंने कहा कि अगर कोई कन्या पास होती है, सातवीं से आठवीं में जाती है, तो उसकी हम पूरी पढ़ाई फ्री करेंगे, उसको एक साइकिल देंगे, उसको बीस हजार रुपए का वज़ीफा देंगे। वह ट्वेल्थ पास करेगी तो उसके आगे हम उसको सुविधा देंगे, जिससे कि वह करे। इन्होंने नोएडा में एक यूनिवर्सिटी बनाई, बहुत दूर नहीं है, आपको जाकर देखना चाहिए, आप मंत्री हैं। आप गौतम बुद्ध यूनिवर्सिटी देख कर आइए। वहां वर्ल्ड क्लास यूनिवर्सिटी बनाई है। उसमें जो दलितों के बच्चे पढ़ते हैं, उनको उन्होंने बाहर भेजने का इंतजाम किया था। अब नहीं जा रहे हैं लेकिन तब हर साल बाहर — फॉरेन कन्ट्रीज़ जाते थे। अब पूरे देश में आप बता दीजिए कि कोई व्यवस्था ऐसी हो, जहां दलितों के बच्चे अगर पास करके ग्रेजुएशन में गए हैं तो उनको कोई अपार्च्युनिटी वर्ल्ड में मिलती है। आज तीन लाख से ज्यादा बच्चे हायर यूनिवर्सिटी में वर्ल्ड में पढ़ने के लिए बाहर जाते हैं। ये बच्चे 10 बिलियन रुपए खर्च करते हैं, जो आपका पूरा यूनिशन बजट है, उसका डबल खर्च खाली वे बाहर जाकर पेमेंट करते हैं, लेकिन आप यहां पर व्यवस्था नहीं करते हैं। आप उनके लिए यहां पर इंतजाम नहीं करते कि वे यहां पढ़ करके अपनी शिक्षा ग्रहण करें और एक अच्छे स्थान पर पहुंच सकें और कम्पिटीशन कर सकें, अपना एम्प्लॉयमेंट ले सकें। आज आपको देखना यह चाहिए कि एजुकेशन पॉलिसी ऐसी होनी चाहिए जिसमें पढ़ करके उसको एम्प्लॉयमेंट की भी व्यवस्था मिले। आपने एस.ई.टी. और एन.ई.टी. बना दिया। आपने कहा कि टीचर्स एक तरफ हैं नहीं कॉलेजेज़ में। डिग्री कॉलेज में टीचर्स नहीं हैं, क्यों नहीं हैं? इस पर जाइए। आप कहते हैं कि पी.एच.डी. के लिए एक स्टूडेंट को पी.एच.डी. करनी पड़ती है। पी.एच.डी. करने के लिए कितने साल लगते हैं? आपने पी.एच.डी. नहीं की, हमने नहीं की, क्योंकि हमारे पास पी.एच.डी. करने का समय नहीं था, लेकिन हमारी लड़की पी.एच.डी. कर रही है और कितने सालों के बाद एक पी.एच.डी. की डिग्री मिलती है, कितनी पढ़ाई करनी पड़ती है? उसके अलावा आप कहते हैं कि नहीं, आपकी पी.एच.डी. की डिग्री बेकार है। अब आपको एन.ई.टी. का एग्जाम देना पड़ेगा और जब आप एग्जाम देंगे और पास होंगे तब आप टीचर के लिए एलिजिबल होंगे। इसी तरह से एस.ई.टी. का है। तो इन चीजों को सुधारिए। ऐसी व्यवस्था करिए कि अगर पी.एच.डी. स्टूडेंट अवेलेबल है तो वह टीचर के लिए एलिजिबल

[Shri Satish Chandra Misra]

हो जाए। यह नहीं कि आप उससे कहो कि फिर से एग्जाम दो। अगर आज आपको और हमको या सब को इण्टरमीडिएट का दोबारा एग्जाम देना पड़े मैथमेटिक्स में और साइंस में, जिसमें हम पास होकर आए हैं, तो सब के सब 90 परसेंट तो फेल हो ही जाएंगे। लेकिन उनसे यह कहना कि अब आप इसको करिए और उसके बाद फिर आप नीट करिए, यह उचित नहीं है। इसलिए मान्यवर, मैं चाहूंगा कि आप इन चीजों को ध्यान में रखते हुए यह देखें कि जो पॉलिसी बनाई है, वह आप किसी करिकुलम के हिसाब से नहीं बनाइए, बल्कि जो यहां देश की जनता है, जो मेन लोग हैं, जो आपकी तरफ देख रहे हैं एम्प्लॉयमेंट की वजह से, खाली उनको मारने-पीटने से और पेड़ में बांध करके और गाड़ी के पीछे बांध करके और बेंतों से मारने से काम नहीं चलेगा या उनको जानवरों की संज्ञा देने से काम नहीं चलेगा। आज ये लोग भी जागरूक हो गए हैं, जो ये 35 करोड़ लोग हैं। अगर 120 करोड़ की जनता है तो उसमें 35 करोड़ ये लोग भी हैं, जो शेड्यूल्ड कास्ट और शेड्यूल्ड ट्राइब्स को बिलांग करते हैं। अगर आप समझते हैं वे माइनॉरिटीज के जो लोग हैं, आप समझते हैं कि इनको मार-पीट करके हम दबा देंगे और इनको वहीं कोने में रखेंगे, तो वह जमाना लद गया और अब ये लोग आपको जवाब देना सीख गए हैं और जवाब दे रहे हैं और आगे भी जवाब देंगे। इसलिए एजुकेशन ठीक करिए, जिससे इनको एम्प्लॉयमेंट मिले और इस तरह की व्यवस्था न उत्पन्न हो। इसी के साथ मैं अपनी बात समाप्त करता हूँ। धन्यवाद।

SHRIMATI VANDANA CHAVAN (Maharashtra): Sir, education is one of the most important pillars of development of a country and specially a country like ours where there is a gaping demographic, social and economic divide. After the earlier Education Policies in 1968, 1986 and 1992, we are embarking upon an extremely important exercise which will be the guiding torch for the future of our young generations and the country as a whole. It will be in the fitness of things that elaborate dialogues and consultations are held as this is a golden and never-again opportunity in our country, and I sincerely hope that it is not lost. As I read this draft, I feel that there are several missing areas which need to be addressed. Since I have very less time, I will put it in bullet forms.

Sir, our spendings on education have been hovering close to 3.5 per cent. It has to be increased. The policy must draw a roadmap as to how it plans to achieve the often-cited figure of six per cent of GDP expenditure on education, which, if not done, will never fill the gap that we aim to achieve.

(MR. DEPUTY CHAIRMAN *in the Chair*)

My second point is, research has established that a child's brain develops fastest between birth and six years. In our education system, we admit the child at six years. We have seen that much of the crucial formative age is completely lost. We, therefore, need to go downwards. We need to have a downward extension of the RTE, starting from birth to three, where we ensure right to development and learning; and from four to six years, for specialised early childhood education or pre-school.

Sir, not only downward extension, but we also need to do an upward extension up to standard-X. Sir, as some of my colleagues have earlier said, standard-X is the minimum requirement to get any job in a rural or an urban setup. Even for admission in an ITI, you need to complete standard-X. The World Bank statistics reveal that out of the children, who attend primary school, less than half, just 44 per cent, complete class-X. Amongst the girls, it is even worse. If she is married early or if she leaves school or drops out, her future is very bleak. Her parents get her married. She does not know about contraception. She gets children early. The children are malnourished. Infant mortality rates, we already know, are very high in our country. There is increased vulnerability for atrocities on her. Health issues are a problem. There is loss of employability and loss of GDP. So, this is something that we need to focus on. RTE must have a downward extension, and also an upward extension up to standard-X. Therefore, this is something that we need to do. Also, we must have composite schools where we have the entire education in just one school. Having a break in-between really dissuades a child and he gives up education.

Sir, the point about Muslims has already been referred to. But, once again, I would like to say that Muslims constitute more than 14 per cent of our population. Net attendance ratio, as Sibal Saheb has already said, is extremely low in elementary and secondary education when compared with Hindus, the Scheduled Castes and the Scheduled Tribes. Sir, the policy must provide special focus on education of Muslims. They need to be given additional support, improve their access to schools and provide academic and career counselling.

