

[Shri Vishwanath Pratap Singh]

to promulgate The Tea Companies (Acquisition and Transfer of Sick Tea Units) Ordinance 1985. I am placing on the Table of the House copies of the Hindi and English versions of the Ordinance.

(Interruptions)

SHRI VISHWANATH PRATAP SINGH : As for precedent, there has been a precedent ; The National Security Act, 1984, dated 5th April, 1984 was passed.

MR. DEPUTY SPEAKER : He has already mentioned.

PROF. MADHU DANDAVATE : That atrocious National Security Act was brought.....

SHRI VISHWANATH PRATAP SINGH : There was real emergency. What I wanted to inform Prof. Dandavate was this. Extension initially was for 5 years. Once we came to the conclusion that it was necessary and it was expiring on 10th April 1985, there was no point to keeping it pending and a decision was taken.

PROF. MADHU DANDAVATE : If one more precedent is required, even without a Cabinet meeting being held, when emergency was proclaimed, the President had signed the Ordinance proclaiming emergency. That also he could have quoted. But these are bad instances and these are bad traditions that they are following. Please take note of that.

DEMANDS FOR GRANTS (General)
1985-86—Ministry of Education—contd.

[English]

MR. DEPUTY SPEAKER : The House will now resume discussion on the Demands for Grants under the control of Ministry of Education.

Now, Prof. Saifuddin Soz.

PROF. SAIFUDDIN SOZ (Bara-mulla) : I was prepared for the catastrophe of expressing my ideas at the fog end of this session. What else could I do.

MR. DEPUTY SPEAKER : There are 4 or 5 persons who want to speak in the same group.

PROF. SAIFUDDIN SOZ : I get 4 minutes less than what you allowed to Prof. Nirmala Kumari.

MR. DEPUTY SPEAKER : They adjust according to time. They have been given 4 hours. In that they have adjusted. I want to finish this today itself.

PROF. SAIFUDDIN SOZ : Sir, I am not going to repeat what others said and therefore I will take only 10 to 15 minutes, not more than that. Last year it was our demand, perhaps, that the Ministry of Education should be under the charge of a Cabinet Minister. Since that demand has been conceded, to that extent, the Prime Minister, I must say, deserves our appreciation. But to those who say that everything is good about education, I would say this :

“Tan hama dag dag shud

Panbah kuja kuja nahan”

When the body has so many sores and wounds it is very difficult to apply balm ; and you are giving ‘Samarthan’ so lavishly !

Now that our demand has been conceded and there is a Cabinet Minister to supervise the affairs of education, Mr. Pant’s existence must make a qualitative difference in education. I must congratulate him one thing. From the very beginning he has been accepting it as a challenge and he has been talking of reforms. I am wanting to avoid what my colleagues have spoken already on both sides. I want to give a few suggestions provided the Minister comes forward with an open mind. I said this last year also. But perhaps nobody takes

note of what we speak here. One of the Members of the Rajya Sabha whom I will not mention, said that Parliament has become irrelevant. Discussion on education is totally irrelevant. I am sure he will rise to the occasion. I am quoting figures; these are authentic figures. Out of budgetary receipts amounting to Rs. 47,946 crores his department is Rs. 513 crores, approximately this comes getting to 1.06% of the national budget. This must be the poorest in the world. The hon. Minister wants to do many things, to guide and coordinate and promote education in all its aspects, to determine coordination and development of higher education, etc. It is a long list. I am rather obsessed with the fact that education is not getting proper deal from the Central Government, from the Ministry of Finance and, therefore, my first plea with the Education Minister is that he should take necessary steps because he is serious about restructuring the educational system in the country and bringing in reforms. He must take this up vigorously with the hon. Prime Minister and the Finance Minister, and budgetary allocation cannot be this small that is, 1.06%. A number of years ago, Dr. Amrik Singh, the then Vice-Chancellor of Patiala University had said in an article in the *Illustrated Weekly of India* "The mess that is education" and he had asked "if you spend about 3% of the national budget on education how can you achieve results in education in India?" But I think it is actually 1.06%. Why I mention this is that in the budgetary allocation perhaps education is the casualty because you want today everything under the sun.

"Hazon khalishen aisi keh

har khalish pe dam nikle,

Bahut nikle mere arman,

lekin phir bhi kam nikle"

It means that you want to bring in everything and you want to do everything possible under the Sun because of demonstration effect from foreign countries and therefore money sources are frittered away.

[Translation]

THE MINISTER OF EDUCATION (SHRI K.C. PANT) : This applies to both of us.

PROF. SAIFUDDIN SOZ : How can it apply to me. I am a person having no authority. How could you apply it to me ?

THE MINISTER OF AGRICULTURE AND RURAL DEVELOPMENT (SHRI BUTA SINGH) : Are not your views finding expression ?

PROF. SAIFUDDIN SOZ : Sardar Sahib, do I not have a right to speak ?

[English]

So, Sir, I am rather very serious about it and rather very emotional about it and may be, you may call me a bad man and I should not be emotional for everything.

SRI RAM PYARE PANIKA : No, no. This is unparliamentary.

PROF. SAIFUDDIN SOZ : I see ahead that somebody may do something.

It is not unparliamentary as long as I speak for myself.

SHRI RAM PYARE PANIKA : Mr. Deputy-Speaker, Sir, this should be expunged from the records.

[Translation]

SHRI BUTA SINGH : Do not worry, I am also with you. Why do you worry?

PROF. SAIFUDDIN SOZ : See Sardar Sahib is also with me. (Interruptions)

[English]

I am a little emotional about it because I see that education is a basic need for economic development which you are going to achieve. But education has never been geared to social change, economic development, political development. I have read a report which has been brought

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out under the guidance of the Ministry and that report also confirms this fact that during the last three decades, education has never been geared for socio-economic changes in this country. The perspective in policy formulation was prepared by NIEPA in 1984. May be the new Director who is a dynamic person and is a man of conviction, has produced another report. I do not know. But as far as the 1984 report is concerned, that report tells us how during the past 30 years you have never geared the most important factor for economic change in this country. The report says :

“The facts enumerated have indicated that a high rate of increase in industrial production is 6.1% per annum as compared to a low rate of growth in agricultural production, 2.7% per annum, over the last three decades of planning conforming to the pattern of student enrolment at different levels of education. It was observed that the rate of increase in enrolment as well as educational policies at lower levels were much below the rate for secondary and higher education.”

See the report produced by NIPA. It has suggested a correlation between reforms in education, and the economic development that you have been envisaging in this country. Your rate of growth in industrial sector is 6.1 per cent and in agricultural sector, it is 2.7 per cent. There is something radically wrong with education. Your enrolment higher levels is comparatively satisfactory, the number of drop-outs is tremendous at lower levels a great chunk of student population goes out of schools. The figures relating to drop-outs make a considerable difference to the process of economic development, not only to education,

SHRI MOOL CHAND DAGA (Pali) :

It is already more than 6.00 p.m. The House should adjourn now. You have allotted six hours for this. We may discuss it tomorrow, so that all the Members who want to participate may get a chance to speak.

MR. DEPUTY SPEAKER : I had already announced before we took up discussion on this Ministry that the House would sit late and pass these demands. The House has already adopted the recommendations of the Business Advisory Committee which mentioned that the House may sit late beyond 6 p. m. on Monday, the 8th April, 1985 to complete the discussion on the Demands for Grants under the control of the Ministry of Education.

Therefore, it has already been decided and I had informed the House also.

PROF. SAIFUDDIN SOZ : As I was explaining, education is basic to agricultural development, to the nation's development. Already a great harm has been caused to the process of development in this country, because it is not a joke that our rate of growth in the agricultural sector is 2.7 per cent. Since there is a survey, a report before the hon. Minister, he must rise to the occasion and take steps, harness his resources and make his contribution not only to education, but to the national economic development.

I would, therefore, like to make a few suggestions. Firstly, do not have any more Commissions. Somebody was asking for a National Commission on Education. These terms sound laudable, but I would suggest to him most sincerely that there should be no more Commissions in this country, but there should be a receptive mind, piercing eyes to see what other people who have produced voluminous reports have said about education. Since I have requested the hon. Minister not to appoint any more Commissions, I invite his attention to what the Kothari Commission had to say about education. I cannot mention the entire thing, but out of many salient features of that report, I would mention only three :

- “(i) Introduction of work-experience which includes manual work, production experience etc. and social service as integral part of general education at more or less all levels of education.

- (ii) Stress on moral education and inculcation of a sense of social responsibility, Schools should recognise their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- (iii) Vocationalization of secondary education."

There is a long list, but I have mentioned only three recommendations. The salient features taken as recommendations have become a casualty. All the three are failures. No vocationalisation, no stress on moral education and no work experience. We heard during Mahatma Gandhi's time about basic education. That was a failure not because of Mahatma Gandhi, Zakir Hussain or Radha Krishnan, but because we had not attached importance and priority to education. We did not provide inputs to education. Therefore, that was a failure. Then we heard about social education. Then we came to work experience. Work experience too was a failure. I can say this from my personal experience. It is a failure because there is no stress on vocationalisation, as Mr. Barrow explained it in detail. Somebody said that it must be introduced from Eighth Class. That is not possible. But at the 11th Class, at the higher secondary stage, vocationalisation should be made very effective. I do not want to go into details.

Then I want to bring to the notice of the hon. Minister one resolution on national policy of education. Somebody must be representing Mr. Pant here, perhaps Mr. Poojary. This is very important and I am very touchy about it. Therefore, I request that it should be communicated to the hon. Minister of Education, Sir, on 24th July 1968 there was a resolution and it indicated 17 principles to reform education. I am not going to talk about the other 16 principles. I am stuck at the very first of the recommendations and that recommendation is about free and compulsory education. Free and compulsory

education for all children upto the age of fourteen should be provided by the earliest possible date and suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools. Now here is the Minister and if he really wants to reform education he must commit himself and say that he will rise upto this expectation and make education free and compulsory for this age group. You have indicated a date. I remember Mr. Pant's predecessor who had stated last year that by 1990 she would ensure to bring into the fold of education eleven crores of people and make them literate. I am not casting any aspersions. She was very sincere about it. Then I raised a point and asked about the drop-outs in that channel. Perhaps she had no figures. And I do not know why they had reduced the stress in respect of monetary allocation for adult education whether it be by design or by calculation or by planning. If it were by planning and more funds would go to compulsory elementary education, then I would have a sigh of relief. Universal, free and compulsory education is the answer to the malady that is plaguing us.

MR DEPUTY SPEAKER : I agreed to your request and allowed you some more time. You have exceeded even that limit. Please conclude now.

PROF. SAIFUDDIN SOZ : I will drop everything else, but just allow me minutes only. I have separately moved a resolution regarding abolition of private and public schools. I wish the hon. Minister were here. Shri Rajiv Gandhi and Shri Pant and their colleagues have been talking of basic reform in education. Perhaps they want a revolution. They can have no revolution if they have public and private schools. When I moved the resolution earlier and it has not yet come up for discussion, Somebody had whispered into my ears and said, "Are you against public schools? But they are doing very good service." I said, "How many public schools, do you think, are like that? May be five per cent? The rest of them are private schools with vested interests." Therefore, I want that education for all children coming from all walks of life to be similar and uniform in this country, if you want socialism and

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if you want this country to be great. Therefore, I remind the hon. Minister about the salient recommendation of the Committee of the MPs that there should be uniform education.

