

RAJYA SABHA

*Friday, the 29 th November, 2002/8 Agrahayana, 1924 (Saka)*

The House met at eleven of the clock,  
THE DEPUTY CHAIRMAN in the Chair.

**MEMBER SWORN**

Shri S. Tralok Singh (Jammu and Kashmir)

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**ORAL ANSWERS TO QUESTIONS**

**Education to all by 2003**

\*161. SHRI K. NATWAR SINGH:

DR. T. SUBBARAMI REDDY:†

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Minister has given an assurance that all the children would be provided schooling by 2003;

(b) if so, what steps Government propose to take to implement this assurance; and

(c) what steps both the Centre and States have taken together, to achieve this objective?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI): (a) to (c) A statement is laid on the Table of the House.

***Statement***

(a) to (c) The Government has taken necessary steps to amend the Constitution to make free and compulsory education a fundamental right for all children in the age group 6—14. In addition to these steps for amendment of the Constitution, the Government has also launched Sarva Shiksha Abhiyan (SSA) in partnership with the States with the objective of getting all children in this age group into schools, Education Guarantee Scheme centres or back to school camps by the academic year 2003. The programme is being implemented through State Level Societies, with the funding being shared between the Central Government and the State Government in the ratio of 85:15 in the Ninth Plan, 75:25 in the Tenth Plan and 50:50 thereafter.

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The question was actually asked on the floor of the House by Dr. T. Subbarami Reddy.

Under the programme District Elementary Education Plans (DEEP) are prepared according to the needs identified and the stipulated guidelines. These Plans are then approved by the Project Approval Board. The District Primary Education Programme (DPEP) in 273 districts, Lok Jumbish Programme (LJP) in 13 districts and Shiksha Karmi Programme (SKP) in 31 districts are also being implemented within the SSA framework. During the current financial year till 25th November 2002, the total outlay approved under SSA including DPEP, LJP and SKP components, is Rs. 4335.66 crores. DEEPs for 201 districts with an anticipated outlay of Rs. 700 crores for the remaining period of the financial year are currently being appraised.

DR. T. SUBBARAMIREDDY: Madam, I would like to know from the hon. Minister whether, in the recent UNESCO Conference on the Literacy Day, in the presence of the hon. Vice-President, he has committed that primary education would be made available for all the children in the country by 2003. At the same time, it has been mentioned in a newspaper report that the Government of India has committed that primary education would be made available for all children by 2005. So, there are two different dates. Also, there is a contradiction in the figures. One version says that it is 63 million children and the other version puts it at 80 million children who are, actually, to be educated. So, firstly, I would like to be enlightened as to which is the correct figure.

The second point is that the hon. Minister is committed to provide primary education for all children by 2003, but we are already in 2002. So, what is going to happen to the set target and what action his Ministry has taken so far?

The third point is, the hon. Minister has mentioned in his reply that up to November 25, 2002, he has approved Rs. 4,335.66 crores. I would like to know from the hon. Minister as to what is the total money required to achieve the goal of providing primary education to all children in the country—may be, by 2003 or 2005 or any time. So far, you have approved only Rs. 4,335 crores. What is the balance amount required to achieve the goal? What is the plan of the Government to provide the balance amount?

DR. MURLI MANOHAR JOSHI: Madam, it is a very long question.

The first point is, it must be very clear to this august House that the goal set by the Sarva Shiksha Abhiyan is to carry all the children, between

6—14 age group, to school system from the academic session 2003 and complete their education by the end of the academic session 2010. This is an advancement and improvement over the international goal which has set it as 2015. But the Government of India has set this goal as 2010. Now, there should be no doubt about it—the year set is 2003, not 2005.

The second point is, there are about 18 crore students in the age group of 6—14 years. Out of it, only about 3.5 crores are out of the mainstream. So, that number is clear. Statistics are available with us. So far as the money point is concerned, the Government of India and the State Governments have made a commitment to complete this scheme on a mutually-sharing basis. In the first phase, there would be a sharing in the ratio of 85:15; in the second phase, in the ratio of 75:25; and in the third phase, in the ratio of 50:50. So, whatever money is required for it, would be shared like this. It is estimated that roughly 20 million dollars would be used for it, and the amount would be shared by the Central Government and the State Governments. If there are some other sources of funding, we would use them also. So, there is no difficulty in arranging the money. So, far as the progress in the work is concerned, up till now, we have spent more than Rs. 4,600 crores. The schemes for other States, from which the projects have now come, are in the pipeline. I think, by the end of December, we would be completing an investment of Rs. 5000 crores.