Sir, then, I come to my seventh point. Children with special needs have not been addressed here. Children who are hit by inequities cannot cope up with normal children or well-to-do children. What is the provision in this policy? A major issue is in respect of children with learning disabilities like dyslexia, dyscalculia, etc. These are disabilities which are totally unaddressed. Therefore, I think this is an important issue which also needs to be addressed.

Then, Sir, I come to my eighth point. All work and no play makes Jack a dull boy. That is what we have learnt in school. There seems to be no mention of sports, no mention of extra-curricular activities, etc. Social work is very important in schools. These children have to be exposed to the not-so-fortunates, especially in the urban areas, not so much in the rural areas. This must be a part of the curriculum.

Sir, education is the basis of character-building. It is not about filling vessels. It is about igniting minds. Therefore, we need to focus on life skills, critical thinking, democratic citizenship education, development of social values and tolerance to diversity.

[Shrimati Vandana Chavan]

Sir, then I come to my tenth point. I would like to say that the policy seems to be wanting in providing great emphasis on Information Communication Technology and the ODL or the Open and Distance Learning. I wish to bring to your notice that a 2015 OECD study of European and Asian countries shows that Asian countries with lowest use of technology, in fact, Sir, did better than the other performing ones, which had high technologies. Unfortunately, even in this policy, there is no research or study which has happened to map whether we really need this kind of technology inputs and to what extent. Otherwise, we will be spending unnecessarily.

Coming to points number 11 and 12 – just two points, Sir – I will not refer to coping with stress because Yadav Saheb has already done it. Safety of children is very important, especially, safety of girl child. They are being raped in buses, they are being raped by teachers, and, therefore, we have to make sure that a special safety audit in school is put in place. That needs to find place in the policy.

My next point is about cleanliness and toilets. Sir, I remember, we went to some of the best schools in our cities. But if I have to think back, the toilets were in such a shabby and dirty condition that the teacher never came there to see what is happening. Therefore, when we talk, especially, about *Swachh Bharat* and we talk about the education policy, even this needs to find place in the policy document.

My last point is, doing away with the evaluation system has decreased the accountability of teachers over the last years. Therefore, an evaluation system with some kind of expertise in some manner has to be put in place because otherwise they are just thrown to examinations. Not just in schools, in colleges, it is our experience. All our children go to colleges. They do not get their marks in time. They do not get their certificates in time. Therefore, this also needs to be looked into. Thank you, Sir.

MR. DEPUTY CHAIRMAN: Okay; good. Instead of beating about the bush, you made your points within the allotted time. It is a good thing. Now, Ms. Anu Aga.

MS. ANU AGA (Nominated): Sir, the only way to pull out people of poverty is through education. Hence, this discussion is very important. Due to shortage of time, I will focus on the most critical issues related to primary and secondary education.

I appreciate the intention of extending primary and secondary education from pre-KG to 10th standard. RTE was input-driven with great focus on infrastructure. We welcome focus on learning outcomes. But as Ms. Vandana has said, please do not assume access to ICT will by itself enhance quality. Study of European and Asian countries indicate that countries which invested heavily in technology showed no appreciable improvement in learning without investing in teachers.



7.00 P.M.

Now, I would put some of my concerns. Government has stated its intention to raise the GDP for education to six per cent. It would be helpful if Government upfront declares the intended increase each year till it reaches six per cent. Along with six per cent GDP, we need to plug leakages and corruption so that the present amount reaches where it ought to. States have to learn effective ways of spending. I am told we have not fully utilised the education cess. NEP pledges its commitment to Global Sustainable Goal 2013. India should not shy away from taking part in international surveys like PISA. In 2009, India participated in PISA and we stood second last among 73 countries, Kyrgyzstan being last. To get a grip on where we stand as a nation *vis-à-vis* other countries, we have to take part in international surveys. Nothing influences quality of education as an effective, value-based, caring teacher. Unless we drastically improve the teacher training institutes, merely making B.Ed. a four-year degree will not bring the needed transformation. Teaching needs to be an aspirational profession. I would also suggest that Government should not be rigid in insisting on conventional certification and should encourage innovation through carefully examined sizeable pilots in alternate certifications.

While we welcome vocational training being introduced at secondary level, our concern is, at a very early age, a child will be labeled as college-oriented or vocational-oriented through aptitude test. This will continue the practice of well-to-do children going for college education and the poor bright children pushed into vocational training, which will continue to feed the inequality gap. Recommend that all children should be encouraged to complete standard X and after that may take up vocational education. This has been said twice but I am saying again, the Muslim community constitutes more than 14 per cent. As per the 71st round of the National Sample Survey, Muslims are the most backward among the main economically and socially disadvantaged group. The attendance ratio of Muslims at the secondary level is worst, both in rural and urban areas, than even the SCs and STs. This community merits a special focus on ensuring improvement in both access to quality education and retention. Value-based education, *i.e.*, student-centric, can do wonders for our nation and I wish the right implementation of NEP. All the very best.

MR. DEPUTY CHAIRMAN: Dr. K. Keshava Rao.

DR. K. KESHAVA RAO (Andhra Pradesh): Sir, I hope you will be a little considerate to me and the simple reason being that education has been my first and last love. I have been associated with education policies right at the national and international level, particularly, when Shri P. V. Narasimha Rao was formulating it. I don't want to say anything. I have full belief in the new regime. People might not

[Dr. K. Keshava Rao]

agree that you can do something good. Why? The education system that we have today, cannot be torn, cannot be defaced. It is very permanent; it is very concrete. Now, what exactly is lacking is that, if there is any lacuna, you will be filling them. One suggestion, which I can give to this Government is, please understand the very character of our nation. It is a multi-faceted nation. It has a pluralistic society. Our culture and nationalism, as one line, may not suit. This particular education policy, what effect it will have, because they are thinking of all that. After all, what exactly education is, I don't want to go into that because all my friends who have spoken on this topic, have given very beautiful inputs to you. You only address them and that would solve the problem. I am very happy to know what you have produced — though there is some kind of distortion in your Paper — or what you have said is only the input given to you; draft of the inputs. But, at the same time, you formed an Evaluation Committee which has looked into the inputs. That is something strange. Anyhow, whatever it is, whatever inputs have come, the way you have drafted the inputs or the way you have accepted the inputs, looks as if you have given importance to them. But, at the same time, looking at the way you have answered, I am sure you will give scope and space to many other inputs or a few of the contradictions that we have. Therefore, at the very outset, I would like to suggest to the Minister, let us have a broadbased meeting. Of course, you are talking to many people. I have sent a thirty-page input to you. I had asked the former Minister also about it; she said that she had not received it. Whatever may be the reasons, there could be many missing things. Nonetheless, there are things which are pouring in.

Secondly, if you want to take this House into confidence or the Lok Sabha into confidence, have a broad-based meeting, along with a few of the academicians, who can bail you out.

This is not the first time that we are trying to do this. What we are trying to do is to make a policy; it is not an Education Commission we are talking of. Right from Wood's Despatch to your regime, there have been twelve Commissions, besides Mudaliar Report, there are thirteen commissions. The kind of experiments that we have put this education to, are very bewildering. Now, what we are trying to do is, we are trying to meet the new needs. My only apprehension is — whenever they talk about it — I totally believe that you have good intentions, but, the way you have put it, the very first, the preamble, at the base of the pyramid, you have put the *Vedic* education, *Vedic* system, *Gurukul* system, teacher-centric system. I am not opposing it, but, nonetheless, in the modern age, it has become student-centric. You are allowing a boy to grow and teacher only comes as a facilitator. This is what exactly Vivekananda said, 'school or education is a man-making machine.'

I make myself. Dr. Kothari says, “In this classroom the nation is rebuilt.” He did not mean the blackboard. He did not mean the desk. He meant the teacher who was there with a human touch. It is the human element in the classroom that changes the nation and that builds the nation. So, these are the few things. I will mention only points without going into the details so that next time when we meet we can discuss about them.

First is with regard to your policy statement in which you have taken a lot of things from Dr. Radhakrishnan’s policy on the university education, Mr. Sargeant Commission’s on the secondary education. Wood’s Despatch said in 1854, education should be in vernacular at the entry level. He said that don’t take English at the entry level. He had emphasized on the personality built up. This was mentioned in the first English Report. Then, came the Hunter Commission. What did it say? Vernacular should be taught up to 14 years. He said that was where the personality comes up. All these things you are now repeating. This is what all those people have said. What you need to do is — since we are working on a policy, not on a commission — some kind of values which you have emphasized in this paper, bring those values and don’t mix philosophy with theology which Mr. Sitaram Yechury has warned. What I am saying is the Indian thought, the religion is inter-twined with philosophy.