MR. DEPUTY SPEAKER : Please conclude now. You have conveyed whatever you want to convey.

PROF. SAIFUDDIN SOZ : Finally Sir, I want to talk about teachers. I will not go into details. Teachers are not getting a better deal. They have problems, but nobody cares. They should have better grades and better emoluments. When they go to rural schools, they should have housing facilities.

Unfortunately, the hon. Education Minister is not here. Mr. Poojary will, I hope, convey this to him. The Education Minister must be told that there is nobody to listen to the teachers.

There is a circular issued by the Kendriya Vidyalaya Sangathan that representatives of teachers of the Kendriya Vidyalayas cannot enter the office of the head of the Sangathan. More particularly the entry of the General Secretary of the All-India Kendriya Vidyalaya Teachers' Association has been banned. This attitude is not correct. Teachers should be heard; only then you can reform education.

MR. DEPUTY SPEAKER : Prof. Soz, you have made your points. The Minister will take note of them. Now I call Mr. Birinder Singh.

PROF. SAIFUDDIN SOZ : Sir, I raise a point with you. Mrs. Shaktawat spoke perhaps for 25 minutes. You compare the time. It does not matter; somebody will speak for a lesser duration. These interruptions are not good. (Interruptions) Hon. Member should not decide this on party lines. (Interruptions)

MR. DEPUTY SPEAKER : No discussion. Please sit down. I will not

allow any discussion among the Members. Now Mr. Birinder Singh.

[Translation]

SHRI BIRINDER SINGH (Hissar) : Mr. Deputy Speaker, Sir, the debate on education is going on in the House and many hon. Members have expressed their views on the subject.

The Prime Minister has announced that he would give the country a new educational policy. The entire intelligents and other such people are viewing the importance of education in the context of India of the 21st century and the nature of the educational policy at that time. The country has made similar efforts for social and economic progress whether these efforts were made by Government or by voluntary organisations.

Today, the Members, whether they are from the opposition or from the treasury benches, raise the question of bringing about improvement in the educational policy. Many committees had been constituted in the past in this regard and their recommendations received. The political parties have always highlighted the question of improving the educational policy from public platforms laying that a new educational policy should be given to the country. Renowned economists, sociologists and intellectuals of the country have also been saying the same thing, but no concrete suggestion was even put forth by any side as to what kind of change or improvement was to be brought about in the education system.

It is true that during the post-independence period of 37 or 38 years, many Colleges and Universities have been set up and a number of schools have also been opened, but, I cannot help saying that the bigger the size of the city, the better are the educational facilities there and on the contrary, as we move away from the cities, the facilities go on shrinking. As I was saying, there had been a mushroom growth of educational institutions. Educational institutions for higher secondary classes have sprung up in villages and towns. About 200 years

ago, the Britishers gave an educational system to this country in the name of arts college. Its aim was to educate the people of India only to work in the offices. Till independence, we aspired to get Degree under that educational system and our aim was only to join Government service after completing education.

Sir, today, there is imbalance in the education system. There are no facilities available to those children in the villages who want to become engineers, technocrats, doctors, etc. These facilities are being enjoyed by the people residing in the metropolitan cities for the past three generations. The standard of education is declining today. Government want that more development should take place and more children above six years of age, whether they belong to the hilly areas, desert areas or tribal areas, should go to schools. After their enrolment, figures are produced to show that the number of school-going children has increased. But when an assessment is made afterwards, it becomes clear that the aim of imparting universal school education could not be achieved as there had been a large number of drop outs.

Sir, today when we are discussing the new educational system, I would like to say that although the students of several schools get through in the examinations with very good marks yet there is great need to impart sufficient training to a person for becoming a primary or higher secondary school teacher. For becoming a doctor one has to study for more than five years and only then he gets the M.B.B.S. Degree. For becoming an engineer also, the period of study is five years. Also, a five years' course has been prescribed for qualifying as an advocate. But, for a primary teacher, a training period of only 9 month is considered sufficient. I would, therefore, like to suggest that with a view to produce capable teachers, five years' training should be prescribed after graduation. Today, a matric, J.B.T. is considered qualified to teach the primary classes. This is not enough. So far as the building of the foundation of a student is concerned, if we do not get good teachers,

we cannot achieve this goal and the educational system over which Government are so much concerned, would fail.

Some hon. Member have made a reference to the public schools and private schools in the country. It will not be proper if public school system is restricted to certain areas only. You will not believe but it is true that a fee of Rs 300 is charged from the students of second, third and fourth classes in a public or private school. It is true that these public schools may prove successful in providing good education to some students and Government may not think of doing away with them. But under the new education system proposed to be introduced by the Government, it should be mandatory on the part of the management of a school, which is located in a Metropolitan city or at some good place and where children are getting good education, to open a branch of that school in a remote corner of the country so that the local poor children could benefit from the new education policy... (Interruptions)...

[English]

MR. DEPUTY SPEAKER : Please wind up now. I request all the hon. Members to cooperate with me, because we are having only one hour to discuss these Demands. There are many more members who want to speak, who have to be given a chance to participate in this debate. Only if you cooperate with me I can call the others. Otherwise the same pattern will continue. I will have to call the hon. Minister to reply at 7 O'clock. Please take only five minutes. You have already taken ten minutes. Mr. Birinder Singh, Please wind up now.

[Translation]

SHRI BIRINDER SINGH : I would like to submit to the hon. Minister that if we are not able to abolish public schools meant for affluent classes, we can at least ask them to open such schools at places where poor children

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could get education. It will be a very good thing. It will help raise the standard of education there because teachers do not like to go to rural areas ; they do not like to teach there. If this is done, the local children of rural areas will be able to get good education ...*(Interruptions)*...

With these words, I support the Demands for Grants of the Ministry of Education.

[English]

MR. DEPUTY SPEAKER : Shrimati Jayanti Patnaik, only five minutes Madam,

SMRIMATI JAYANTI PATNAIK : Please give some more time. The other hon. Members have taken more time. We have been sitting here.

SHRI VS. MAHAJAN : This is injustice. What is this ?

SHRIMATI JAYANTI PATNAIK : We have been waiting from the morning.

MR. DEPUTY SPEAKER : I am very sorry to say this. There is no injustice. I want you all to follow the time-table. Otherwise how can I conduct the business ? You have to understand. You have to be brief. Everybody wants to participate. I have to give a chance to every hon. Member to express the ideas. I am very sorry. Only five minutes, not more than five minutes, please.

SHRIMATI JAYANTI PATNAIK (Cuttack) : Sir, I rise here to support the Demands for Grants relating to the Ministry of Education.

Right from the very beginning of the present Government, our Prime Minister has rightly emphasised the vital need for educational reform. For the last three decades the debate is on to bring about a thorough change in our pattern

of education but very little has been done. The new Government has faced the problem squarely and has appointed a Committee whose report will be shortly before us. The report of the Reforms Committee is eagerly awaited. This will provide the foundation for conceptual and structural changes in our educational system.

The Central Budget for 1985-86 for education has been presented in this background. Quite naturally, fundamental changes are yet to be incorporated in this Budget document. But I hope that after the report is discussed, debated and accepted, important policy changes and corresponding financial allocations would be made. Criticism has been voiced that the financial allocation for education sector is meagre and that with this meagre allocation no substantial innovation can possibly be brought about. Education and health are still looked upon as 'soft' sectors. This is most unfortunate because it is really these two sectors that represent a direct investment in the human being

I find that the Budget presented in Parliament contains many innovations and refreshing changes while concentrating on the priority programmes and fundamental objectives. Universalisation of elementary education by 1990 and coverage of all adult literates under the Adult Education Programme by 1990 are the two fundamental priority programmes. It is sorry to note that India is the world's most illiterate country. Here 60 per cent of the population is still illiterate and 75 per cent of the illiterates are women. Out of about 900 million illiterates adults in the world, 350 million illiterate adults are in India. The drop-out rate is also higher in India.

I must say that it is a very welcome decision to increase the involvement of voluntary institutions in these spheres. Right emphasis has been placed on non-formal education. I would, however, urge that for nine educationally backward States, Central assistance should be increased from 50 per cent to 90 per

cent as in case of non-formal educational centres exclusively for girls.

I would like to state here that two schemes in particular are very useful, namely, early childhood education scheme to reduce drop out rate at elementary stage and the scheme for enhancement of enrolment of girls in rural tribal and hilly pockets of educationally backward States. Although the financial allocation of Rs. 75 lakhs is very meagre, I urge that it should be increased substantially to tackle the urgent programme in vulnerable areas.

In Orissa I find that in the Adivasi areas the drop out rate at elementary level is as high as 90 per cent. To meet this problem the State Government has introduced a new scheme of establishing residential primary schools. It involves construction of low cost houses and also free boarding and lodging. But it is difficult to manage this scheme by the State Government with its limited resources. I would urge that this scheme should be fully supported by the Ministry of Education and this can be adopted as a model at the national level for other States.

I would personally be very happy if greater emphasis is placed on development of Sanskrit studies and education. Our classical heritage needs to be strengthened. Sanskrit Universities should get much better encouragement and funding support relaxing the usual norms of UGC. In Orissa the country's third Sanskrit University has been established three years ago at Puri by the State Government. I would urge that the Central Government and the UGC provide immediate funding support for its development; otherwise, it will be difficult for the State Government to run it.

The U.G.C. often faces the criticism that more than 50 per cent of its assistance goes to a handful of Central Universities and institutions whereas numerous Universities and institutions throughout the country do not get adequate support. I think much greater financial

support from U.G.C. is called for to Universities in the educationally backward States. In this context, the question of creation of new Central Universities comes up. In my view, it would be desirable to have at least one Central University in each State before new Central Universities are created in the States which already have one or more Central Universities. This is more urgent for educationally backward States. Regional educational imbalance is as serious, perhaps more serious, than regional economic imbalance.

Now, Sir, I would like to say something about the Centre for Advanced Study in psychology. As you know, the Centre of Advanced Study in psychology in Utkal University in Orissa is the only Advance Study Centre in the country since 1979. The Department has been getting all high recommendations since 1960 for making an assessment of the requirement of the Centre for a further period of five years commencing from 1.4.1984. The U.G.C. high level team visited this Centre and recommended the continuation. Subsequently the continuation of the Centre has been allowed only up to 31.3.1985 pending final decision of the U.G.C. I do not understand why final decision has been pending. I would request the hon. Minister to look into this issue and solve the problem.

I would also request the hon. Minister that in the curricula the subject of freedom struggle and its significance for national integration should be included. Besides, India's ancient heritage and culture should also be included in the textbooks so that parochial and communal interpretations of our composite culture should not be curbed. With these words, I fully support the Demand.

