

[Shri Y. S. Mahajan]

This statistical picture is however, largely misleading because our schools are not able to retain the students who join them in the First Class. The number of those who stagnate and drop out comes to nearly 60 per cent of the total, and those who drop out relapse into illiteracy, with the result that the number of illiterates in the country today is much more than what it was in 1947]

Apart from the finance necessary for making primary education universal and compulsory, there is also the problem of providing inducements to students and of making the system efficient and attractive. Even a child really learns something which is apparently useful or not, it is bound to be attracted to the school because learning or acquiring knowledge is a process which is a source of delight. In this process, the primary school teacher has a significant role to play. He should be not only a social worker but also a dedicated teacher. I wonder how many of them are able to act like magnets by reason of their love for children and excellence of teaching. I suggest that the Ministry of Education or the NCERT might undertake a research project to find out how many primary school teachers get themselves transferred to their villages or in the neighbourhood and carry on agricultural or other avocations and neglect their duties. I hope, the hon. Minister will undertake such a study.

To leave a large and growing number of our people in a state of illiteracy, which means the same thing as ignorance in our country, amount to an utter failure on the part State in its primary duty to its citizens. In the words of the great philosopher, Hobbes, without education or without knowledge life is short, nasty and brutish. May I quote here also the words of a great scientific humanist, Prof. Julian Huxley? He says:

"Knowledge is basic. It is knowledge which enables us to under-

stand the world and ourselves and to exercise some control or guidance. It sets us in fruitful and significant relations with the enduring processes of the Universe. And by revealing the possibilities of fulfilment that are still open, it provides an overriding incentive. We, the mankind contain the possibilities of the earth's immense future and can realise more and more of them on condition that we increase our knowledge and our love."

MR. DEPUTY-SPEAKER: The hon. Member will continue tomorrow.

18 hrs.

STATEMENT RE ANSWER TO SQ.
NO. 533 REGARDING BIRTH PLACE
OF LORD BUDDHA

MR. DEPUTY-SPEAKER: Prof. Nurul Hasan to make a clarificatory statement.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): Mr. Deputy-Speaker, Sir, with your permission, I would like to mention that this morning while I was replying to a starred question regarding the birth place of Lord Budha, an hon. Member expressed the doubt that my colleague Shri D. P. Yadav had made a contrary statement in the House.

The facts are that while replying to an unstarred question No. 2337 dated April 12, 1976 which was laid on the Table of the House on April 14, 1976, my colleague had said:

"The discovery of a large number of sealings from a monastery at Piprawah District Basti in Uttar

313 Answer to SQ re VAISAKHA 6, 1898 (SAKA) Answer to SQ re 314
 Birth of Lord Birth of Lord
 Buddha (St.) Buddha (St.)

Pradesh bearing the legend Om
 Devaputravihara Kapilavastu Bhi-
 kshu Sanghasva in Brahmi charac-
 ters of 1st— 2 nd century A.D.
 points to the possibility of the iden-
 tification of ancient Kapilvastu
 with Piprawah."

Nowhere did my colleague suggest
 that Kapilavastu was the birth place
 of Lord Budha.

18.02 hrs.

The Lok Sabha then adjourned till.
 Eleven of the Clock on Tuesday,
 April 27, 1976/Vaisakha 7, 1898
 (Saka)