DR. T. SUBBARAMI REDDY: Madam, my second supplementary is this. In spite of Government's efforts the dropout rate is increasing in the Central Schools. So, there is a need for providing the mid-day meal in schools. Is it a fact that the hon. Supreme Court has given a ruling that cooked mid-day meal should compulsorily be provided in schools? If the mid-day meal is not provided in the schools by the State Governments, the Central Government should stop providing funds to them. So, what action is the Government going to take in this regard? As per the directions of the hon. Supreme Court, are you going to make this mid-day meal scheme compulsory in the schools all over India?

THE DEPUTY CHAIRMAN: Yesterday, Shabana Azmi had also raised this issue in a Special Mention.

DR. MURLIMANO HAR JOSHI: Madam, as far as the mid-day meal<sup>1</sup> scheme is concerned, the Government of India provides cereals and transportation charges. We are also trying to build up the scheme through which the cooked meal is provided to children in all the schools. About eight States have already implemented this scheme. We are trying to see that other States also start providing cooked mid-day meal in the schools. It has its own problems.

It is not an easy task because there are a large number of students, a large number of schools, in the far off areas too; there is the problem of cooking medium; kitchen houses have to be constructed. So, it is not easy to implement the orders as soon as they are passed. It will take some time. The Government and the Planning Commission, both are very serious about it. We are in touch with the State Governments because they are the real implementing agencies.

**श्रीमती गुरचरण कौर:** धन्यवाद, उपसभापति महोदया, मैं आपके माध्यम से माननीय मंत्री जी को बहुत धन्यवाद व्यक्त करती हूँ क्योंकि यह सर्व शिक्षा की स्कीम बहुत अच्छी स्कीम है। सारा देश इसके लिए उनका आभार व्यक्त करता है, लेकिन मेरे मन में एक शंका है कि पहले भी अनिवार्य शिक्षा शुरू हुई थी। उस स्कीम में गरीब माता-पिता गांवों में बच्चों को अपने काम में लगा लेते हैं और अध्यापक भी वैसे ही उनकी हाजिरी लगाते रहते हैं। उस स्कीम से बच्चों को कोई लाभ नहीं हुआ है। मैं माननीय मंत्री जी से जानना चाहूंगी कि बच्चों की हाजिरी को सुनिश्चित करने के लिए और माता-पिता का सहयोग लेने के लिए भी सरकार ने कोई योजना बनायी है? यह भी बहुत जरूरी है। मंत्री जी, अगर ऐसा करेंगे तो इसके लिए मैं माननीय मंत्री जी को बहुत-बहुत धन्यवाद व्यक्त करूंगी।

**डा० मुरली मनोहर जोशी:** महोदया, यह बहुत अच्छा और महत्वपूर्ण प्रश्न है क्योंकि बच्चों के लिए स्कूल तक जाने और वहां बने रहने की समस्या वाक्यी एक गंभीर समस्या है। इसके लिए सरकार प्रयत्नशील है। इसके लिए पहला काम तो यह किया गया है कि इस सर्व-शिक्षा अभियान के अंतर्गत प्राथमिक शिक्षा का प्रबंध गांवों की पंचायतों के जिम्मे किया गया है। अधिकांश राज्यों में प्राथमिक शिक्षा का काम पंचायती राज संस्थाओं को दिया जा रहा है, इसलिए इस सर्व-शिक्षा अभियान के तहत अध्यापकों की नियुक्ति का काम पंचायती राज संस्थाओं को दिया गया है। वही खुली पंचायत में अध्यापकों को नियुक्त करती हैं। यह काम सबके सामने होता है और इसमें पूरी पारदर्शिता है और यह भी सुनिश्चित किया जा रहा है कि अधिकांश अध्यापक उसी गांव के या आसपास के गांव के हों ताकि उनके आने जाने की जो दिक्कत आती है और जिनकी वजह से अकसर यह सुनने में आता है कि अध्यापक पहुंच नहीं पाते क्योंकि वह दूर दराज के गांवों, दूर दराज के जिलों से नियुक्त होते हैं इसलिए कोशिश की जा रही है कि इस मामले में अधिकांश व्यवस्था पंचायती राज संस्थाओं के हाथ में रहे और वह इस बात की देखभाल करें ताकि यह जो हाजिरी का सवाल है, अध्यापकों की उपस्थिति का सवाल है वह उससे हल हो।