DR. A. KALANIDHI (Madras Central): Mr. Deputy Speaker, Sir, at the outset, I express my thanks for having permitted me to participate in the discussion on the Demands for Grants under the control of the Ministry

[Dr. A. Kalanidhi]

of Education. Our young, energetic, dynamic Prime Minister Mr. Rajiv Gandhi has said many times that he is contemplating or his Government is committed for a change in the educational pattern. There always used to be a lot of difference between what they say and what they do. Usually there used to be now correlation between what they say and what they do. This we have been experiencing during the last 37 years of our Independence. If what they say is really going to be true, then this would have been reflected in the Budget. The paltry amount of only two per cent that has been allotted in the Budget clearly shows that they have no idea of bringing about any reformation or radical change. Neither Shri Pant who may be very efficient, nor any other Minister who may be even more efficient, than he, can bring any reformation or radical change with this paltry amount of two per cent. Hence, I request the hon. Education Minister to fight with the Finance Minister and with the Planning Minister, not physically but verbally, to get more funds so that the reformation can be brought, otherwise it would be only a hysterical slogan to say that we can push the country to the 21st century, just as we have been telling about socialism and socialist democracy.

Education has become a very costly affair in this country next to standing for election. It has become the biggest affair for the parents. Parents ran from pillar to post. They carry money, they carry recommendatory letters, but finally a few are able to get seats in schools and colleges and many of them get disappointed. So, fundamentally there is something wrong in the educational pattern. Therefore, the concept of change in the educational pattern is really welcome, if it is in the true sense. In my constituency of Central Madras, in one of the English medium schools, a boy has to give a donation of Rs. 50,000 to get admission in L.K.G. You can understand the cost of education. This capitation fee should be totally abolished. If any move is brought about to abolish

the capitation fee, I will be the first person to support it. It is because the people who cannot get seats on merit pay capitation fee of a lakh or two and get into the medical and after professions. So, the standard of education is brought down. You say on the one hand that uniform policy of education will be brought about, on the other hand you are encouraging mushroom growth of polytechnic and engineering colleges. I do not know about the other States but in my State, Tamil Nadu, there is a mushroom growth of polytechnic and engineering colleges. If you give Re. 10000 you get an admission into the polytechnic and if you give Rs. 2 lakhs you get an admission into the engineering colleges. Naturally deterioration in standards can be understood. So, the Government of India should take a stern step to bring down the number of colleges. No college should be allowed to be opened unless it has enough infrastructure or laboratory arrangements.

You have made arrangement of free education for school girls up to higher secondary standard. I am proud to say that it had been implemented during the period of late Kamraj in 1957 up to the tenth standard. Then it was extended upto PUG standard by my leader, Dr. Kalaignar Karunanidhi; and subsequently it has been extended up to college level by our hon. Chief Minister, Mr. M. G. Ramachandran. I would request the Government of India to help those States which are encouraging free education so that they can extend this type of education up to professional colleges level also.

I want to mention one point about the standard of education. In Madras University a student, son of Madras High Court Judge gained only 14 per cent marks in the first evaluation; in the second evaluation also he got 14 per cent and in the third evaluation he got 85 per cent and got into an engineering college. This is a sad story.

Another point I want to bring to your notice. Never in the history of Medical

education it has happened that a foreign examiner was brought to an Indian university for Master of Surgery examination. For the first time in Indian history an examiner was brought from the United Kingdom to examine Master of Surgery students in Madras. For the first three days the students found it very difficult to understand the language spoken by the UK doctor. So, first three days all the doctors failed. Subsequently they were able to get his words. So, I would request the hon. Minister if the Government is really serious to bring about uniform education policy it should try to see that standards are maintained and that it should also carefully watch the educational institutions and universities whether the policy is properly regulated or not.

Whenever a change in pattern of education is brought about, you should consult the educationists, Vice-Chancellors and State Chief Ministers. At the same time the regional interests always should be protected.

Another point that I want to bring to your notice is about setting up of medical university. In the Seventh Lok Sabha also I had pleaded for a medical university similar to the agricultural university or technical university to be set up. When Shrimati Sheila Kaul was the hon. Minister, she said there been no proposal submitted by the State Government. When I subsequently enquired from the State Government, our Hon. Minister for Health, Dr. Hande, categorically said that he had sent the proposal. Then I understood from the Health Minister a couple of days back that the Central Government had refused to allot funds for setting up a medical university in Tamil Nadu. When you go for advancement and the latest technology, you should try to encourage this type of setting up of medical university. There is nothing wrong in that. When you allow setting up of agricultural university and technical university, there is nothing wrong in setting up a medical university.

Finally I would request you to see that the standards are maintained at all

levels. No political interference on any account should be allowed. So, kindly keep up the same standard of education and allow more funds particularly for Tamil Nadu. We are encouraging every aspect of education. Therefore, there is all the more reason for allotting more funds for Tamil Nadu.

With these words I thank you, Mr. Deputy-Speaker, for permitting me to speak.

[Translation]

SHRI JAGDISH AWASTHI (Bilhour): Mr. Deputy Speaker, Sir, while expressing their views on our educational system, many hon. Members have given some suggestions. It is a matter of happiness that the young Prime Minister of our country has made an announcement about formulating a new national education policy. It is a challenging task for the Ministry of Education and I would like to submit to the Education Minister that now that this announcement has been made the question arises what shape is to be given to this policy and what type of planning is to be made. All this responsibility now devolves upon him. I would like to say that as a chariot needs four wheels to move, so also the chariot of education needs four wheels and these wheels are the students, the guardians, the teachers and the management. Like a good charioteer, you have to maintain a link between these wheels. Besides, you will have to see how the present situation can be improved. Even after 37 years of Independence, the discipline in students has deteriorated. The same is the plight of the standard of education. Admission of students has also become a problem. You will have to improve the situation. In addition, you have also to remove indiscipline which has cropped up among the teachers. You will have to examine the policy of the managements running the educational institutions today and see whether they are misusing education. You will have to see all these things. The role of the guardians also will have to be improved.

If we want to raise the standard of

[Shri Jagdish Awasthi]

education and meet the educational requirements of the country, it is necessary to give a good shape to primary education. The condition of our basic education in rural areas is deplorable and several friends have expressed concern over it. What they have said is true. The educational standard in rural areas is nil. There are no school buildings, jute mats are also not available there. The condition of teacher is also not satisfactory. There are no proper arrangements for imparting education.

On the one hand, we talk about an egalitarian society and on the other, as our several friends have also said, there are convent schools and public schools in our country in which children of the rich study. Everybody knows that they charge high fees. In this way these schools are creating a new class. These schools are called public schools, but their functions are contrary to the interest of the people. Sir, the entire thing has become ridiculous. On the one hand the guardians pay high fees for the admission of their wards and on the other hand they are interviewed also. Two or three days ago, it was reported in the press that in a convent school at Kanpur, interview of 500 guardians was held at the time of admission of their wards. About 95 per cent of the guardians failed but their wards passed the test. Since the guardians had failed, their wards could not get admission. It is an irony. It is also very ridiculous. A strongly urge upon the hon. Minister to abolish these schools. If you want these schools to continue, then some sort of control must be exercised on them. Neither the State Governments nor the Central Government have any control over them. Similarly, privately run Montessori schools at primary level have become commercial institutions as has been said by our many friends earlier. You have no control over them also. These have also become commercial institutions. I would like to submit to the Education Minister that if he wants to base his educational policy on the announcement made by the hon. Prime Minister, Shri Rajiv Gandhi, he will have to take firm steps to improve the education at the primary level as the education

at the primary level is the very foundation.

I would also like to point out that in the universities, where higher education is imparted, there are irregularities in connection with the rules regarding admissions. There are many loopholes in these rules, as a result of which favouritism and corrupt practices are resorted to. This aspect is well known to every Member. The hon. Education Minister should pay attention towards it and bring about an improvement in the situation. I would also like to say that out of five Indian Institutes of Technology, we are fortunate to have one in our area. These Institutes produce talented graduates but it is the other countries which are taking advantage of the knowledge of these students. Our country is not benefiting from them. This brain-drain should be stopped. You have provided them with autonomy but their governing bodies do not include any representative of either teachers or employees. If you want that these Institutes should function properly, their governing bodies must include representatives of these categories also.

You give grant-in-aid to Industrial Training Institutes run by the State Governments. The students coming out of these institutes, after completion of their training, do not get jobs. The implementation of the Apprenticeship Act is not proper. The Education Minister should pay attention towards it so that the students coming out of these institutes could get employment.

Adult Education Programme should be expanded. It is unfortunate that there is not cent per cent literacy in the country even after so many years of Independence. Today only 33 per cent of our people are literate. The remaining 65 to 70 per cent of the people are illiterate. We have made an announcement that by expanding education, we shall be able to achieve the target fixed for adult education by 1990. I would like to say that at least up to 1990, you should achieve the target of providing education to all the persons in the age group of 15 to 18 years. Government may allocate a little more

fund for it, if need be. You know that U.S.S.R. and China made their people literate within a period of 5 years after revolutions in their countries. It is unfortunate that a large part of our population is still illiterate. Hence, you should pay attention towards achieving the target fixed for adult education,

With these words, I support the Demands for Grants in respect of the Ministry of Education and hope that the suggestions given by me will be implemented by the Government and the announcement made by Shri Rajiv Gandhi in respect of National Education Policy will be translated into practice so that the country could make progress.

SHRI SURESH KURUP (Kottayam) : Respected Deputy-Speaker, Sir, the new Government has been talking of preparing the country for the 21st century. Many young men of my generation are eagerly looking forward about this promise given by the Government. But I am afraid that this hope of the younger generation will be let down as in the past. However, we can be proud of one thing. That is, we will have the rare honour of taking the largest number of illiterates in the world to the 21st century.

SHRI PRATAP BHANU SHARMA (Vidisha) : By that time, the number will be minimum. We are trying for it.

SHRI SURESH KURUP : Let us see how far you would be successful. The most important thing for all of us is that the human capital should be properly harnessed and put to use for any major break-through in our country. But unfortunately, that is not being done. Instead, policies are pursued that will condemn the Indian population to illiteracy. We therefore reject the proposal and philosophy behind this demand and sincerely plead for a review of our educational policies.

There were discussion in this august House every year regarding these educational policies. We know what ails our educational system. I would like to ask

who is responsible for the 70% of illiteracy in our country, for the massive growth of public schools in our country and for the medium of instruction which is still continuing in a foreign language. I did not know whether the ruling party members who accuse the opposition for every distress in the country will accuse us for this sorry state of affairs in the field of education also.

Contrary to the hopes and aspirations of the people during the freedom struggle, the rulers of Independent India refused to adopt a mass-oriented education policy. Education stands at the lowest priority in the Government policy. In all the Five Year Plans, excepting the First Five Year Plan, education stands at the lowest priority. In the First Plan, the amount allocated to education was 7.3 per cent whereas in the Sixth Plan, it came down to 1.46 per cent. But for the lip service done at public platform, education remains as an unwanted child of the Government, falling very low in its priorities.

I would like to know what is the programme for eradicating mass illiteracy. Of course, we welcome the announcement made by the Government that girl students will be provided free education upto XII standard. But what about the problem of drop-outs? Regarding girls' education itself, various steps taken by the Government could be traced back right from 1967 onwards. Why did these steps not materialise? The very fact that the Ministry is still planning new measures and new ventures shows that the steps adopted earlier were not enough to attract girls to schools. Giving education to girls is the most important thing. Let me quote Nehru. He once said :

"Education for a boy is education for one person whereas education for a girl is education for the whole family."

A mere announcement that the education for girls upto the XII standard is free will not induce them to go to schools. What is needed is free clothing, free mid-day meals and subsidised text-books and

[Shri Suresh Kurup]

note-books for them. These things should be provided for both the girls and boys as well as to retained students in classes.