The second is character and values. Today what is happening in our textbooks? Not a single book is available in the present days on these subjects. In our days, there used to be text-books on basic character, ethics and moral studies. There is nothing like that.

Mr. Deputy Chairman, I would draw your attention to one question. In the 7th class — एक क्वेश्चन है। दूध 10 रूपए में मिलता है। अगर उसमें तीन गिलास पानी मिला दिया जाए तो कितना प्रॉफिट होगा? It contains this kind of a question. अगर आप बात करो, तो कहीं किसी book में ऐसा नहीं है। I am sharing my experience. They are not being taught on truthfulness. Now you are trying to include it, I welcome it. That is the need of the hour. What are those values? Again, I am trying to warn you, please stick to secular values. A party like yours which believes in – in the morning you have emphasized on vedic and other things – secularism – एकम् सद्विप्रा बहुधा वदन्ति। There can’t be greater secularism than that. When you are talking about socialism or equity, you said *tatvamasi*, you and me, me and you. So, that is there. You are putting all these things on paper. But when you act the entire thing is becoming different.

Then, what you need to do is accessibility. It is very important. Then, I come directly to what exactly the education system should be. It is accessibility, attendance,

[Dr. K. Keshava Rao]

achievements, methodology of teaching and examinations. Although we are advocating RTE, we do not have specialized schools today with teachers. Since you rang up the bell, I am conscious of the time. I want to tell in the end that you need to revisit the curriculum. Now you are forcing a person to read Trigonometry. I am asking all of you, has anyone studied Trigonometry in your life? You have told that unless a student gets 35 per cent in that subject, he will not be promoted to the next class. *..(Interruptions)..* He did not become an engineer, but he became an MP. He did not use it to become an MP. Please revisit the curriculum. In the policy it has been prescribed that there has to be an empowered committee on education who will look into the curriculum and then you must review these things.

Sir, a broad-based meeting should be convened, or, again you can invite all the Members to send their written suggestions or inputs to you and then those should be put before an academic committee. Then, we will get back to you. Thank you very much.

MR. DEPUTY CHAIRMAN: Mr. K. Rahman Khan.

SHRI D. RAJA (Tamil Nadu): How long will we continue with this debate?

MR. DEPUTY CHAIRMAN: Anyhow, I called Mr. K. Rahman Khan, after he concludes, we will decide.

SHRI K. RAHMAN KHAN (Karnataka): Mr. Deputy Chairman, Sir, I thank you for giving me an opportunity to participate in the Short Duration Discussion on the New Education Policy. I am relieved because the Minister clarified that these are only inputs on National policy. I am relieved, because with regard to these inputs, various people have different apprehensions. As Mr. Yechury mentioned, there is a document supposed to be — I am saying ‘supposed to be’, I am using the word carefully — from RSS and the doubt is what is there in this document is there in this input document also. It is a replica, just the same. So, this creates a doubt and an apprehension. You can even refer to it because you may be knowing it also. So, you have to remove that apprehension and say that the real policy document which you are going to formulate is for the real educational upliftment of the nation. We support you on every Bill because after all the policy is necessary. And this is not the first time that you are formulating a policy. From the time, the country became independent, we have worked on policies, educational policies. What is necessary is that while framing the policy, we should not forget the basic structure of the Constitution because you, I and everybody have taken oath that our first priority is to protect the Constitution, safeguard the Constitution. So, the doubt is that in the

policy document, there is an apprehension and, one or two words cast a doubt that you will be tinkering with Article 29 and Article 30 of the Constitution.

SHRI PRAKASH JAVADEKAR: Never.

SHRI K. RAHMAN KHAN: I will not like to go into the detail. If it is not there then it is good. If you are not tinkering, it is good.

SHRI PRAKASH JAVADEKAR: Absolutely not.

SHRI K. RAHMAN KHAN: I say this because it is not mentioned. Assurance is very essential. Sir, Articles 29 and 30 were enshrined in the Constitution after a great deliberation by Sardar Vallabhbhai Patel. So, this is an assurance given, a solemn assurance given, while framing it. So, nobody has the right to tinker with Articles 29 and 30 of the Constitution. You have inherited the work of the great people. The Education Minister is the maker of the destiny of the nation, and the first Education Minister of this nation, which we have forgotten, is Maulana Abul Kalam Azad. He is the only Education Minister who shaped the destiny for 11 years. Afterwards, no other Education Minister had the opportunity to stay for 11 years. And, he is not an educated person; he is a Madrassa educated person. He shaped the destiny of this nation's education and till today that policy is going on. Most of the institutions like the University Grants Commission, Lalit Kala Akademi, etc., which are today spreading all over the world the knowledge and the Indian culture were created by a Madarsa-educated person. So, when you talk about *gurukul*, you should talk about Madarsa also. When you talk about culture, you should talk of all cultures. Similarly, Madarsa is not untouchable. It has been made untouchable; by publicity it has been made untouchable. The first President of India, Dr. Rajendra Prasad had studied in Arabic Madarsa, not in Sanskrit Madarsa. How many of us know about that culture?

Sir, we are talking about vision. There is a document called Maulana Abul Kalam Azad Educational Vision and Contribution. The vision, which that man had, whom you have forgotten, is much better than your Input Policy. You go through it. For the information of the House, I would like to read a few lines from the Vision. Early in his career as a Minister, as he contemplated shaping the future of India through educational policy, he thus envisaged the possibilities. He said, 'Today India is free' — he is saying this in 1947 — 'she can have any kind of mental mould she pleases. Will it be exclusive or will it be all-inclusive,' which has been the characteristic of India. Sir, inclusiveness has been the characteristic of India. It further says, '...which has been characteristic of the Indian culture throughout the ages?' Whether you talk of B.C. or today, throughout the ages, inclusiveness is the characteristic of India. It further says, 'In the advancement of the nation there is

[Shri K. Rahman Khan]

no greater hindrance than narrow mindedness,' which you are afraid of. 'It is our duty to keep ourselves free from this disease — narrow mindedness — 'in the new era of independence.' 'The tradition in India', he said, had been that 'every kind of culture, every mode of living was allowed to flourish and find its own salvation.' He emphasized, 'the acceptance of unity in diversity has been India's motto throughout the ages. The essence of this principle is a large and wide hearted toleration... This is what he said to shape the Education Policy of free India. Are we talking about him? I want to know whether a single word is there in the Policy in his name. You see the document. He had all the inputs which you have got. What else do we need? Why have we forgotten him? Why are we not noticing his contribution? Why are our students not taught about him? He was the one visionary in 1946, before Pakistan was created, who had given an interview and predicted that Pakistan will break up. He was a visionary. He said it in 1946, even before formation of Pakistan. He said that Pakistan will break up; it will not be Pakistan but a combination of fighting States. It will be losing battles. All ten predictions he had made have come true. It is not that I am saying this. Pakistan has broadcast the Vision of Maulana Azad as to how he had predicted and how the breaking of Pakistan was. What he had predicted is what today Pakistan is. He opposed it throughout his life. He was regretting that Pandit Nehru, Sardar Patel and Mahatma Gandhi conceded to Pakistan. He never conceded. Are we teaching this to the students, the younger generation? This is the contribution. This is the culture we want. This is the type of policy we want. I have no time. If you go through it, it is better than any of the RSS's document or the T.S.R. Subramanian's document. T.S.R. Subramanian's document was written in three to four months. Can you prepare a National Policy for the entire nation...

SHRI PRAKASH JAVADEKAR: They have just collectively...

SHRI K. RAHMAN KHAN: No, no; wait. ...(*Interruptions*)... Whom have they consulted? ...(*Interruptions*)...

SHRI PRAKASH JAVADEKAR: That is not the policy.

SHRI K. RAHMAN KHAN: You said, it is a consultative process. Policy is a consultative process.

SHRI PRAKASH JAVADEKAR: I am just...