महोदया, दूसरी बात, परिवार जो बच्चों को काम में लगा लेते हैं, वह गरीबी उन्मूलन से जुड़ी हुई समस्या है। गरीबी उन्मूलन कार्यक्रम से उस समस्या का निवारण ज्यादा होगा, लेकिन फिर भी अगर बच्चों को स्कूलों में पका पकाया खाना मिलने लगे तो बच्चे स्कूल जाएंगे।

हम अपने सर्व-शिक्षा अभियान के तहत और बहुत सी चीजें बच्चों को देते हैं, कुछ को पुस्तकें मुफ्त देते हैं, खासतौर पर जो शेड्युल्ड कास्ट और शेड्युल्ड ट्राइब्ज के बच्चे बच्चियां हैं उनको पुस्तकें मुफ्त देते हैं और लड़कियों को मुफ्त देते हैं। कई जगह राज्य सरकारें भी इस योजना को चलाना चाहती हैं, चला रही हैं। हमारी कोशिश तो यही है कि जो कारण, जिसकी वजह से बच्चा स्कूल से बाहर रह जाता है, उस कारण को अपने माध्यम से जितना हम दूर कर सकेंगे वह करेंगे लेकिन बड़ी चीज तो उसकी तभी हल होगी जब देश में गरीबी उन्मूलन कार्यक्रम तेजी से चलेगा। देखने में यह आया है कि वह परिवार भी, जहां यह देखने लगते हैं शिक्षित बच्चा उनके लिए उपयोगी हैं वहां बच्चों को स्कूल भेजने लगते हैं। जैसे मैं एक गांव में गया तो वहां मुझे एक बूढ़ी महिला मिली। उसने कहा कि हम आपके इस कार्यक्रम के प्रति बहुत आभारी हैं, हमें इसका बहुत फायदा पहुंचा है। मैंने कहा कि आप तो बुजुर्ग हैं, आप तो पढ़ने गई नहीं होंगी। तो उसने कहा कि नहीं, मेरी पोती पढ़ने गई और यह पहली बार ऐसा हुआ है कि मनीआर्डर वाले ने जो पैसे दिए वह हमें पूरे 50/- रुपए दिए वरना वह 40/- रुपए देता था। मैंने कहा कि यह कैसे हुआ? उसने बताया कि हमारी लड़की ने पढ़ लिया कि 50/- रुपए लिखे हैं और उसने कहा कि 50/- रुपए दो। अब वह समझने लगे हैं कि बच्चे को पढ़ाना इसलिए जरूरी है। यह एक वातावरण बनाने का काम करना है क्योंकि जैसे यह शिक्षा बढ़ती है उससे फिर लोगों के मन में जागृति पैदा होती है। इसको एक अभियान के तौर पर चलाने की जरूरत है और मैं समझता हूं कि इसमें हमें सभी सम्माननीय सदस्य, सभी राजनीतिक दल और सभी राज्य सरकारों का व्यापक सहयोग मिलता रहेगा तो यह काम हम कर सकेंगे। काम मुश्किल है, लेकिन करना है और वर्ष 2010 तक करना जरूरी है।

SHRIMATI SHABANA AZMI: Madam, the Sarva Shiksha Abhiyan is a very laudable goal. Earlier, it was always claimed that the deadline was 'by 2003'; now the Minister is saying, 'it is from 2003.' So, we need a clarification on that. May I know from the Minister what steps have been taken by the Government to ensure quality education to all? May I also know what steps the Government are taking to ensure that proposals—which institutionalise parallel inferior options—do not come to replace the collapsing formal system? The Report of the Tenth Working Group has suggested that 92 per cent of Rs. >0,000/- crores must be spent on energising the formal system, and not on inferior second-grade options. Unfortunately, Madam, more States are putting in proposals for the latter.

Madam, through you, may I know from the hon. Minister; what steps the Government are taking to ensure that the logic, 'something is better than nothing', does not end up trivializing education?

DR. MURLI MANOHAR JOSHI: This, again, is a point on which one has to ponder over. What does 'providing quality education to all' mean? Does it mean only providing buildings, or, does it mean providing good teachers and good teaching material? We should be able to provide good teachers. That is the most important thing. Therefore, our attempt in all the schemes should be to provide good teachers and teaching material to the students... *(Interruptions)*...