Coming to the medium of instruction, ours is the only country, the only people who have to carry the burden of a foreign language for their learning and thinking since childhood. This crippling obstruction has dwarfed the mind of our nation. Some hon. Members from the ruling party were quoting Tagore. Let me also quote Tagore in this context. Tagore once said :

"All educational food is digested and assimilated through the chemical action of mother tongue. The mother tongue acts like mother's milk."

It is a pity that even after so many years of Independence, we have to carry the burden of a foreign language as the medium of instruction.

Again, the hon. Members from the ruling party are eager to show their regard for Mahatma Gandhi. The other day, they were competing with one another to show their regard for Khadi. I would like to remind them what Mahatmaji's stand was in regard to the medium of instruction. Mahatmaji once said :

"The medium of instruction should be altered at once and at any cost provincial languages should be given the rightful place. I would prefer even temporary chaos in higher education to criminal waste that is accumulating."

I do not know whether they are ready to follow the words of Mahatma Gandhi in this regard.

Of course, the class character of our rulers is very well reflected on the policy of education. The Government consciously and deliberately encourages public schools. These five-star schools are creating havoc for our educational system.

You are creating an elite class to whom the higher echelons of our society are reserved. Government schools are being constantly neglected. No proper funds are being allocated to Government schools for their proper functioning.

What about universalisation of education ? I do not know whether the Government thinks that the people of this country are fools. I would request the hon. Minister to show at least the courage to say that we have dropped the plan of universalisation of education. Now the target year is 1990. Do you think that this economic target can be achieved by 1990? At this pace of development, it is humanly impossible. I am sorry that our rulers are not studying the very good examples of developed countries like the United States, Soviet Union and GDR. You will find that the industrialisation and growth of economy in every developed country in the world was preceded by universalisation of education.

Therefore, if our rulers want our country to grow into the 21st century, illiteracy should be eradicated. Everybody is agreed on this point. But what measures are you going to take to achieve this end?

Universalisation of education means that mid-day meals, free clothing, subsidised school text books and note books should be provided in the schools.

Universalisation of education means, proper importance should be given to adult education.

All these years, our rulers have been neglecting these genuine demands of the people and in this Budget also, there is no provision to carry forward the work of eradication of illiteracy.

So I again request through you the hon. Minister to review our over-all policies on education.

With these words, I conclude.

[Translation]

SHRIMATI MANORMA SINGH (Banka) : Mr. Deputy Speaker, Sir, I am speaking on the Demands for Grants of the Ministry of Education. I have been allotted less time and, therefore, I am at a loss to know what to speak. But even then I shall touch some points at least. The Prime Minister had said that there was a need to delink the Degrees from the jobs. Therefore, in view of this, education has been entrusted to a Minister of Cabinet rank. This was raised hopes among the people that this time some improvement will be brought about in the education system. Today, the standard of education is deteriorating. This aspect has to be considered very carefully. Our country is making progress rapidly in many fields but is lagging behind in education. Therefore, I would like to urge upon Government to bring about improvement in this field. All parents, whether living in a village or a city, want to give good education to their children. Today, the parents are very much conscious about the education of their children and want that they should get good education so that they may make progress in life. Through you, Sir, I would like to urge upon the hon. Education Minister to effect improvements in the field of education.

19.00 hrs.

The situation in the villages of Bihar particularly has become the worst in the matter of education. There, the condition of the primary education has reached such a sorry state that whenever we visit the villages, the guardians of the students come to us and make complaints that the teachers do not pay attention towards teaching and no classes are held in time. The most shocking state is that most of the school buildings are without roofs, most of the students there study under the trees, shivering in cold during the winter, sweating in the scorching heat of summer, and drenching during monsoon.

The time at my disposal is short, so I would like to urge upon the hon. Minister to pay attention to all these things. The Prime Minister wants change in the educational system and desires that the

children of the country should be imparted good education. The hon. Minister should see to it. Regarding Bihar, I can only say that there the standard of education has fallen very much. No teaching takes place in high schools. The teachers are not punctual with the result that the students go astray. Today a big question confronts the society at large as to where our children are drifting. Today, the strikes take place often, demonstrations are organised and incident of one type or the other occur daily. So, we should take remedial steps and make the future of the children bright.

I would also like to submit that in the present circumstances, it has become imperative to exercise a check on the teachers because by remaining at one place for a long time, they have started taking interest in the politics of the village. The result is that they do things arbitrarily. They suffer from the notion that there is nobody to take action against them. The Government officials never visit the villages. They do not try to know whether classes are held by the teachers in time or not.

I would also like to say something about women's education. A lady Member from Bihar has also said that one girls' high school must be opened in each block. I want that besides this, hostel facilities should also be provided to the girls as mothers are very particular about the education of their daughters these days. The reason is that at the time of marriage the first question asked is whether the girl is educated or not. Hence, I submit that suitable steps should be taken in regard to girls' education. Our Education Minister is quite competent. He should issue orders about setting up of a girls school, with hostel facilities in each district.

I would like to touch one point more. After matric there should be arrangements for job-oriented courses, because even after passing B.A. or M.A. our students remain unemployed. They have to face the problem of unemployment. If after doing matric, they become deft in some trade, they will not become a burden on

[Shrimati Manorma Singh]

the society. Instead, they will start their own work.

The second big question before us is that previously Government used to give financial assistance to schools, but the conditions of high schools have become very bad since the schools have been taken over by the Government. Attention should be paid towards this matter.

I would also request that a provision should be made for giving scholarships to the poor students to enable them to continue their studies.

Free education should be provided to the Harijans and the Adivasis in the backward areas so that they may not feel that, as they belong to weaker sections, they are being neglected.

With these words, I submit to the Education Minister that the people of the country have high hopes of him. He should take effective steps to bring about improvements in the field of education.

[English]

SHRI PIYUS TIRAKY (Alipurduar) : Much has been said by members from both sides. I have got some doubts which I want to express.

The universalisation of education by 1990 is perhaps only a good wish of the Government because how is it possible in a vast country like ours? Ours is one of the greatest democratic countries of the world and it has the largest number of illiterates. Then we know more than 50% of our population still live below the poverty line. They are struggling for their life. How can you push these people into schools—for adult education, for children's education and all those things? It is only a good wish, I think, because if a person or a family is struggling for its life, when they do not have even drinking water or any shelter and when they do not have even two meals a day, how can you enthruse these people to go in for education? How will they all

be covered by 1990? How will you get the result that all the people will get at least primary standard of education?

We have the percentage every year of the number of literates in our country. It is said 46% of our population is literate. Actually speaking, what is the scale of calling a man 'a literate'? Is there any certificate for them or just if he can write his name, he is called a literate? Last time when census was going on, I asked some boys who were working on the census work—"Whom do you consider a literate? What is the correct criteria? Is there any standard given by the Government to you?" They said that these who can at least write their name can be called literate. So in that way our literacy is 46%. When we take them to primary standard of education, our illiteracy figure will still go down to 20 to 25 per cent.

These good wishes, I think, the Government will think over because ours is a profit-oriented social culture. We follow a scheme of profit. We always work for profit and are self-centred. In the self-centred society people do not think of the society. Every one in the society wants his own. So there is a doubt if the government will be successful in their thinking about universalisation of education by 1990.

Then there is a doubt which many hon. members have also expressed—that education has become an expensive affairs and it is not possible for the parents to get education for their children. Then those who have got education—what is their conditions? According to Government's own figure 9018.3 lakhs boys are on the live register of the employment exchanges. So what for should the parents be encouraged for education? So right from the beginning our thinking was wrong. That is a wrong starting and it will be wrong still and ruining our country. What has our education produced after 37 years of Independence? Easily you can say in the country-side and in the towns itself those educated parents who had great hope from their children and sacrificed for their education you have

given them five-star attitude and they are not looking after their parents.

Further what have you for the primary education? Even bonded labour have children and how do you propose to bring this programme to them. Child labour is still going on in match-making, pencil making and other industries. Children are exploited and forced to work. So, Government has to tackle this problem from all angles. Government of India has neglected this patriotic man making industry. The patriotic man should be made for the good of the country and the people. So, the expectation of the Government is nothing but to bluff the nation.

SHRI Y.S. MAHAJAN (Jalgaon): Mr. Deputy Speaker, Sir, the Prime Minister has announced his intention to start a national discussion on the new educational policy. I welcome his announcement and I hope that all the educationist politicians and social workers will be involved in the process because the more they are involved the better it would be for the implementation of the policy.

As regards education that is the teaching-learning process under which the accumulated knowledge of mankind is transmitted by one generation to another and with the provision of proper facilities the latter is encouraged to push the frontiers of knowledge as far as possible, is a vast subject. Besides it bristles with difficulties and problems.

I would like to confine myself to a few points which are of significance at the moment. As regards primary education we cannot forget the responsibility which has been placed upon us by the Constitution. I must say we have failed to fulfil that responsibility. Suffice it to say that when we became free the number of illiterates in our country was 24 crores. Today the number is 34 crores. I will not go into the details but would like to make a few suggestions. First of all I suggest that we must adopt ways and means of making primary education

compulsory. We talk nowadays of making it universal. This is a way of shirking our responsibility. Making education universal is making it accessible to students but the problem is one of making the students to come to school. So, we must make it compulsory excepting where it is physically impossible.

My second suggestion is to consolidate and expand programmes of adult education and pursue them with greater vigour. Thirdly, to begin education of children at the age of three and not six as we understand under the Constitutional obligation. Education at this stage is of vital significance and it should not be ignored by Governmental agencies. It should not be neglected by Governmental agencies. Fourthly, more importance should be paid to non-formal methods of education. Without resort to such methods it is not possible to achieve the objective of 100% literacy.

Regarding secondary education we must accept the fact that we have failed in vocationalisation of courses at the plus two level. This means the pattern has been a failure. I hope that the implementation will improve in future which will make for rapid economic development of our country.

As regards the Sixth Plan, it lays emphasis on consolidation of existing facilities by tackling the problem of non-viable institutions and preventing the proliferation of new ones. One must admit that not much has been done in this field. The universities continue to recommend affiliation of colleges though they have not got the wherewithal and the means to make them viable. Affiliation of such new institutions are recommended to the Government and the Government gives them affiliation without proper scrutiny and because they follow populist policies. To what extent these things are happening, I can tell you, but I have no time to go into it in great detail; if I speak more on it, you will be surprised at the situation prevailing in our country. Now the result is this. The colleges come into existence and the UGC comes to its rescue. The UGC is a body which

[Shri Y.S. Mahajan]

has been charged with the function of coordinating and maintaining standards of teaching and examination at a high level. It gives grants to colleges and it enables the colleges to build their buildings, laboratories, libraries and playgrounds. The scales of teachers have been improved and a number of services have been rendered to the student community also. In this indirect manner UGC has helped in improving higher education. But as regards the quality of higher education, I must say there has been a dismal failure. The responsibility for that lies somewhere else and not on the UGC. With the growth of widespread corruption and communal and casteist elements the educational system has become thoroughly rotten. Large number of colleges are in the hands communal bodies, so, students develop social prejudices which militate against national integration. Some of the managements are so bigoted that they have even placed guns in the hands of youngsters. Apart from this external threat to national integration, there is internal disruption from within, that is, the staff. A large proportion of teachers is busy all the time exploiting external sources of income. It may be agriculture in rural areas; it may be running a small scale industry in town; it may be speculation in land values in urban area or running of private coaching classes. When the teacher spends most of his time and energy in this way there is very little energy left for any creative work in the institution in which he is employed. With managements which are communal minded and with a large proportion of teachers (whose centre of gravity is outside the educational field) what can you expect?—Nothing but disaster; nothing but favouritism and corruption; a precipitous fall in standards of teaching, widespread use of mass copying during examinations, non-accountability of the Faculty, strikes at the crucial hour of examinations, indiscipline, and finally riots, when even the Vice Chancellors get beaten up and colleges and universities have to be closed down. To correct this anomalous condition we have to emphasise examination reforms accountability on the part of faculty and value oriented educa-

tion, though this may sound rather old fashioned. We must inculcate social responsibility, tolerance and secularism so that our democracy can survive tolerance and secularism so that our democracy can survive and we can contribute to world peace and intellectual understanding. It is for the Minister of Education to frame a new design of education with these objectives and implement the policy without any further delay.