SHRI K. RAHMAN KHAN: No, no; you are consulting not only us. I would like to tell you about the biggest problem. The whole world recognises, United Nations recognises, the Government of India recognises, the worst backwardness is among the Muslims. If anybody is backward in education, it is the Muslims. There

is nothing wrong to say that. It is an accepted fact and whom have they consulted among the minorities? What are the names of the organisations with whom they have consulted? Can you give me the names? Has T.S.R. Subramanian consulted anybody? He has given a Report. That is also an input. There are other inputs also. What is your Ministry doing to get the inputs from cross-sections of the society? ...*(Interruptions)*... I am a Member of Parliament. I am leaving my name for the entire country. What are the problems of the minorities? What is it that they are doing? How are they facing the problems? What is their aspiration? How do they want to contribute to the nation's development? All these things have to be looked into. So, I would not like to go into the details. Please don't hurry up. Don't hush up. You have to see that ample time is given. There should be consultation and you should not close the consultation. And then, a policy takes time. A policy is framed after due deliberation, due consultation. I hope this policy will be a policy which will be looked into from the nation's point of view and not from a particular thinking. Thank you very much.

SHRI D. RAJA: Sir, how long are we going to sit because we have to make up our mind?

MR. DEPUTY CHAIRMAN: I will tell you the names before me. Congress Party has given nine names, but in any case, all the nine cannot be called. At the most, one or two can be called. BJP has given five names. Again, all the five cannot be called. At the most, one or two can be called. Then, for all others, time is over. In 'Others' category, there are six more names. The total time for 'Others' category is 20 minutes. Seven names are there. That means each one can get three minutes, but they have taken much more than that. So, if you want to sit today and complete...

**अल्पसंख्यक कार्य मंत्रालय के राज्य मंत्री तथा संसदीय कार्य मंत्रालय में राज्य मंत्री (श्री मुख्तार अब्बास नकवी):** सर, जिस Education Policy पर अभी रहमान साहब ने बहुत अच्छी तरह से अपनी बात रखी, जितने भी speakers हैं, उन्होंने बहुत अच्छी तरह से इस पूरे issue पर अपनी बात रखी है। यह issue तो आज खत्म होने वाला नहीं है, यह आगे भी चलेगा। मुझे लगता है कि अगर ऑनरेबल मेम्बर्स agree करते हैं, तो इसमें कुछ नाम कम किए जाएँ। ...*(व्यवधान)*...

**श्री हुसैन दलवाई (महाराष्ट्र):** हमारे नाम बिल्कुल कम नहीं होंगे।

**श्री मुख्तार अब्बास नकवी:** कोई बात नहीं, आराम से बैठिए।

**श्री रवि प्रकाश वर्मा:** सर, मुझे एक चीज कहनी है कि ...*(व्यवधान)*... यह शिक्षा का मसला है, जब इस पर जवाब दिया जाए, तो पूरा हाउस भरा हो। ...*(व्यवधान)*...

MR. DEPUTY CHAIRMAN: I am striking off your name because you cannot take the Chair for a ride. I want to tell you. I am striking off your name. You cannot take the Chair for a ride by giving 50 names and the Chair is not expected

[Mr. Deputy Chairman]

to do that. You should be able to control your Members. How can you give nine names for 37 minutes and say that you should not strike it off? Don't take the Chair for a ride.

**श्री मुख्तार अब्बास नकवी:** जब 11 बजे reply होगा, तो क्या आपकी गारंटी है कि आप सब जितने लोग बोलेंगे, सब यहां रहेंगे? आप इसकी गारंटी दीजिए कि आप 11-12 बजे reply सुनेंगे। You give that guarantee...(Interruptions)... This is not the way. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: So, we will continue ...(Interruptions)... We will continue ...(Interruptions)...

**श्री रवि प्रकाश वर्मा:** सर, मुझे एक बात कहनी थी। यह इतना इम्पोर्टेंट इश्यू है और अभी हाउस की स्थिति यह है। आप जवाब तब दें, जब हाउस भरा हो, ताकि कम से कम सब लोग इनकी बात को जानें तो सही। Sir, he should reply when the House is full.

**श्री उपसभापति:** ठीक है, जवाब कल होगा, लेकिन डिस्कशन अभी होगा।

SHRI D. RAJA: Sir, we can also postpone the discussion for tomorrow. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: At what time would be the reply tomorrow? ...(Interruptions)... I don't know ...(Interruptions)... All of you are speaking at once! ...(Interruptions)...

SHRI MUKHTAR ABBAS NAQVI: Tomorrow we can have reply at 11 o' clock ...(Interruptions)... No Zero Hour tomorrow ...(Interruptions)... The reply will be at 11 o' clock ...(Interruptions)...

MR. DEPUTY CHAIRMAN: Anyhow, let us continue with the discussion. ...(Interruptions)... Okay. Now, decide up to what time we should sit. ...(Interruptions)...

SOME HON. MEMBERS: We can sit up to 8 o' clock...(Interruptions)...

MR. DEPUTY CHAIRMAN: Now, it is 7.26 p.m. Can we sit up to 9.00 p.m.?

SHRI MUKHTAR ABBAS NAQVI: We will sit up to 8 o'clock. ...(Interruptions)...

SOME HON. MEMBERS: No, no ...(Interruptions)...

MR. DEPUTY CHAIRMAN: We will sit up to 8 o' clock and then adjourn for tomorrow ...(Interruptions)...

SHRIMATI KANIMOZHI (Tamil Nadu): Sir, continue the debate tomorrow. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: If it is not completed, it will continue. ...(Interruptions)...



SHRI HUSAIN DALWAI: Sir, you call the House to meet tomorrow at 9.00 a.m. ...(Interruptions)... We will start tomorrow at 9.00 a.m.

SHRI MUKHTAR ABBAS NAQVI: Sir, take the sense of the House. If everybody is ready to sit up to 9.00 p.m. or 10.00 p.m., there is no problem. ...(Interruptions)... If the hon. Members to sit till 8.00 p.m., then you take the sense of the House then ...(Interruptions)...

MR. DEPUTY CHAIRMAN: Okay. Listen. Now, we will go up to 8.00 p.m. And, at 8.00 p.m. we will take the sense of the House.

Now, Shri Shiv Pratap Shukla. You can speak for five minutes.

**श्री शिव प्रताप शुक्ल** (उत्तर प्रदेश): मान्यवर, मैं आपका आभारी हूँ कि काफी अच्छी बहस के बाद आपने मुझे बोलने के लिए समय दिया। सबसे पहले तो मैं यह कहूँगा कि माननीय मंत्री जी के जिस प्रारूप पर बहस हो रही है, उसके संबंध में अनेक बातें आई हैं, लेकिन मुझे उसमें सबसे बड़ी अच्छाई यह लगती है कक्षा पांच तक किसी को फेल नहीं किया जाएगा और कक्षा पांच के बाद किसी को इस पर विचार करने के भी लिए नहीं छोड़ा जाएगा कि बच्चे फेल होंगे या पास होंगे। आपके समक्ष दिल्ली का उदाहरण है। दिल्ली में कक्षा नौ के छात्रों की परीक्षा हुई और उस परीक्षा में 90 प्रतिशत छात्र फेल हो गए। अगर स्थिति यह आती है, तो मैं समझता हूँ कि निश्चित रूप से अब यह विचार करने का समय आ चुका है कि किसी भी स्थिति में कक्षा पांच के बाद यह छूट न दी जाए कि बच्चों को फेल नहीं किया जाएगा। एक समय में ऐसी स्थिति आई थी।

आदरणीय कपिल सिब्बल जी अभी यहां थे, हर बात के लिए वे कह रहे थे कि हमको यह बनाना चाहिए, वह बनाना चाहिए, वे ऑलरेडी मानव संसाधन विकास मंत्री भी रह चुके हैं, जिसमें एजुकेशन समाहित है। अपने समय में उन्होंने जो कानून बनाया था, आज उसके लिए देश के 18 राज्यों ने यह कह दिया है कि नहीं, अब इसमें चेंज किया जाना चाहिए। जब वही बात एक प्रारूप के आधार पर आई है, तो हर दृष्टि से यह नहीं कहना चाहिए कि जाति का आधार है, व्यक्ति का आधार है, पिछड़े का आधार है, अगड़े का आधार है आदि-आदि। अगर इस सदन में इस बात के लिए बहस होती कि आज तक इस देश को अपनी एक इकलौती भाषा नहीं मिल पाई, राज्य की भाषा का दर्जा सभी को दे दिया गया, लेकिन राष्ट्र की कोई भाषा नहीं हो पाई, तब तो इस बात को समझा जा सकता था। राष्ट्र की भाषा का न होना, इसमें हम लोगों को भी शर्म लगती है।

दूसरे देशों के लोगों में अपनी राष्ट्रीयता के प्रति वह जज्बा होता है कि वे मर मिटने को तैयार हो जाते हैं। जब देश स्वतंत्र हुआ, तो हिन्दी की बात आई, अंग्रेजी की बात आई। क्या हम त्रिभाषा फार्मूले के अंतर्गत इस देश में, राष्ट्र भाषा के रूप में हिन्दी को स्थापित नहीं कर सकते हैं? अगर नहीं कर सकते हैं, तो फिर अगड़े की बहस, पिछड़े की बहस, हिन्दू की बहस, मुसलमान की बहस का क्या मतलब होता है?