DR. ALLADI P. RAJKUMAR: Madam, infrastructure is also important.

THE DEPUTY CHAIRMAN: Let the Minister speak. ...*(Interruptions)*...

DR. MURLI MANOHAR JOSHI: Please listen to me. ...*(Interruptions)*...

Please listen to me, let me complete. You will get your chance.

The second step, then, is to provide infrastructure. We are trying to provide that also. I can give you the figures of a number of schools which have provided toilets, and a number of schools which have provided new rooms. I can also give you the figures of how many additional teachers have been appointed. There are three components of this Scheme. There is the question of the existing infrastructure. We know, it is deficient; we will complete it. We give money for the maintenance of buildings, it is Rs. 5000/- per school, per annum. We give Rs. 500/- per teacher, per year, to purchase his teaching and learning material. We are paying attention to all the components. But where there is nothing, one cannot construct a building overnight. We can, initially, provide some good teachers, and, initially, classes can be started in community rooms. Next year, one room can be built. Next year, another room can be built. So, it is an ongoing process. There are lakhs of villages where there is no provision for teachers. We attend to all those components. Wherever quality improvement is needed, we take steps to improve it; where infrastructure is lacking, we provide funds to create the infrastructure; where there is nothing, we start from the beginning.

**उपसभापति:** अभी पूछे गए सवाल का जवाब आ जाएगा तभी तो मैं दूसरा नाम बुलाऊंगी।

But the quality of teachers is also important. There is a UNICEF Programme, called 'Peace Education'.

DR. MURLI MANOHAR JOSHI: Madam, the 'Peace Education' Programme is a built-up programme in our curriculum, and. Madam, you must be happy to know that the prize for 'Peace Education' Programme, this year, has been awarded to an institution in Lucknow, U.P.

SHRI ASHWANI KUMAR: Madam, the course set out for free and compulsory education is, indeed, laudable and consistent with the constitutional objectives. But, the hon. Minister himself has pointed out that one of the key components for making this objective a success is the availability of teachers in primary schools. Madam, in my State of Punjab, there is a 25 per cent dropout rate among the children at the primary level. Although the Government pays through nose for its teachers,—at least five times of what the private school teachers are paid—yet the teachers are not available, the reason being that they are busy elsewhere giving private tuitions. May I ask the hon. Minister to please spell out if, at all, there is a plan to ensure the availability of teachers in schools where they are posted? The hon. Minister should also ensure that the transfer policy should be framed in such a manner that the education of the children is not disrupted, because there are pulls and pressures on the transfer of teachers. There is a proposal before the Government that in consultation with the States, a uniform transfer policy should be framed so that education of the children is not disrupted in mid-way. In fact, this is the question I want to put before the hon. Minister.

DR. MURLI MANOHAR JOSHI: If the teachers are not attending to schools, it is the responsibility of the State Governments and the district administration of the education to take action against them. If the State Governments transfer the management of education to Panchayati Raj institutions, to the village panchayats, then, this problem will be solved, to a great extent. I would not say that it will be solved 100 per cent, because errant teachers will always be there. If the teacher belongs to the same village or to the nearabout area, then, his argument that he has to come from a long distance will fall down. Secondly, it will be easy to locate what he is doing. Thirdly, he will be under public pressure. The people may ask as to why he is not attending the school. If he, still, derelicts, he can be dismissed or removed, because the responsibility will lie with the Panchayati Raj institutions. I myself would convey your concerns to the Government of Punjab, but, I think, it will be better if you also exercise your good offices to convince the Government of Punjab that the administration be transferred to the Panchayati Raj institutions, as quickly as possible. I know, there are difficulties with the State Governments. Some of the State Governments have taken steps, but teachers protest against it. Then, the political parties also say, 'no' this arrangement should continue. Every arrangement has its pros and cons. But, at the moment, we feel that the best thing would be to transfer the management of primary education to Panchayati Raj institutions. Shiksha Abhiyan Programme is an essential component of Sarva Shiksha Abhiyan. Under this

programme, it has been made essential that teacher should belong to the same village or the nearabout village. As a result, complaints, that teachers do not attend school, have been reduced to a great extent, or, perhaps, it is nil. But, where the other systems are continuing, many complaints are being received. I agree with that, but, it has to be tackled by the State Governments.