One of the serious handicaps of education has always been the paucity of funds. No serious reconstruction of our present educational structure which is largely obsolete and dysfunctional is possible without a considerable addition to its resources. The budget demands now being made are not adequate. So, one important suggestion which I would like to make is this. The fee structure of the technical and other colleges has been frozen over the last 15 years or 20 years. Since then the Government has been spending about 5 to 6 times more on a given number of students. Last year, we amended the University Grants Commission Act and have given powers to the U.G.C. to determine the fee structure of all institutions of higher education, technical or otherwise. Why not revise the fee structure according to some rational norms? If we do not do this, we will be spending most of our resources on those who are in the school and colleges systems and little on those who are outside though those who are outside are more than those who are inside and are denied of even the facilities of elementary education without which life is short nasty and brutish. Our system this involves discrimination and social injustice on a vast scale. The problem of resources, therefore, is crucial. Sir, I hope the Government will take all these facts into account and the U.G.C. will fix the fees accordingly. We know many of those who are inside can pay exorbitant fees outside in Engineering and Medical colleges. They can also pay higher fees here also and bear the burden for the sake of social justice.

Lastly, Sir, I welcome the announcement made by our Prime Minister emphasising universalisation of elementary edu-

cation, delinking of degrees from jobs, vocationalisation, adoption of new technology and teaching moral education etc. If these ideas adumbrated by the Prime Minister are given a concrete shape and the programmes are pursued vigorously, I am sure the young men and women of this country would be prepared to usher in the 21st century full of hopes to fulfill the aspirations of our policy makers.

[Translation]

SHRI PRATAP BHANU SHARMA (Vidisha) : Mr. Deputy Speaker, Sir, I rise to express my views in support of demands for grants of the Ministry of Education. As you are aware, there has been a constant demand for the last 15 to 20 years by the educationists and other people connected with different institutions to bring about radical changes in our National Education Policy and the Central Government too had promised from time to time to formulate our National Education Policy according to the needs of the country. We are glad that our young Prime Minister Shri Rajiv Gandhi admitted frankly on 5th January, 1985 that in the changed circumstances of the country and keeping in view the ever increasing needs, we should formulate a new National Education Policy which may provide justice to all communities and in higher standards may be established. The new National Education Policy should be such as may help imparting education of high standard to our younger generation for overall development of their personality resulting in brightening their future. We can term it value-oriented education. Similarly, he has made a mention about vocationalisation of higher education after making technical changes in it with a view to achieve the aim of employment-oriented education. All these criteria have been clearly mentioned in the Education Policy referred to by our Education Minister, Shri Pant. If we want to achieve our targets and if we want to bring about radical changes in our National Education Policy, necessary funds must be provided in the budget

to give a practical shape to these proposals.

The present budget in respect of Ministry of Education is higher by only Rs. 60 to 65 crores compared to last year's budget. A provision of Rs. 445 crores was made in 1984-85, in respect of education as against Rs. 510 crores this year. You have formulated a scheme for setting up a model school in each district. You have also provided for free education for girls up to Higher Secondary and Intermediate level. The above funds are definitely inadequate for this purpose. We shall need more funds. In order to complete this job on priority basis, the Ministry of Education and the hon. Education Minister will have to make more efforts so that they can meet all the requirements during the Seventh Five Year Plan.

Instead of speaking much on the primary education or higher education, I would like to draw your attention towards technical education now. It is a matter of happiness and pride for all of us that keeping in view the advancement the country has made in the field of technology and also that the need for science and technology is increasing continuously, our first Prime Minister, late Pt. Jawahar Lal Nehru had set up five I.I.T.s in 1961 under an Act of Parliament and these I.I.T.s produced efficient scientists and engineers, who earned fame not only in their own country but in foreign countries also and placed India in the front line in the field of modern technology. These I.I.T.s are more than 20 years' old, but no attention has been paid to modernise them. The plant, machinery and equipment installed 10 to 15 years ago are the same since their installation. No change has been made in them from technological point of view. If we want to introduce the same new technology in our country as is being demonstrated by our scientists in other countries, we will have to introduce these technologies in the institutions also. It is essential that all the I.I.T.s and the Laboratories of Regional Engineering Colleges should be modernised

[Shri Pratap Bhanu Sharma]

and all those technologies, which our young Prime Minister, Shri Rajiv Gandhi desires, should be developed and advanced methods adopted in the fields of Electronics, Ocean Development, Space, Telecommunications, Atomic Energy, etc. The Ministry of Education has allocated Rs. 2 crores more in its budget for these items. Previously, a provision of Rs. 48 crores was made and now a provision of Rs. 50 crores has been made. In my view, this provision is inadequate and you should into it again.

In the plan outlay, a provision of Rs. 8 crores was made for I.I.T.s in 1984-85. In 1985-86, it has been reduced to Rs. 6 crores. It should be increased of being reduced. We, therefore, want that I.I.T.s budget may be increased at least to Rs. 100 crores, so that we can meet the increasing requirements and undertake modernisation work.

Now, I would like to say something about the importance of polytechnics. The pace of industrial development in the country is accelerating. The country is advancing very fast in the field of civil, mechanical and electrical engineering. We propose to effect transfer of technology for rural development. Keeping in view all these things, the polytechnics assume greater importance. Therefore, we have no hesitation to point out that we have not paid any attention towards modernisation of polytechnics during the last 10 to 15 years. If we set up a model polytechnic in each State and introduce new subjects by adopting advanced and modern technology, our young generation will definitely be able to select gainful subjects for their study. Similarly, residential polytechnics should be set up for women also. If we want to adopt modern education system, my suggestion is that at least one such polytechnic should be set up in each state in which women and girls can get education and achieve proficiency. We have seen that wherever light mechanical work has been entrusted to women, they have handled that very efficiently. Women

have done commendable work in electronic and watch manufacturing units. If we make available this type of education in every corner of the country, it will benefit the people immensely.

Similarly, keeping in view a large number of rural development schemes, the Ministry of Education, after a thorough study, had formulated a scheme of Community Polytechnic in India in 1981 and it was introduced in 35 selected polytechnic institutes of the country during the last two years. It covers all the programmes under I.R.D.P., R.L.E.G.P. and TRYSEM and aims to provide self-employment to uneducated youths after imparting training to them. These polytechnic institutes conduct regular courses during the day, and in the evening in spare time, the students are imparted practical training. I, therefore, suggest that the Union Education Ministry should cover each polytechnic into a community polytechnic keeping in view various rural development schemes. This facility should be provided in each State.

In the end, I would like to draw the attention of hon. Minister to the All India Council of Technical Education which is there to look after the technical education. Till now, it has been functioning as an advisory council. It should be made very powerful so that it can exercise control on all the technical institutes in the country. It should not only issue guidelines but also exercise control over them so that in the changing set-up they can make further progress and function more efficiently.

I thank you for giving me time to speak. In the end, I would like to say that the hon. Minister should bring forward a legislation in Parliament as early as possible for setting up of a National Open University. With these words I conclude.

[English]

MR. DEPUTY SPEAKER : Mr. Sharma, please sit down. Your time is over. I now request the hon. Minister to reply.

THE MINISTER OF EDUCATION (SHRI K.C. PANT) : Mr. Deputy Speaker, Sir, May I begin by expressing my gratitude to all the hon. Members who have participated in this very stimulating debate? They have spoken with knowledge and experience about the problems of education and the role of education in national development and regeneration. They have also shown their awareness of the need to view education not only in the context of today, but in the context of the decades ahead.

Many have spoken of the coming century. Many valuable suggestions have been made. Time does not permit me to go into all of them in the course of my reply. As it is, it is rather late in the evening now but I can assure you that we have taken note of each and every suggestion that you have made and we will try to benefit from these suggestions.

Some reference was made to the functioning of bodies like the UGC, NCERT and so on. I have absolutely no objection to specific criticism. But I would beg of you not to make sweeping criticism because that is in a way not fair to the large number of very able persons working in these institutions and it will unnecessarily demoralise them, which is not your intention. Therefore, I welcome criticism and will try to profit from it. My only request is that criticism about me may be sweeping but about them those who are not here to defend themselves it should be restrained.

Many members have referred to the Prime Minister's emphasis on the role of education and the direction of National Development and the linkages between the two. The Prime Minister has laid stress on the necessity of modernising this country with widespread application of science and technology. That has been one thrust area. Another has been to strengthen the forces of national integration. The third has been to create a sense of purpose in society by encouraging positive values, positive both in the context of the individual and society as a whole. He has talked of the need to

have a pride in our culture, in our heritage, in our national struggle and in our freedom. I am glad that some hon. members made a specific reference to our freedom struggle. Mr. Mishraji made it and Mr. Ramachandran made a reference in this context. I, personally, very much welcome this reference and the direction in which they want us to go in this context, because I personally think that pride in one's country, in one's culture, in one's heritage, in the sacrifices of our great people, in one's freedom struggle these are all ingredients of national self-confidence. How else is national self-confidence created particularly in the minds of the young? It has to be something that is relevant to the history and the happening of this country. Therefore, restructuring our educational system has to take into account the necessity of realising all these objectives. I think the reason of bracketing education with these objectives is obvious because none of these objectives can be achieved unless we have men with vision, with capacity, with the skill to realise these objectives; and only education can prepare men of this quality for this country. Hence the link is obvious. But the adaptation of the present system of produce these men is a challenge which all of us will have to accept.

The Prime Minister's support in the field of Education has been a source of strength to me personally and I can take you into confidence and tell you that he was very actively involved in the decision to make girls' education up to Class XII free throughout the country.

Shrimati Mukherjee made a very fine speech, and in the course of that, she showed that she had made obviously, made a very good study of the budget documents. But whether by design or intention she forgot to mention that making girls' education free up to Class XII will involve a considerable assistance to the States and a flow of resources from the Centre to the States. The amount involved will be something like 34 crores of rupees in one year and if you take that into account, many of the imbalances which she has put her finger on will be more than compensated.

[Shri K.C. Pant]

I would ask the States only one thing : My request is that whatever they set apart after we supply them this, money should be used only in the field of girls' education. That is where I want your assistance, the assistance of all of you.