मान्यवर, मैं कहना चाहता हूँ कि इस विषय में यह कहा जाता है कि जातिवाद के आधार पर विश्वविद्यालयों में टीचर्स नियुक्त होते हैं, मगर आज यह विषय भी आता है कि आज इस देश

[श्री शिव प्रताप शुक्ल]

में यूपीएससी पर सभी लोगों को विश्वास है, उसकी ईमानदारी पर विश्वास है। वहां से आईएस निकलते हैं, आईपीएस निकलते हैं, यह कहीं नहीं कहा जाता है कि नकल के द्वारा ये आ गए हैं। उसके पर्वे नहीं लीक होते हैं। अगर इसी प्रकार का एक आयोग ऐसा बन जाए, जो पूरे देश के विश्वविद्यालयों में ऐसे लोगों को नियुक्त करने का काम करे, जो पढ़ाने के लायक हों, तो जातिवाद खत्म हो जाएगा। और फिर यहां इस पर बहस नहीं होगी कि हमारे यहां कौन सा कैसा हो। बिहार की बात आई थी, जेडीयू के माननीय सांसद ने कहा कि आपकी सरकार है। किसी भी राज्य में राज्यपाल उनको नियुक्त करने का अधिकार होता है और राज्यपाल किसी पार्टी का नहीं होता है, लेकिन उस पर भी बात होती है। आज जो स्थिति है, उत्तर प्रदेश को देखिए, उत्तर प्रदेश के लोक सेवा आयोग ने न जाने कितने हजार लोगों के साथ अन्यायपूर्ण कार्य किया कि कोर्ट को संज्ञान लेना पड़ा। वहां एक ऐसा व्यक्ति रहा, जो लोगों के नंबर ही चेंज कर दिया करता था, हाई कोर्ट को संज्ञान लेकर उसको पदमुक्त करना पड़ा। क्या यही शिक्षा की स्थिति है, जिस शिक्षा पर हम बहस कर रहे हैं? आज पूरे विश्व में टॉप के ऐसे दो सौ विश्वविद्यालय हैं और इन दो सौ उच्च संस्थानों में भारत का एक भी ऐसा विश्वविद्यालय नहीं पाया जाता है, जिसकी गणना उनमें हो। क्या आज हमें आवश्यकता नहीं है कि हम आगे बढ़ कर उस प्रकार की शिक्षा तैयार करें।

मान्यवर, प्राथमिक शिक्षा की बात आई थी। प्राथमिक शिक्षा के बारे में मैं यह कहना चाहता हूँ कि हम बच्चों को केवल भोजन देकर, उनको स्कूलों में रोक कर क्या शिक्षा के स्तर को ऊंचा कर सकते हैं? हम किसी भी स्थिति में उसको नहीं कर सकते हैं। विद्यार्थियों की मॉनिटरिंग होनी चाहिए, शिक्षकों की मॉनिटरिंग होनी चाहिए, जो शिक्षक पढ़ाने का काम करते हैं। हम यह भी कहना चाहते हैं कि ह्यूमिलिएशन होता है। कई बार कॉपी जांचने में ऐसा होता है, बच्चों को परेशानी हो जाती है।

**श्री उपसभापति:** शुक्ल जी, बैठिए। ...**(व्यवधान)**... शुक्ल जी, बैठिए।

**श्री शिव प्रताप शुक्ल:** मान्यवर, आप मेरे संरक्षक हैं। मैं अपने संरक्षक से कह रहा हूँ।

**श्री उपसभापति:** मैं क्या करूँ ? अभी बहुत से लोग बोलने वाले हैं। ...**(व्यवधान)**... मैं क्या करूँ? आपकी पार्टी ने भी पांच नाम दिए हैं।

**श्री शिव प्रताप शुक्ल:** मान्यवर, नकल को संज्ञेय स्थिति में मान कर, उत्तर प्रदेश में जब माननीय राजनाथ सिंह जी शिक्षा मंत्री थे, इसे संज्ञेय माना गया और रिजल्ट 18 प्रतिशत रहा था, आज की तरह से 97-98 प्रतिशत नहीं होता था। आज तो कक्षा 9 के छात्र परीक्षा लेने पर फेल हो रहे हैं। इस नाते इस पर गंभीरता के साथ विचार करना चाहिए। जात-पात के आधार पर नहीं, निश्चित रूप से राष्ट्र को ध्यान में रखकर शिक्षा नीति पर बहस होनी चाहिए, धन्यवाद।

MR. DEPUTY CHAIRMAN: Now, Prof. Jogen Chowdhury. Your party has been left with only two minutes, but you can take four minutes.

PROF. JOGEN CHOWDHURY (West Bengal): Sir, I thought that my name would not be called today.

MR. DEPUTY CHAIRMAN: Okay. It means, you are not speaking.

PROF. JOGEN CHOWDHURY: No, Sir; I will speak.

MR. DEPUTY CHAIRMAN: Okay. But you have to complete within four minutes.

SHRI P. BHATTACHARYA (West Bengal): Sir, he is a great sculptor of our country.

SHRI TAPAN KUMAR SEN (West Bengal): Sir, he is a renowned sculptor of our country.

MR. DEPUTY CHAIRMAN: That is correct. But I am talking about time.

AN HON. MEMBER: Sir, it is his maiden speech.

MR. DEPUTY CHAIRMAN: No maiden speech today.

PROF. JOGEN CHOWDHURY: Mr. Deputy Chairman, Sir, I start with a quote of Rabindra Nath Tagore. He said, "The highest education is that which does not merely give us information, but makes our life in harmony with all existence." Knowledge cannot be obtained only through books, but more through individual's life experiences, through involvement, hard work and practices. Therefore, true education is not limited to books. True education is the most powerful tool to make a person self-confident, capable and an ideal human being. True education enables someone to live and let others live in peace, prosperity, with dignity, and in harmony with life and nature. ...(*Interruptions*)..

MR. DEPUTY CHAIRMAN: Shri Palvai Govardhan Reddy, don't do like this. You can't stand like this.

PROF. JOGEN CHOWDHURY: Education is not, essentially, to make a career and just to earn money, but it also helps in becoming a total human being.

We must remember that a population, which is uneducated, poor and physically incapable, is not a 'human resource', but a burden on the society. So, we will have to exert all our efforts to change this situation and education is an ultimate tool for that. We cannot stop until the entire Indian population is educated, particularly, the women of each family and also the backward classes. We will have to remember that even at the time of war, Army cannot do anything if the country's population is uneducated, unhealthy and incapable. We need a quality education for all.

I think, through proper research and study, it is important to identify which areas of education are important from the perspective of 'true education' as well as growth-oriented practical education. I think it is important to have a holistic

[Prof. Jogen Chowdhury]

form of education which can be divided into two main parts. One is Academic Education, which revolves around formal subjects such as, maths, science, language, history, etc., which is mainly obtained from books, study and research. Number two is, Life-Oriented Education, like sports, games, yogas, gymnastics, visual arts, performing arts, crafts, designing and planning, skill development of various nature, maintenance of environment and protection of heritage, including all sorts of group, socio-cultural activities, which encourages self-confidence, discipline, friendship or fellow feeling, initiative, organisational ability, leadership and to do hard work, which normally lacks among our people. This is most important to make a lively, vibrant and strong Indian society.

Until we make a clear distinction between 'academic' education and 'life-oriented' education in the policy, and concentrate on both areas separately but in equal measure, we will not be able to make our education purposeful and effective. I think that in the Indian society we do not lack in informative or academic knowledge, but we do not have any involvement or initiative in organization, planning, discipline, hard work and initiative. Shri Rabindranath Tagore once remarked, "We start our work but never finish." So, I think at this moment, this is an important area of education and practice. Sir, I cut it short. Now, I go to the next point....