THE DEPUTY CHAIRMAN: I have a lot of names with me. it shows that the hon. Members want to discuss the entire Education Policy. It is very important. As far as I remember, in the recent past, we have not discussed the Education Policy in this House. If hon. Minister agrees to the demand made by the hon. Members, we can have a discussion on it. The whole Question Hour will not be enough to allow everybody to put a question. I think, enough has been said on this question. Now, we move on to the next question with the hope that we would discuss the Education Policy. Question No. 162. ... *(Interruptions)*...

**श्री मोती लाल वोरा:** आपने मंत्री जी को बचा लिया।

**उपसभापति:** नहीं, बचाया नहीं, अभी और सवाल भी होने हैं।

**श्री मोती लाल वोरा:** महोदया, यह इतना महत्वपूर्ण प्रश्न है ...*(व्यवधान)*

**उपसभापति:** देखिए, चेयर के ऊपर कोई आक्षेप लगाना ठीक नहीं है ...*(व्यवधान)*

**डा० मुरली मनोहर जोशी:** जब तक आप इस सदन में उपस्थित हैं, किसी को मुझे बचाने की जरूरत नहीं है, आप स्वयं मेरा बचाव करेंगे।

**श्री मोती लाल वोरा:** देखिए, इस महत्वपूर्ण प्रश्न पर अगर आप समय निश्चित कर दें तो मुझे कोई आपत्ति नहीं है।

SHRI B.P. SINGHAL: It is the generosity of the Chair that she herself has said that the whole issue of Education Policy can be discussed in the House. ..., *(Interruptions)*...

THE DEPUTY CHAIRMAN: I have asked for a discussion. At that time, you can pull him up, if you like, and he will not run away ...*(Interruptions)*... because I cannot allow so many hon. Members to put supplementaries.

**डा० मुरली मनोहर जोशी:** महोदया, इस विषय पर ...*(व्यवधान)*

**श्री मोती लाल वोरा:** आज तो आपने मंत्री जी को बचा लिया।



THE DEPUTY CHAIRMAN: No; it is not correct. ...*(Interruptions)*...

देखिए, इस तरह से बोलना ठीक नहीं है। आप इतने अनुभवी हैं, आप चीफ-मिनिस्टर रह चुके हैं। मेरी आदत किसी को बचाने की नहीं है।

**श्री मोती लाल वोरा:** महोदया, बचाने का मतलब यह है कि बहुत से महत्वपूर्ण प्रश्न यहां ... iNst kusflsu is elauts eahtamudsfy, rskj his els (व्यवधान)... As image

THE DEPUTY CHAIRMAN: It is not a correct expression.

...*(Interruptions)*...

**डा० मुरली मनोहर जोशी:** उपसभापति महोदया, मैं बड़ी विनम्रता से यह कहना चाहता हूँ कि मैं आज तक किसी प्रश्न से या किसी बहस से न बचाना चाहता हूँ और न मैंने कभी बचने की कोशिश की है।

**श्री मोती लाल वोरा:** मैंने यही कहा कि मंत्री जी तैयार होकर आए हैं ...*(व्यवधान)*...

**डा० मुरली मनोहर जोशी:** हुआ यह है कि जब-जब बहस होती रही है, लोगों ने कहा है कि अब बहस बंद कीजिए, बहुत बहस हो चुकी है। यह रिकार्ड पर है। शिक्षा के प्रश्न पर जितनी बार बहस हुई है, मैं आपके सामने यहां खड़ा रहा हूँ और सम्मानित सदस्यों ने और उपसभापति महोदया ने यह कहा है कि अब बहस बंद होनी चाहिए, मैंने यह कभी नहीं कहा। मैं आपके हर प्रश्न का समाधान करने के लिए तैयार हूँ। आपके मस्तिष्क में जितनी प्रकार की लघु अथवा दीर्घ शंकाएं होंगी, मैं उनका सबका समाधान करूंगा।

THE DEPUTY CHAIRMAN: I wish you understood why I said that there should be a full-fledged discussion because various sections ...*(Interruptions)*... Just a minute, please. He cannot discuss a policy on a question; and, if we discuss the policy, - you will have a better chance to talk about it. Now; Meenaji.

#### Vocational relevance to Education

\* 162. SHRIMOOLCHAND MEENA:†  
DR. T. SUBBARAMIREDDY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government and industry feel that Indian education system does not equip students with skills and is not job oriented;

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†The question was actually asked on the floor of the House by Shri Moolchand Meena.