Dr. Phulrenu Guha is not here. She made a very fervent plea for women's education, and so did many of my other hon. friends here. Shrimati Krishna Sahi is not here. I find lady members taking French leave from the House.

SHRI C. JANGA REDDY : Exceptions will have to be there.

SHRI K. C. PANT : My friends Shri Somnath and Shri Fakir Chand referred to the need for population education and to incorporate it into our broad stream of education, into curricula and so on. I welcome this emphasis. India has a large and growing population and this population today because it is unlettered, because it is growing there is a burden on the country, and if the same population can be trained and educated it would become the engine of development and so we have got to train and educate this population. But at the same time we must realise that this population must be controlled, this growth has to be stopped. And for that we have the example of Kerala where Education has made a big difference. People talk of religious inhibitions to family planning. In Kerala you have Muslims, you have Christians and you have Hindus, their family planning performance is excellent and so is their performance in the field of education and there appears to be a link between the two particularly a link with women's education and therefore I welcome the emphasis which some hon. Members have placed on this point.

Sir, Shri K. K. Tewari said that some people make snide remarks about the Prime Minister's emphasis on the 21st century. A child entering the primary school today will leave the university in the next century. It is not at all far off. It is not the turn of the century, but it is the

turn of the millennium. Therefore we have to see, what to expect in the next century. I would not go into long details. But if you take the field of Communications today the advances that are being made, if you see the field of computers, a new science and technology of Informatics and of research and retrieval is growing, which itself will revolutionise many of the things which we take for granted today. Robots are no longer a product of science fiction. Robots are working in the industry in Japan. We have to be very careful about automation and robots. But we have to see how the world is moving ahead. Food is a problem. There is a lot of work being done to manufacture food in the laboratory and not in the field. This will become necessary in the next century at any rate if population goes on increasing throughout the world as it is growing today. Oceans are being tapped for metals, salts and minerals, and this trend will grow. Similarly, there will be better use of space hopefully. The equipment to make use of solar energy will become a common place in the countryside. All these changes are coming. Genetic engineering is a field which throws up so many problems, so many hopes and so many fears and moral questions. It will take a long time even to discuss these in this House. I would not like to do that. But genetic engineering itself is going to revolutionise many of our present-day concepts. It is going to challenge our moral concepts; I would like to tell the House. So, the point I want to make is that the pace of change is accelerating all the time. The world has changed so fast since the last war has ended. Before that it changed as much in 20 years as in earlier 100 years and before that in 100 years it changes as much as in 500 years earlier and so on. There is an exponential acceleration of the pace of change. Anybody who disregards this will not be able to survive in the years to come. For survival we will have to be innovative. We will have to produce a large corpus of scientific personnel of the highest order who can be innovative. Let us not lose sight of the priority of excellence in this field. Let us not confuse issues. We want mass education in this country. But we will not be able to do without excellence, in the

field of science and technology and other fields; otherwise, we will be left behind. We need excellence in various walks of life so that we can carry this country forward in a way which will bridge the gap that exists between ourselves and the developed countries of today. So we will need highly skilled engineers and technicians. To back them up we will need research of a high order. And I think, ultimately it is the responsibility of the education system to meet this challenge. That is why, I welcome Mr. Sharma's emphasis on technical education. That is one aspect of education. For the responsibility of education does not end merely in producing numbers. The question of values was raised. Here also education has a responsibility. As I said, change is inevitable. And the future will change. But the shape of the future can be moulded. If you have the vision, then you can adopt the change to a future which will suit the genius of India and Indians. Change has taken place everywhere. Science and technology have proven to be good servants but they are bad masters. We have to see to it that human values, and the cultural values of this country temper the power of science and technology. Unbridled power of science and technology can, as we have seen, wreck havoc. So, our education system cannot be a valueless system. It cannot be devoted merely to science and technology without being anchored on these values and, therefore, I think we should be very clear that our vision of education is not be uni-dimensional.

Many hon. friends referred to the new educational policy. Some wanted me to explain the policy, others wanted to know its thrust. I would like to place before you all that I can today. Firstly, I may tell you that we are engaged in an exercise for the evaluation of a new educational policy. Now, the need for it should be obvious. As I listened to the speeches around the House, the hon. Members themselves brought out the dissatisfaction that they felt with the present educational system and the dissatisfaction was on several grounds. Some said that it is a perpetuation of the old colonial system of education and that the changes that have been made in it are only marginal.

This has been disputed by Hardwari Lal Ji. But that was one point that was put forward. Another point was that it is necessary for the educational system to take into account the fact that fisciparous tendencies are operating within the country and it is therefore necessary to inculcate national pride amongst the students so that they can withstand these separatist tendencies, and promote national integration.

There was a reference to the examination—orientation of our educational system which leads to rote learning and so on and so forth. The question of the examination system I will not discuss today for the simple reason that it is a vast subject in itself, but this was one of the points that were raised.

The question of values was also made and I think Shri Wasnik talked about the values which emanated from all democratic and socialist aspirations. We all want our school children to be good citizens. We want them to take the reins of this country tomorrow. All of us say this time and again but this will mean a definite orientation depending on the kind of society we want to build. If you think in terms of the values which our founding fathers have tried to promote, it will mean perceiving one's own good in the good of the community, in the good of the society at large. It will mean cooperation being adopted as a way of life in place of individual selfishness; it will mean a concern for the poor and the down-trodden; it will mean a genuine sense of equity, and equality. As somebody was just saying, it will mean a capacity to think and act as Indians first and last. These are important values. They may not always be tangible but that does not make them less important.

I certainly accept the point made by a large number of Members that there should be a linkage between education and employment. I think Shri Barrow made a very valid suggestion. I would like to examine the ideas which he has put forward. But so have others made suggestions. Some hon. Members have said that our educational system does not

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stress upon the value of work. The dignity of labour is not taught in our schools. Of course it is not always true; some of the schools do it now, but by and large it is one of the facts which contribute to the growth of not only unemployment but the number of employables. Therefore, this is one of the most important and fundamental points.

I think most of us will agree in view of what has been said about the role of the teachers and the students that it is necessary to emphasise duties as well as rights, that it cannot be an unbalanced emphasis only on rights. And if this is not incorporated into the thinking of the young, then the environment and the atmosphere is such that it will never apply the correctives. Therefore, we have got to see that these values are implanted into the minds of the young very strongly so that the erosion of experience of later life also does not destroy them. This is a very big challenge and to that I will come later. So, we need a new education policy which will attempt to rectify all these weaknesses.

And in this context some hon. Members referred to be education commissions. Mr. Hardwari Lal Ji told us clearly that there were so many commissions in the past and he gave us the whole connected history of the developments since 1947; and I think Prof. Soz says, for God sake do not have another commission. I think the important thing is to take the advantage of the wisdom which these commissions have placed before us as well as the Education Policy of 1968 and then examine whether the priorities of 1968 should be accepted in that form, whether the institutional arrangements that they proposed need any change, whether the methodologies of education, both imparting of education, the curricula, syllabi, examination system and so on need some change or not. What we really need is not the Commission's report, but a system of examinations and all these connected factors and then we have to see what plan of action we need. We are trying to move in that direction. The first step that we are taking is obviously to have a status

paper on the status of education today. There is obviously the first step.

I think Nirmala Ji mentioned a Committee which has been set up to do this. That is no Committee as such. In the Ministry, with the cooperation of everyone concerned, this kind of document is being prepared and we have had discussions with the Vice-Chancellors, Directors of the IITs, and with other groups, who are interested in the field of education and who are knowledgeable. Then we will take into account the reports of the two commissions on teachers to which also a reference was made and which have been submitted to the Government and are being studied in the Ministry at present.

Once this Status Paper is ready, it will be widely discussed all over the country and then we will take the next step again with the participation of the State Governments. Members of Parliament, intellectuals, education planners and so on. A rigorous diagnostic exercise which will then go into the weakness which have been thrown up by the previous paper will have to be resorted to and then we shall have to come out with what needs to be done. And the third step will be to prepare the recommendations. Even at the stage if need be we will again discuss with the State Governments. We want to involve everyone who is interested in the field of education within limit, of course, because you will want this exercise to end one day.

And we will try to see that unlike previous Commission we incorporate a strategy of implementation in this Report because as several Members have pointed out, the Commissions have made excellent reports and their recommendations are very good, but they have not all been implemented. I would like to see this time we build the implementation machinery into the Report itself so that if the recommendations are accepted they will be implemented. This is the kind of thing which I tried to do even as Chairman of the Energy Commission when so many of the recommendations were implemented. So, we will put some

emphasis on this and I am sure the House will want us to do that.

The role of the Central Government, the State Governments and local bodies is an important area and we will try to go into that. Voluntary agencies play a role particularly in the field of adult education, and non-formal education perhaps to some extent. We will try to go into that. We will go into the possible involvement of industry and trade not only in the manner of linkages with jobs which Mr. Barrow mentioned, but also from the point of view of roping them in the larger task of adult education.

PROF. N.G. RANGA : NSS also.

SHRI K.C. PANT : NSS—certainly it is also doing something, and in this task of preparing this new policy we have made some progress. A preliminary appraisal document has been prepared on the status of education and we are now preparing a time-frame so that we can implement the new education policy in the academic year 1986-87. We are keeping that as our target year.

A number of hon. Members spoke of the importance of the universalisation of elementary education. Mrs. Mukherjee seemed to imply that because school education is largely in the State sector I might be tempted to offer that as an argument and not discuss this in depth. But the fact is that it is far too serious a matter. Shri Sudhir Roy spoke of it and others also spoke of this. This is a very important and fundamental question in the field of education in our country. Shri Tirki spoke of it, and Mr. Kurup spoke of it. Mr. Kurup said that it was impossible to achieve this target by 1990. I hope he is wrong. We shall try to prove him wrong if we can, and I am sure his cooperation will be forthcoming to prove that he is wrong. In his presentation he referred frequently to 'our rulers', and I thought that he perhaps forgot that 'our rulers' in the

India of today include West Bengal and Tripura, and in fact, in Kerala also the line of our rulers includes his Party also there.

SHRI SURESH KURUP : Kerala has the highest literacy in respect of girls.

SHRI K.C. PANT : Quite right, I have paid them compliments where they deserve them. The point that I am making is that this is not a party question and all of us have to work together to see that we do universalise education. I am not going to minimise the seriousness of the problems that confront us in facing this question. I accept the fact that since 1947 there has been a movement forward—my friend, Mr. D.P. Yadav is not here, he referred to this : the number of schools has gone up ; the number of students has gone up ; and the number of teachers has gone up many-fold. But there is no denying the fact that universalisation of education which ought to have been achieved, according to our Constitution, by 1960, has still not been achieved. Where do we exactly stand today ? It is expected that at the end of 1984-85, about 95% children in the age group of 6 to 11 years would be in primary schools and about 50% would be in middle schools. Now, if we want to universalise elementary education by 1990, obviously, this is a Herculean task. One hon. Member said, "Why do you say universalisation of education ? You should say, compulsory elementary education". Some States have passed an Act to this effect. But it has become a little difficult for them to implement the Act. Therefore, making laws is not going to change the situation. We have to go to the root of the problem and try to tackle this problem where it will matter.

PROF. N.G. RANGA : It should become a people's movement.