MR. DEPUTY CHAIRMAN: Professor *saheb*, excuse me, I am helpless.

PROF. JOGEN CHOWDHURY: Sir, I think, this becomes purposeless.

MR. DEPUTY CHAIRMAN: You give the rest of the speech, in writing, to him. He will take note of it.

PROF. JOGEN CHOWDHURY: Okay, Sir.

MR. DEPUTY CHAIRMAN: Thank you very much. Dr. Narendra Jadhav, I am in the same position. You have only two minutes. What do I do? You are such a learned person. You may have to speak a lot of things. What do I do? You finish your speech in four to five minutes.

DR. NARENDRA JADHAV (Nominated): Thank you, Mr. Deputy Chairman, Sir, for giving me this opportunity.

This subject is very close to my heart.

MR. DEPUTY CHAIRMAN: I know that. That is why, I said, I am apologetic.

DR. NARENDRA JADHAV: Sir.

MR. DEPUTY CHAIRMAN: Yes, I really feel that.

DR. NARENDRA JADHAV: As a Member of Planning Commission in UPA-II in charge of education and skill development and as a Vice-Chancellor of the largest university in India, that is, University of Pune, I would like to offer some comments and I crave your indulgence, Sir, to allow me five minutes to make a rapid fire presentation.

MR. DEPUTY CHAIRMAN: Yes, yes. I am allowing five minutes.

DR. NARENDRA JADHAV: Okay.

Sir, at the very outset, I would like to commend the hon. Minister of HRD, Shri Javadekar, for bringing this document for discussion in the House. It is said, "It may be noted that this is not the Draft New Education Policy, 2016. It is only a document titled "Some inputs — with accent on some — for Draft New Education Policy" which solicits further inputs from the House. This Input Draft apparently is based on an Expert Committee Report, which, in turn, was based on extensive countrywide consultations.

Sir, several distinguished speakers have made very valid points in this discussion and I agree wholeheartedly with many of these arguments, especially, about balancing access, quality and equity holistically, also raising the public expenditure on education to six per cent of GDP in a timebound manner and not mixing philosophy with theology. Sir, while I associate myself with many of these arguments, I would resolutely dissociate myself with the suggestion that was made in this House that this Draft, this Input Draft, should be thrown into garbage.

MR. DEPUTY CHAIRMAN: No, no; I think nobody has said that. ...*(Interruptions)*...

DR. NARENDRA JADHAV: Hon. Member, Shri Kapil Sibal, said that.

MR. DEPUTY CHAIRMAN: Oh.

DR. NARENDRA JADHAV: This Input Draft is far from being a perfect one but it is a very good starting point. Let us constructively engage and build on this Draft.

Sir, the main problem that I have with this document is that this "Input Draft" is elaborate in areas to be addressed in the New Education Policy but it does not go into the specifics in several areas. So, one doesn't know what specific shape and form that many proposed interventions would take in the New Education Policy and this constrains the ability of commentators to give specific further inputs. Within these constraints, I would like to offer the following comments.

First, the vision and mission of education that comes out of the 'Input Document' in terms of the long-term objective of our education includes making children aware of

[Dr. Narendra Jadhav]

India's rich heritage and glorious past and promoting values such as peace, tolerance, secularism, national integration, and so on. That is fine as far as it goes. But I am, indeed, appalled to find that the Input Draft seemingly does not include the values of social justice, equality and egalitarianism, which are enshrined in the Indian Constitution. To my mind, Sir, several educationists world-wide have emphasized that the vision and mission of education must include dimensions such as how to learn to know, how to learn to do, how to learn to be and how to learn to understand and live together with others, and this must be done promoting the values of liberty, equality, fraternity and social justice that have been enshrined in our Constitution.

Sir, it took us 16 long years to operationalize the Directive Principles of State Policy in respect of providing free and compulsory elementary education for all children between the ages of 6 and 14. Sir, we gave ourselves the Constitution in 1950 and the Right to Education Act came in 2010. That was sixty long years, and it was, indeed, a landmark legislation that we are all proud of. Regrettably, however, Sir, the Input Draft represents a dilution or even departure from the Right to Education Act. I can give many examples. But I would like to confine myself in giving only two.

MR. DEPUTY CHAIRMAN: Five minutes are already over.

DR. NARENDRA JADHAV: Only final point. One minute more, Sir.

MR. DEPUTY CHAIRMAN: Okay.

DR. NARENDRA JADHAV: Sir, please give me one minute; it is my final point. One of the two very obvious departures or deviations from the Right to Education Act is that the draft New Education Policy, and whatever input draft is there, recommends the introduction of flexibility in the Right to Education Act and suggests that norms could be recalibrated to suit the local conditions. I think this is a direct assault on the very essence of the Right to Education Act. One more example is that the input draft recommends the introduction of centralized kitchen for providing the Mid-Day Meal that happens on page 32. The centralised kitchens are not appropriate for rural and semi-urban areas where food is frequently not fit to be eaten by the time it reaches the ultimate consumer. That freshly cooked meals are preferable for children's health and well-being has been recognized and mandated to be compulsory by the Supreme Court of India. Therefore, there should be no deviation from this policy. Thank you, very much.

MR. DEPUTY CHAIRMAN: Now, Shri Ram Kumar Kashyap; you have only four minutes. ...(*Interruptions*)...

SHRI JAIRAM RAMESH: Sir, instead of rushing like this. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: What do I do? ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Sir, make it continue tomorrow morning. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: Tomorrow, there is a Zero Hour. ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Sir, this is a very important subject and Dr. Jadhav has much more to say. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: Jairam Rameshji, don't ask me to do the impossible because there are more than two dozen requests for Zero Hour tomorrow and today we could not allow Zero Hour. Hence, another twelve are also pending. ...*(Interruptions)*... So, the pressure from all of them will be on the Chair. ...*(Interruptions)*... So, what do I do? ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Sir, I have one suggestion. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: And then there is a Question Hour. ...*(Interruptions)*... What do I do? ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Sir, I have one suggestion. ...*(Interruptions)*... Why don't we request the hon. Minister to convene a full-day workshop of Members of Parliament to discuss the input into the draft? Let everybody come where Dr. Jadhav can speak for twenty-five minutes. Please give two days to Members of Parliament alone. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: That is good. ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Please do it in the next two weeks before you finalise it. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: That is a very good suggestion. ...*(Interruptions)*... I am very happy. ...*(Interruptions)*...

SHRI JAIRAM RAMESH: Sir, let him make an assurance. ...*(Interruptions)*... Let him make an assurance. ...*(Interruptions)*...

DR. K. KESHAVA RAO: Sir, that is a very good suggestion. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: You also give your suggestion. ...*(Interruptions)*...

DR. K. KESHAVA RAO: I didn't get much time. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: The problem is that your language is so bombastic that an ordinary person like me cannot comprehend it. ...*(Interruptions)*... That is a problem. ...*(Interruptions)*...

SHRI PRAKASH JAVADEKAR: Mr. Deputy Chairman, Sir, I can agree to it, but let me respond in five or ten minutes to the points raised by hon. Members. I take this suggestion; I have no hesitation in having a workshop. When we started there were village level consultations, block level consultations and district level consultations and all inputs were collected. ...*(Interruptions)*... I just want to reply. ...*(Interruptions)*..

MR. DEPUTY CHAIRMAN: I agree with you. ...*(Interruptions)*...

SHRI PRAKASH JAVADEKAR: Give me just ten minutes. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: I agree with you. ...*(Interruptions)*... You have a point. ...*(Interruptions)*... Let me speak. ...*(Interruptions)*... Even if Mr. Jairam Ramesh's suggestion is accepted, and that is a very good suggestion, we have to conclude this discussion because a lot of things have been said and the Minister is bound to reply, and he has to, because allegations and counter-allegations are there. Therefore, as I said, let us sit up to 8.30 p.m. today and ...*(Interruptions)*...

SHRI TAPAN KUMAR SEN: Let us continue today for another ten minutes and then continue tomorrow if you can prepone the time of Parliament from 11.00 a.m. to 10.00 a.m. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: No; that is not possible. ...*(Interruptions)*... That is not possible.

SHRI TAPAN KUMAR SEN: If that is not possible, then tomorrow, we can start this discussion from 11 o'clock onwards.

SHRI JAIRAM RAMESH: Sir, let us continue up to 9 o'clock.

DR. V. MAITREYAN: No, Sir.