SHRI K.C. PANT : Now, we have to provide schooling facilities to 64 million additional children during the 7th Plan, if you want to achieve

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universalisation by 1990. 25 million of these will be able to pass through the formal stage or will have to pass through the formal stage. It leaves 39 million children and the only way that one can attempt to give them education is to make them pass through the non-formal stage. Now, this is the size of the problem and I want to place it squarely before you.

Now, the question of high drop-out rate is the question or problem which we cannot shirk. The drop-out rate by the end of class 8 is 76.6%. So, when we talk of universalisation, it means, on the one hand, that massive additional enrolment should be there, to which I have referred.

Then, you take care of the problem of drop outs. It means, you have to bring down the drop-out rate from the figure of 70.6% to somewhere near zero. That is what it means in operational terms. Therefore, there is no under-playing the magnitude of the effort that would be required. I would have gone into the question of reasons for drop outs but because many hon. Members have mentioned them, I don't think it necessary. All of you know the socio economic conditions that operate. Many Members have spoken about the lack of even the minimum facilities in our primary schools. Many have spoken about the dis-appointment to the teachers in the field, from whom we expect better. I don't think anybody has spoken of the responsibility of the parents of these children who dropped out. Nobody has spoken about that. But they also have a responsibility. It is necessary that we speak about their responsibility also because I think we have to create a social awareness and social climate in which the advantages of education are brought home to the parents. Only then, you can ensure that the children will be allowed by them to go to schools. I propose to discuss this problem with the States and we will have to see then. We cannot also use the media much more than we are using it now to create the kind of social climate about which I spoke.

The area of non-formal education was touched upon by various hon friends. It was noted at least by one Member that a beginning was made in the Sixth Plan to provide non-formal education to the drop-outs. By the end of 1984-85, approximately 40 lakh children will have been enrolled in 1,60,700 non-formal centres which provide more flexibility both in terms of timing and methodology of teaching.

SHRI RAM PYARE PANIKA : They are not working satisfactorily.

SHRI K. C. PANT : I requested you not to make sweeping remarks. I am prepared to accept that in your experience you may have come across some non-formal centres where no work is being done and others may have an experience that the work is being done.

SHRI RAM PYARE PANIKA : They are not at all working properly in my district.

SHRI K. C. PANT : If you are talking about your district, then I expect your cooperation to see that the work properly. I am not making this a debating point. It is far too serious a matter to be made into a debating point. If they are not working, each one of us will have to see that they should work.

PROF. N.G. RANGA : It should be a people's movement.

SHRI K. C. PANT : This is our responsibility. I want to make adult education a people's movement fully. In this, I want your cooperation to make non-formal scheme successful. I want your cooperation in getting community involvement and also in seeing that the primary schools work better. But the problems on the ground are known to all of you. You know the community means breaking up into political groups and groupings. You know what is happening. All of us know the situation and the reality on the ground. But because we have got to solve this problem, we have to find a way in which the

people's movement is successful, the involvement of people is successful and in which there is some amount of supervision both of primary and non-formal schools by the community. The Members of Parliament can play a key role in this. I am not looking at this as a party matter. I seek cooperation of all of you in this task.

I will spell out for you the implications of getting 39 million children enrolled in non-formal scheme, for getting elementary education. It means that every year we will have to start at least 30,000 additional non-formal schools of which about 10,000 will have to be for girls alone.

Coming to the question of giving assistance to voluntary agencies the Central Government gives 100 per cent assistance for non-formal centres; to the State Governments it gives 50 per cent assistance for mixed centres and it gives 90 per cent assistance for centres meant for girls alone. Mrs. Geeta Mukherjee raised a point that there was no provision this year for non-formal centres meant for girls. Actually, Rs. 2,8 crores have been provided. The Budget papers do not accurately reflect that. But you will be glad to know that Rs. 2,8 crores have been provided. That much more will be needed if you want non-formal education to take all responsibilities which I have just spelt out is obvious. It would be my effort, with your cooperation, to try to secure whatever extra funds are required between the States and the Centre. I think, if all the leaders of public opinion are conscious of the need to press this programme forward, the resources will not be held back. The resources will come forward provided the task is necessary for national reconstruction. I consider this as one of the basic necessary tasks.

One of the good things about the non-formal scheme is that an evaluation machinery has been built into it. Therefore I told Shri Ram Pyare Panika a little while ago to give some specific instances because an evaluation report will come and we can check from that

evaluation report whether non-formal centres are functioning properly or not. This I think is necessary. This is a very imaginative scheme. I do not want it to be killed before it takes off and therefore an evaluation is necessary. Where it is not working, let us make it work. Please do not criticise it in a manner which will mean its death-knell at this stage.

(Interruptions)

PROF. SAIFUDDIN SOZ : What is the drop-out rate in non-formal education.

SHRI K.C. PANT : I do not know exactly partly because in this sector education is at the pace desired by the learner. There is no question of drop-out in that sense. Of course, if somebody takes 20 years to pass 3 or 5 classes, it is a different matter.

SHRI AJIT KUMAR SAHA : What is the enrolment figure ?

SHRI K.C. PANT : I have already mentioned that the number of children enrolled is 40 lakhs. This brings me to the question of open school. Only two hon. Members referred to that. We have just one open school at the secondary level and that is at Delhi. Here you cater to the needs of the school drop-outs. In the non-formal centres, you cater to the primary school drop-outs. Here you cater to the school drop-outs and to those who have been deprived of a formal school system and here again they can go at their own pace. They can acquire credits and I think they are given five years to acquire credits in five subjects and then they are given a certificate. I think one hon. Member suggested that open schools should be started in all the States in the Seventh Five Year Plan. It is absolutely necessary, in my view, considering the implications of the universalisation of education, the sheer number that the system will have to take care of, that the non-formal system is strengthened. You cannot strengthen it at the elementary stage and then forget about it. Where will those people go? For some, it might be a terminal point. For others, it may be an avenue for

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joining the vocational system. Some may go to higher education. But all three together will not be able to provide for the numbers we are speaking about and that can only be done by the non-formal system. So, at the school level also, we will have to strengthen non-formal system as much and as rapidly as we can and I may say that the open school in Delhi is functioning well and is popular.

Now the question of adult education has been raised. You all know that we are still at a stage where 64% of our population is illiterate and, therefore, we need a massive programme of functional literacy and this must be a mass movement. It must involve university students, teachers, college students, the NSS about which Prof. N.G. Ranga spoke, trade unions, voluntary agencies, employers and each one must take a certain responsibility. Even during Gandhiji's days, there was an adult education movement as Prof. N.G. Ranga well knows and it did good work and even later it was tried and it did good work. Once again a sense of commitment has to be created. Once again, this thrust has to be created and my friend Shri Suresh Kurup must stand by me and create a feeling of hope and confidence rather than diffidence. If we do not show that we are determined to achieve this, then there will be problems.

SHRI SATYAGOPAL MISRA : We wish you all success.

SHRI K.C. PANT : I do not want you to wish me success. I want you to cooperate with me and wish yourselves success in this matter. That is what I want. I fully understand that if we are going to succeed with universalisation, cutting down the drop out rate, then also adult education will be necessary.

I spoke of the need to educate the parents. But somebody who is unlettered does not always easily understand the value of letters. Therefore functional literacy is certainly a must for the people living in this age, in this time and in this country. I stress functional literacy

because it is not just a question of literacy for itself which is a good thing but literacy which will help the person concerned in his daily task, which makes it much more attractive to him. Of course, this means the ability to find people who will evolve programmes which will suit the learner.

Then I come to the question of open university which was mentioned. National Open University is an important initiative we have taken. I have mentioned to you about the non formal stream coming up from the primary stage upto the higher school stage. Beyond that, there must be an open university. Already there is an open university operating in Hyderabad. But now we want to have this at the national level. I think that this is absolutely essential both from the point of view of the entire system, the ability to take the pressure of higher education and it is also important for the individual. He may go in for vocational training and get a job, but then he may want to get back into the stream of education through non formal education. He may want to stay in his job and pursue his education during evenings either through correspondence course or by attending courses at the centre, because open university is not only for correspondence courses. It should not be confused with correspondence course university. It is wider in its concept and it will allow him to go ahead at his own pace. He can do his job and at the same time he can improve his professional qualifications or for his personal satisfaction he can pursue higher education. The system that will be evolved will have a number of motivated earners who today have no chance—to improve because even if they want to, they cannot improve their level of knowledge or their skills—by this you provide them an opportunity for doing so. And I think that this is a very welcome step. All of us, I am sure, are wedded to the philosophy of continuing education, and people should have the opportunity to acquire new skills and new knowledge throughout their life. I do not think there can be any disagreement on this score in the House. And this is only possible with a flexible system. The normal system is

far too rigid. This is a flexible system, it is an innovative system and it is very open in regard to both the methods and pace of learning—combination of courses, eligibility for enrolment, age for entry, conduct of examination and operation of the programme. I was in Bangkok recently and saw their open university in operation. I could see what a difference it has made to those who were otherwise denied access to formal education. It has made a tremendous difference to them. Therefore, I very much welcome this. I would like to see the modern communication technology fully used in promoting the work of this open university. I would like to tell you at this stage where exactly we stand. We are presently preparing a detailed project report, and we propose to come before the House later during this Session itself with a draft Bill to establish such a university.

There was some talk of Central initiative in regard to school education. Prof. K.K. Tewary raised this question. I would only like to tell him that, while ordinarily it is the responsibility of the State Government, we are certainly prepared to help them wherever we can. One instance in point is girls' education upto Class XII being made free from Central resources because resources are one of the problems which the States always face. I leave the question with you because I do not want to dodge it, I want to face it and I want to place it before you as I see it because I feel ultimately we talk of education being transformed. Who will transform it? It will be the teacher. And then we talk of education transforming the society, transforming the values, transforming this country and preparing it for the 21st Century and in all these your instrument is the teacher. So either we accept the logic of this or ignore it. To-day we tend to ignore it and we suffer from the consequences. That is all I would like to say.

Many hon. friends referred to the Model School concept which has been spelt out in the papers supplied to you. Now it is not possible to suddenly improve school education everywhere at one stroke. Here the concept is of a

seed farm approach so that you have in each district at least one pace-setter school. Now if in five years you can have a pace-setter school in every district, I think that a big step forward will have been taken. Then what are the objects which will inform this idea? statement. But I do accept the fact that when it comes to changing the environment, education alone can do it. The environment is imperfect in India to-day in many respects. But then if one proceeds on this basis that because the environment is imperfect and as the teacher is a product of that environment, therefore, he cannot attempt to change it, then we are in a hen and egg situation and nobody can take the responsibility for moving towards the change of attitudes to environment. My submission is that the education system alone can change this environment—not fully, but at least it can give a direction and there again, the teacher is the crucial point and the teacher not in terms of what he preaches but in terms of what he does because it is his example from which the students learn. He can tell them all the good things he likes but the example he sets that is important as the children tend to go by what they see in action rather than what they hear in words. That is why the teacher's profession is different from all the other professions. Are we in this House who are subject to political pulls and pressures prepared to accept this basic fact? Are we not prepared to give up some political advantage in the interests of the larger educational milieu that we want to establish? I leave the question with you. I know it is a difficult question in terms of real politik. But I would like to help in many other areas—in strengthening teaching and vocational courses, teacher's training and so on. We have a vigorous in-service training programme for teachers to back up all the efforts that we are making and in this context we propose to furnish at least 300 teachers' training institutes per year with new equipment, books and additional staff. They should also make use of the audio-visual facilities. This is the package of programmes and I hope it will help to improve the quality of education in schools all over the country.

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I have not spelt out the details because they are given in the documents which have already been supplied to you, but I hope that those of you who are interested in the subject will find some time to look at all the things we are trying to do to help education in the States.

The role of the teacher has been mentioned by many hon. Members. There is no denying the fact that he plays a pivotal role and when we talk of education being related to the environment and related to employment opportunities in the neighbourhood, then ultimately the person who makes this concept a reality is the teacher and unless he is in tune with this concept, your and my accepting the concept means nothing. Similarly the question of values. Similarly the question of teaching. Many hon. Members said that the teachers do not teach and students do not learn. Again I do not accept this sweeping. One is that we are seeing parochialism is growing everywhere. We would like these schools to have some children from other States in their hostels so that the children can live together. This perhaps is the best way to create a feeling of being Indian. The other objective is to provide quality education to talented children and not allow poverty to be a handicap and the third is to give weightage to rural children. Now, these are the objectives. We want to provide hostels. We want to provide enough scholarships so that poor children will be able to live in the hostels along with others on equal terms. We would like to see that Hindi and English are media of instruction and not English alone. We would like to see the same curriculum applied to all the schools and we would like to see that the third language is also taught as compulsory in these schools.

All the ideas have not been worked. It will take some time to work them out. But broadly speaking this is the thrust. I found the idea generally being welcomed. I hope I did not misunderstand the sentiment of the House. Mrs. Geeta Mukherjee said that you are thinking of a Doon school in every district. Well, if I can

have a Doon school in every district for the poor I would not run away from that. I would own up the responsibility.

On the question of vocational education a lot has been said and the utility of vocational education has been widely accepted during the debate in the House. It provides linkage between education and employment. The problems is that vocational education has not succeeded as being accepted in spite of the support given to it by the Commissions and in spite of the acceptance by most educators in the country. It has not succeeded. I do not know why. I do not want to oversimplify the question. One of the problems is that it lacks prestige and perhaps it lacks prestige because of our general attitude towards manual work. We look down upon it and, therefore, anybody who takes vocational stream feels it is not as good as the one of going in for higher education. Two things seem to be necessary. I am thinking aloud. One is that there should be artical mobility, that this must not be a terminal point, that if one goes to vocational education and wants to improve academically, later on, it should be possible for him. The other question is that a number of boys and girls going into this stream do not readily find work and this is a disincentive and so the idea put forward by Mr. Barrow to so dovetail and inter-link vocational education and employment opportunities that almost automatically the person getting a certificate from a vocational institution gets absorbed, seems to me a good idea worth pursuing. If we can do this then some of the resistance which one otherwise encounters will vanish. The Ministry is examining as to how vocationalisation can be given a substantial thrust. We have a board of vocational training which has been set up for this purpose.

Shri Barrow referred to the need to amend the Apprentices Act. That also we are trying to do. We already have a pilot project which is operating for the last 2 years. A working group has recently been appointed to make it a more massive and broadbased programme. An hon. Member made a very important

point; he said "what about rural development". How do you link these polytechnics with rural development? There is a scheme called 'Community Polytechnic Scheme'. I do not know if it is amongst your papers. This is called 'Community Polytechnic Scheme' and is aimed precisely at this, the development of rural areas. The good thing about this scheme is that it proceeds on the basis of felt needs. It is not manpower projection which some friend mentioned but felt needs. Suppose in some area there are no radio repairers. Then there could be a sandwich course of 6 weeks or 2 months; you train somebody and he starts doing that work. I think this kind of imaginative approach is necessary and I personally found this idea behind community polytechnics worth supporting and expanding.

PROF. N.G. RANGA : Arts and crafts people are also coming in, weavers and others.

SHRI K.C. PANT : Not only that. But somebody made the point that the traditional craftsmen ought also to be brought within this net. This is a point which I will certainly examine.

SHRI MALLAPPALLY RAMACHANDRAN : What about the eradication of corruption practices in the educational institutions run by private managements?

SHRI K.C. PANT : Well, you know this whole question has been disturbing my friend Mr. Jagdish Awasthi also. I don't want to provoke him to also interrupt me. But there are all kinds of problems and one has to keep in mind certain things including Articles 29 and 30. There again I am not prepared to answer a sweeping statement. If you have specific complaints in specific areas we can certainly look into them.

SHRI PRATAP BHANU SHARMA : What about polytechnics for women and girls?

SHRI K.C. PANT : There are polytechnics for girls. There are public

schools also. I have tried to avoid provoking him but he is provoked, he is self-provoked. The same answer applies here. What I was trying to say was this. Girls' polytechnics are there. But they are not residential. We want to make some of them residential, so that girls from backward areas can also be helped.

Now I want to give you one instance of the dovetailing of employment opportunities with the educational system which is what all of us want. I thought over this. I thought one of the areas one could attempt it was electronics industry which is a very fastgrowing industry and has set for itself a target of achieving an output of Rs. 10,000 crore by 1990. This is a massive programme; electronics is a labour-intensive industry. So, I had a discussion with Dr. Sanjeevi Rao and there is a conscious attempt to try to dovetail the needs of electronics manpower at various levels, degree level, diploma level and in school courses. New courses are being started and old courses are being modified. I hope that if we can succeed in this then we will have a model which we can apply to other industries also. I am very interested in seeing that we make some progress in this particular scheme.

Now, Computer literacy has been launched in 250 schools. It is a pilot project. A large number will be brought into this scheme shortly. I don't know which are these 250 schools which have been selected. But I shall certainly look into that. My feeling is, they should be Government schools. My own feeling is that it would be good to have all of these or most of these in Government schools but I shall check that particular point as to which schools have got these computers.

THE MINISTER OF STATE IN THE DEPARTMENT OF RURAL DEVELOPMENT SHRI CHANDULAL CHANDRAKAR : A majority of them are in rural areas.

SHRI K.C. PANT : Yes, a majority of them are in rural areas. But I am very clear that computer literacy is

[Shri K.C. Pant]

going to be a must in the next century and the fact that we are not literate in the sense should not blind us to the changes that are taking place everywhere. Sometime back I was in Paris, earlier this year, for a meeting of UNESCO and there I saw a computer centre for children of the age from 4 to 7. I do not need now to elaborate on this. You can understand, even in the beginning, how interesting they can make it. For instance, the screen shows 5 or 6 pictures and below them 5 or 6 names are there if the child can point to the right name, then the device starts linking the picture and so on. The audio visual methods of various kinds make learning fun. I do not want to take the time of the House in this discussion. But I mention this as an example only to show that we should be open-minded in this matter and we should see that the needs of the 21st century will be different. And, if we take a wrong decision today, then the future generations will curse us for not being far-sighted in this matter. We should be farsighted.

Now, the question of delinking degrees from jobs is generally welcomed by all and all I want to explain is that we are not doing away with these degrees. Medical degrees will be there, University degrees will be there, Engineering degrees will be there. The only thing is that unless a degree is necessary for a job, unless the job requires it, it will not be an eligibility condition for employment in that Particular job but for the other jobs, there will be examinations and so on. Now, without going into detail, I want to assure you that higher education will still be very much there. We need people with higher education for research, we need people who have got degrees, undergraduate degrees, post-graduate degrees. But it would be better if these people have aptitude and right academic performance and with the right professional goals are taken into institutions for higher education I would like to mention to you that so far as the academic performance goes, if you

look at the good colleges in Delhi today, you will find that the academic performance is the decisive criteria so far as admissions to these good colleges are concerned. So, it is not a novel idea. Instead of allowing a large number of young people who want to get into higher education but cannot do so on merit to get into whatever institution will admit them only to waste their energy, you deliberately provide them with job and you delink degrees from them. Delinking is a positive step and it is not a negative step and I would like to have the full support of this House in this task.

Sir, a reference was made to the role of the Centre by Prof. K.K. Tewary, regarding the legislation which the Centre can undertake and also the question of uniform course of curricula and so on. It is rather late and I do not want to go into this matter now. But I can assure you that we are looking into the possible formulation of the Central legislation also which covers these areas.

Now, I would like to thank almost all the hon. Members who spoke laying stress on the need to provide the Ministry of Education with more funds. I realise the competing claims of other sectors. In my other incarnation, I have been a Minister in other Ministries, I have been the Union Finance Minister also. So, I realise the limitation and the compulsions which operate.

But I would plead also that education is an input for development. It is not only a social service. It is a social service, but it is also an input for development. The fact that there is a long gestation period—somebody mentioned this also—between the investment in education and the fruits it bears, there may be a tendency to give a little more emphasis to something which produces immediate results, but there is also a danger. If we go in for less than optimal investment year after year, we are building weaknesses into the structure of education as it expands and rises. This is as true for the States as it is

for the Centre. I, therefore, hope that as our schemes progress, I will be able to come before this House and seek your support for increased allocations. Within the Government, if I am not letting out a secret—I do not think, I am—I have the support of the Prime Minister in this matter, which goes a very long way, but since my hon. friends have been stressing democratization all the time, there are limits to what any one of us can do singly in this system. It has to operate as a joint effort.

I think, I have covered all the points which have been raised in the debate.

PROF. K.K. TEWARY : What about Central Universities ?

SHRI K.C. PANT : On the demand for Central Universities, the present thinking is that we should not expand the number of Central Universities and the fact that I did not refer to it, should have warned Shri Tewary that because I did not want to say 'No' to him I did not talk about it.

I can assure you that I do not underestimate the magnitude of the tasks which are placed on the Ministry of Education. But I have been very greatly heartened by this debate. I have been struck by the fact that the standard of the debate has been consistently of a very high level, and, therefore, I feel greatly encouraged and I feel reassured that since you represent the opinion in the country, all sectors, all the spectrum of public opinion can be mobilised to support all the schemes which we have been discussing in this House, and see to it that mass education becomes a reality, and transforms this country not in a decade, but in a matter of few years. Then and then alone this long debate would be worthwhile and fruitful.

I have a strong feeling that the people of this country today have high expectations in the field of education and these expectations centre around the ideas which we have been discussing.

Therefore, I would like to conclude by thanking you once again for the support you have given to these ideas.

MR. DEPUTY-SPEAKER : I shall now put all the cut motions moved to the Demands for Grants relating to the Ministry of Education to vote together unless any hon. Member desires that any of his cut motions may be put separately—I think, no hon. Member wants that.

I shall, therefore, put all the out motions together to the vote of the House.

All the cut motions were put and negatived.

MR. DEPUTY-SPEAKER : I shall now put the Demands for Grants relating Ministry of Education to vote. The question is :

“That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President out of the Consolidated Fund of India to compete the sums necessary to defray the charges that will come in course of payment during the year ending 31st day of March, 1986 in respect of the heads of Demands entered in the second column thereof against Demand Nos. 24 and 25 relating to the Ministry of Education.”

The Motion was adopted.

MR. DEPUTY-SPEAKER : The House now stands adjourned to meet again tomorrow at 11 a.m.

20.51 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Tuesday, April 9, 1985/Chaitra 19, 1907 (Saka).