SHRI PALVAI GOVARDHAN REDDY (Telangana): No, Sir.

MR. DEPUTY CHAIRMAN: Now, I have already called Shri Ram Kumar Kashyap.

SHRI D. RAJA: Sir, we can continue tomorrow.

MR. DEPUTY CHAIRMAN: I have heard you. Now, Shri Ram Kumar Kashyap.



**श्री राम कुमार कश्यप** (हरियाणा): सर, देश के विकास में शिक्षा का अहम योगदान होता है। देश की आजादी से लेकर अब तक देश ने शिक्षा के क्षेत्र में बहुत तरक्की की है, फिर भी शिक्षा के क्षेत्र में बहुत कुछ किया जाना बाकी है। यूएनओ की रिपोर्ट के अनुसार, देश में 7.4 करोड़ बच्चों में से 2 करोड़ बच्चे अभी भी स्कूली शिक्षा से वंचित हैं। देश में अभी भी साढ़े तीन लाख विद्यालयों एवं 12 लाख शिक्षकों की कमी है। सबसे ज्यादा चिन्ता का विषय यह है कि आज हमारी शिक्षा का स्तर विशेष रूप से प्राइमरी स्कूलों में, सरकारी स्कूलों में बहुत डाउन हो गया है, निम्न हो गया है। उसकी क्वालिटी बहुत डाउन हो गई है। हमारी शिक्षा का स्तर क्यों डाउन हुआ है? इसके बहुत-से कारण हो सकते हैं। मैं मानता हूँ कि इसके डाउन होने में Right to Education Act का अहम योगदान है। Right to Education Act में एक प्रावधान है, जिसमें फेल न करने की बात कही गई है। पहले पांचवीं और आठवीं की परीक्षाओं के लिए बोर्ड होता था, जिसमें अगर बच्चा फेल हो गया, तो उसे फेल कर दिया जाता था, परन्तु अब ऐसा नहीं है। अब बच्चों को अपने फेल या पास होने की चिन्ता नहीं है और टीचर्स को भी इसकी चिन्ता नहीं है, इसीलिए हमारी शिक्षा का स्तर नीचे आ गया है।

मंत्री जी, अगर मैं हिन्दी की बात करूँ, तो अगर आठवीं के बच्चे से कह दिया जाए कि वह हिन्दी में अवकाश के लिए एक प्रार्थना-पत्र लिखे, तो वह नहीं लिख पाएगा। अंग्रेज़ी की स्थिति तो इससे भी ज्यादा चिन्ताजनक है। आज 11वीं और 12वीं के बच्चे से अगर यह कहा जाए कि वह "मैं जाता हूँ" या "वह जाता है" का अंग्रेज़ी अनुवाद करके दिखाए, तो वह भी उसकी इंग्लिश नहीं बना पाएगा। आप इससे ही अंदाजा लगा सकते हैं कि हमारी शिक्षा का स्तर किस हद तक नीचे जा चुका है। अब आठवीं के बच्चे को पाँचवीं की पुस्तकें पढ़नी नहीं आतीं और पाँचवीं वाले को दूसरी कक्षा की पुस्तकें पढ़नी नहीं आतीं। इसीलिए हमारे बच्चे अब सरकारी स्कूलों के बजाय प्राइवेट स्कूलों में पढ़ने के लिए जाने लगे हैं। अब सरकारी स्कूलों में गरीबों, एससीज, बीसीज या जिनकी आर्थिक स्थिति अच्छी नहीं है, उनके बच्चे ही पढ़ते हैं।

मंत्री जी, प्राथमिक शिक्षा ही समूची शिक्षा की नींव होती है। जब नींव मजबूत होगी, तभी उस पर ज्ञान की मजबूत इमारत बनेगी। इसलिए मेरा आपसे अनुरोध है कि इस ड्राफ्ट में आप पांचवीं और आठवीं कक्षा में बोर्ड की परीक्षा लेने का प्रावधान करें। हर कक्षा में परीक्षा होनी चाहिए, अगर बच्चा फेल है, तो वह बेशक फेल होगा। जैसे, हम 33 परसेंट वाले को पास करते हैं, तो उस परसेंटेज को घटाकर 20 से 25 परसेंट के बीच में ला सकते हैं, परन्तु उसकी परीक्षा होनी चाहिए और अगर वह फेल है, तो उसे फेल किया जाना चाहिए। अगर ऐसा होगा, तभी हमारी शिक्षा का स्तर ऊँचा होगा। मंत्री जी, मैं आपसे कहना चाहूँगा कि अगर आप ऐसा नहीं कर पाएँगे, तो यह गरीबों के साथ बहुत बड़ा अन्याय होगा और हमारी गरीबी तब तक दूर नहीं हो पाएगी, जब तक हमारी शिक्षा का स्तर ठीक नहीं हो पाएगा, क्योंकि शिक्षा और गरीबी का गहरा संबंध है। जिन लोगों की शिक्षा अच्छी हुई है, वे अच्छा पढ़ पाए हैं, उनकी गरीबी भी दूर हो पाई है और वे आगे भी बढ़ पाए हैं। इसलिए आप बोर्ड परीक्षा के लिए प्रावधान करने का काम करें।

दूसरा, पहले एक स्कूल इंस्पेक्टर की व्यवस्था होती थी, जो प्रायः स्कूलों में जाते थे, वहां का दौरा करते थे, बच्चों का टेस्ट लेते थे, उनकी परीक्षा लेते थे। उससे बच्चों को भी उनका

[श्री राम कुमार कश्यप]

डर होता था और अध्यापकों को भी डर होता था, परन्तु अब वह व्यवस्था नहीं है, इसलिए आप उस व्यवस्था को पुनः स्थापित करने का काम करें। इसके अलावा, मैं यह कहना चाहूँगा कि आज अध्यापकों से जो गैर-शैक्षिक काम लिए जाते हैं, उसके कारण भी शिक्षा प्रभावित हुई है। जैसे, "मिड-डे मील" का काम टीचर्स से लिया जाता है, जनगणना का काम टीचर्स से लिया जाता है, वोट बनाने का काम टीचर्स से लिया जाता है और उनकी इलेक्शन ड्यूटी भी लगाई जाती है। मैं मंत्री जी से यह कहना चाहता हूँ कि वे "मिड-डे मील" का काम प्राइवेट संस्थाओं को दें और स्कूल टीचर्स से ये सब काम बिल्कुल न लिए जाएँ। अगर हो सके तो जो पैसा वहाँ पर खर्च होता है, उसे बच्चों के खातों में डायरेक्ट भेज दिया जाए और वे बच्चे अपने घर से ही खाना बनवाकर लाएँ और वहाँ पर टिफिन के रूप में उस खाने का इस्तेमाल करें। ...**(समय की घंटी)**... अंत में, मैं एक बात और कहना चाहता हूँ।

**श्री उपसभापति:** ठीक है, हो गया। अब समाप्त कीजिए।

**श्री राम कुमार कश्यप:** सर, मैं एक बात और कहना चाहूँगा कि आज बच्चों में नैतिक शिक्षा की बहुत कमी हो गयी है, संस्कारों की कमी हो गयी है, इसलिए नैतिक शिक्षा भी अनिवार्य कर दी जाए। ...**(समय की घंटी)**...

**श्री उपसभापति:** कश्यप जी, बस हो गया। अब आप बैठिए।

**श्री राम कुमार कश्यप:** स्कूल्स में टीचर्स की जो कमी है, उसको भी आप पूरा करने का काम कीजिए। ...**(समय की घंटी)**...

**श्री मुख्तार अब्बास नकवी:** सर, ...**(व्यवधान)**...

**श्री उपसभापति:** आठ बजे, आठ बजे। ...**(व्यवधान)**... Let me call one more speaker. ...**(Interruptions)**...

**श्री राम कुमार कश्यप:** किसी भी क्लास में टीचर्स की कमी नहीं होनी चाहिए, धन्यवाद।

MR. DEPUTY CHAIRMAN: Now, Mr. Shantaram Naik. Please take five minutes only.

SHRI SHANTARAM NAIK (Goa): Mr. Deputy Chairman, Sir, I was in the other House when the Education Policy was discussed during the period of 1984-89. A long time, around 25 years, have passed since then. I recollect that in the Eighth Lok Sabha, that Policy was discussed at that time in three phases. First was the Outline Policy, the second was the Main Policy, and the third one was the Action Taken Report.

SHRI PRAKASH JAVADEKAR: Mr. Shantaram, it is not a policy. It is only an input. ...**(Interruptions)**...

SHRI SHANTARAM NAIK: I know it better. You have created more confusion. ...*(Interruptions)*... Everybody was calling it a policy. ...*(Interruptions)*... Please don't provoke me. ...*(Interruptions)*... I am not saying it. I am telling you that I won't get... ...*(Interruptions)*...

SHRI PRAKASH JAVADEKAR: I am appreciating you. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: Please speak. ...*(Interruptions)*...

SHRI SHANTARAM NAIK: Sir, when there is no time... ...*(Interruptions)*... Why is this unnecessary... ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: Please address the Chair. ...*(Interruptions)*...

SHRI SHANTARAM NAIK: There was no need of this. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: Please conclude in five minutes. ...*(Interruptions)*...

SHRI SHANTARAM NAIK: I said, the document was discussed in three phases, and, that is how, Rajeevji at that time framed the Policy. Today, you have created something in between, taken some feedback and that is it. Let me tell you very frankly as to why we are concerned with this. People are thinking that there is going to be saffronisation. This is the apprehension and everybody has said it. I am quoting what was said by the then Minister of State of HRD, Mr. Katheria. He is no longer in this Ministry now. Mr. Katheria, who is from Agra, said, "There will be saffronisation of education and the country." This was the statement made by your Minister in Agra. He has specifically said it. He said, "When I was asked by some journalist whether we are promoting saffronisation of education, I said, yes, there will be saffronisation of education and of the country, जो अच्छा है, वो होगा"। Can you defend this type of statement? I understand your position but your MoS has made this statement recently. You have to answer this either in 'yes' or 'no'.

Secondly, during the election propaganda somewhere in Nagpur, Mrs. Smriti Irani, the former HRD Minister, stayed at a residence, and, that man, thereafter, became the head of one of your institutions, namely, Visvesvaraya National Institute of Technology, Nagpur. This man became the Head of the Institute after Mrs. Smriti Irani took the hospitality from that person. How can you explain this? A person of RSS background became the Head of that Institute. Can you explain this?

Then, if *Ramayana* and *Mahabharata* — of course, these are our textbooks — are to be incorporated in the curriculum, then, religious books of Christians or Muslims should also be incorporated with whatever good principles are there in these books.

[Shri Shantaram Naik]

**8.00 P.M.**

Why should only one religion be talked about for incorporating it in textbooks? What did your former Minister say? I am quoting her words. She supported, 'Hindu perspective in School Textbooks'. Does it suit an HRD Minister?

Secondly, let us see the concept that you might be following if the policy is given in your hands. I do not know it; I have full faith in you, but previously, when BJP was there, what had happened? Godse was tried to be eulogized and they wanted to show that Mahatma Gandhi was nobody before Godse. This was the historical policy which they wanted to enshrine. Fortunately, BJP could not survive, and, therefore, this concept could not come about.

Secondly, please examine this morning prayers syndrome which is going on. I am not aware of it. But I am opposed to anybody who opposes the singing of National Anthem.

I am opposed to the idea that stringent punishment should be given to the Principal who has encouraged not to sing the National Anthem. You should take action on that.

Then, I would like to mention here about eradication of superstitious beliefs. Our Constitution provides for it. Various Articles are there. But you see the type of superstition in your people. In my party also — I am not denying it — these things are prevailing. We should, as a community, try to see that these superstitious beliefs are eradicated from the society as a whole. If these things are not deleted from the curriculum, students' minds would go in that direction. Ultimately, if students believe in superstitious things, their career will be affected.

Then, I would like to mention about training of teachers. Nobody teaches in the training schools that there is something called 'education policy', there is an education Act in the respective States, etc. Nobody teaches the education rules. Some academic things are taught in the training programmes. These things are also essential. Recruitment rules are defective in most of the States. If recruitment rules are distinct, teachers will not suffer. Therefore, this thing should also be included. Parents and teachers' associations should also find a place in the rules. Only with their cooperation, the education system can survive. Thank you very much.

MR. DEPUTY CHAIRMAN: I had said that at 8.00 p.m., I would come back to the House and take the sense of the House whether we should continue or not. What is the sense of the House?

SOME HON. MEMBERS: No, Sir.

SHRI MUKHTAR ABBAS NAQVI: Sir, my first submission is, if House agrees, we can sit till 10.00 p.m. today and ...(Interruptions)...

SOME HON. MEMBERS: No, no.

SHRI MUKHTAR ABBAS NAQVI: That is my first suggestion. ...(Interruptions)... My second suggestion is, we can continue from 11.00 in the morning. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: Thank you for not saying up to 12.00. ...(Interruptions)...

SHRI TAPAN KUMAR SEN: Sir, the first sentence is not his actual project. The second one is his real project.

SHRI MUKHTAR ABBAS NAQVI: My second suggestion is, if House agrees, we can continue from 11.00 in the morning. ...(Interruptions)...

SOME HON. MEMBERS: Yes, Sir. Tomorrow morning will be okay. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: I can assure you one thing. I can adjourn the House now. For morning, hon. Chairman will decide whether we take up Zero Hour or this discussion. I will convey your feeling to the hon. Chairman. ...(Interruptions)... I will convey your feeling to the hon. Chairman.

SHRI PRAKASH JAVADEKAR: Sir, I have an apprehension. It should not happen that all the hon. Members have spoken from their hearts and I do not respond. ...(Interruptions)... Tomorrow, there will be Zero Hour, then there will be Question Hour, then there will be recess and then there will be *Vande Mataram*. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: Then why don't we have *Vande Mataram* after 5.30?

SHRI PRAKASH JAVADEKAR: Okay. I am ready. ...(Interruptions)... But I should be given a chance to respond. ...(Interruptions)...

MR. DEPUTY CHAIRMAN: I agree. You have a valid point in that. ...(Interruptions)... The Minister has a valid point. He has to reply.

SHRI TAPAN KUMAR SEN: Sir, we may start it tomorrow at 11.00 a.m.

MR. DEPUTY CHAIRMAN: I told you ...(Interruptions)... Tapanji, I am not objecting to that. But tomorrow morning, there will be a meeting. You know that. You are also there in it. I will also convey it. But we have to take the decision of the Chairman also. That is all what I am saying. ...(Interruptions)...

SHRI TAPAN KUMAR SEN: At least, take the sense of the present House.

MR. DEPUTY CHAIRMAN: The present sense is to adjourn the House. I know that.

SHRI JAIRAM RAMESH: Sir, it should not happen that we adjourn *sine die* tomorrow after Question Hour.

MR. DEPUTY CHAIRMAN: No, no; it will not. ...*(Interruptions)*...

SHRI JAIRAM RAMESH: If you assure us that we will sit till 5.30, we will do it tomorrow.

SHRI MUKHTAR ABBAS NAQVI: Mr. Jairam Ramesh, we are ready to sit till 12 o'clock, if you are ready. There is no problem. Why are you questioning this thing? इसलिए आप इस पर सवाल मत करिए। जब sense of the House है कि कल 11.00 बजे से इस discussion को continue करेंगे, तो आप उस पर क्वेश्चन क्यों कर रहे हैं? ...*(व्यवधान)*...

SHRI D. RAJA: Sir, I request you to convey the sense of the House to the Chairman. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: I will do that. ...*(Interruptions)*...

SHRI D. RAJA: And we will resume the debate at 11 o'clock.

MR. DEPUTY CHAIRMAN: Okay, okay. I will do one thing. I will convey the sense of the House to the hon. Chairman and we will decide it tomorrow. I will convey the sense of the House to the hon. Chairman and then we will continue it tomorrow. ...*(Interruptions)*... But the ultimate decision will be of Mr. Chairman. ...*(Interruptions)*...

SHRIMATI VIJILA SATHYANANTH (Tamil Nadu): But Zero Hour should be taken up tomorrow morning. ...*(Interruptions)*...

SHRI PRAKASH JAVADEKAR: Sir, I will reply to it. ...*(Interruptions)*...

MR. DEPUTY CHAIRMAN: You should come at 11.00 a.m. ...*(Interruptions)*...

SHRI PRAKASH JAVADEKAR: Sir, I am ready. ...*(Interruptions)*..

MR. DEPUTY CHAIRMAN: You come at 10.30 a.m. ...*(Interruptions)*... Now, we shall take up Special Mentions. ...*(Interruptions)*...

---