

[Shri P. Kolandaivelu]

Thus, as a result of this policy, they are unable to market their products because of the present adverse conditions and as a result, Rs. 75 lakhs worth of finished product has been accumulated. Unless these products move, the company will face the prospect of stopping further production and a consequential lay off of about 2500 workers, besides the huge loss in revenue.

- (xii) **Need for financial assistance to Orissa Government for buying adequate number of jeep mounted rigs for saline affected areas.**

SHRI SARAT DEB (Kendrapara) : Due to inadequate rains towards the fag end of last rainy seasons, most of the reservoirs of the major dams on Mahanadi, Brahmani and others are below the average level. As such, there is inadequate flow of sweet water in the concerned rivers. Most of the population that has settled in the tail end of these rivers and close to the sea. They depend on these river waters as their main source of drinking water and the people are facing acute problem as the water of these rivers has turned saline. Wells and tanks in the areas of Cuttack, Baleshwar, Ganjam and Puri districts have proved to be a failure due to salinity. Tube wells dug by rig machines have proved fruitful. Therefore, I would urge the Government of India to provide special funds for purchasing adequate number of jeep mounted rigs to the State for saline affected districts or provide such rigs earmarking them for the saline area.

- (xiii) **Demand for financial assistance to Andhra Pradesh Government for meeting severe drought situation in the State.**

SHRI B. N. REDDY (Miryalguda) : Mr. Speaker, Sir, the State of Andhra Pradesh is passing through a severe drought of rare dimension this year. Situation has assumed alarming proportions. As the State experienced continuous drought for the past six years, there is no drinking water, to fodder for cattle in the entire Telangana and Rayalseema areas. 685 out of 1100 mandals in the 19 district have been declared as drought affected. The State Government

has already submitted two memoranda so far requesting for a total assistance of Rs. 608 crores. Central team visited a number of drought affected districts in the State during October, 1985 and December, 1985. A nominal Central assistance of Rs. 32.29 crores have been allotted to be utilised by the end of March, 1986. The need of the hour is to clear all pending irrigation projects so as to extend irrigation facilities to drought affected areas. It is, therefore, requested that the Central Government extend assistance from 1.4.86 to 31.7.86 to combat the situation which is likely to deteriorate much further.

11.38 hrs.

RESOLUTION RE-DRAFT NATIONAL POLICY ON EDUCATION-1986 (*Contd.*)

[*English*]

MR. SPEAKER : The House will now take up further discussion on the following Resolution moved by Shri P.V. Narasimha Rao on the 6th May, 1986 namely :—

“This House approves of the Draft National Policy on Education—1986, laid on the Table of the House on 2nd May, 1986.”

Now, Shri P.M. Sayeed.

SHRI P.M. SAYEED (Lakshadweep) : Mr. Speaker, Sir, we have before us a very important document on which many of our Members have already deliberated. This is a well-drafted document and the Government is determined to go for a fuller utilisation of the human resources in holding the development of the country.

Sir, this is not for the first time we have such document presented in the House. In 1968, also we had a draft on National Education Policy. The problem still remains, if you look at it, if not more as such. Sir, the National Education Policy, if it is going to be strictly monitored and implemented, the

situation in which we are now ought to have been averted. Even today, 40 per cent of the Schools have no *pucca* buildings. Equally 40 per cent of the Schools have no black-boards. Nearly 60 per cent of the Schools have no drinking water facilities. And also 45 per cent of the teachers—single teacher Schools—who have to teach 3 to 4 classes and the immense problems will be further multiplied, by 1990, when we need additional 22 lakhs teachers. Anyway, since funds happened to be always a problem for education, this time, we are told that will be substantially met. Of course, the co operation of all sections and all the States and the Union Territories is a must for a successful implementation of the National Education Policy. Sir, perhaps, our's is the only country where our new generation is not taught the history of our own. Now, the new generation does not know the great epoch-making history that led us to regain our freedom. That freedom movement history has not been taught to our children. Also, Sir, after independence and till now, I think it is an unprecedented development and you can see for yourself that in any part of the world, such a development has not taken place. Therefore, in this New Education Policy, I emphasise that the Government must see that our history of freedom movement must be taught to the children. Secondly, I want to suggest that there must be a compulsory training for the children in the National Cadet Corps. Sir, for two purposes, I am emphasising this matter. Firstly, discipline should be inculcated to our children. Secondly, a sense of patriotism and nationalisam should be instilled or inculcated in our new generation.

MR. SPEAKER : From the very beginning.

SHRI P.M. SAYEED : Yes, Sir. Sir, from my own experience, I am placing before you that this National Cadet Corps training is a must for every student in this country because patriotism and also discipline should be inculcated in this. That is a must in the present day situation in our country. Sir, coming to our own areas, the difficulty is.....

(Interruptions)

MR. SPEAKER : It is all right, I have got no more time. I have to do justice to all. I am handicapped.

SHRI P.M. SAYEED : Sir, only two minutes. Our difficulty is that we demanded for more teachers in December last, but till today, we have not got any sanction. This is how you are going to inculcate the new curriculum. Then you say about drop-outs. On what basis? You also say ban on posts and ban on recruitment. They don't sanction the posts, and therefore, the students cannot get through in the examinations. Certainly the States and Union Territories are directly controlled by the Centre and they must see that this institution remains ideal.

Sir, with due respect, the Education Minister may kindly take care of these special problems of the Union Territory.

[Translation]

SHRI ANADI CHARAN DAS (Jaipur): Mr. Speaker, Sir, our hon. Prime Minister has pleaded very well about a good Education Policy in the House. The Discussion on the National Education Policy has been going on in the House for the past three days. We had read in the Childhood and I quote :

*Swadeh Pujiyate Raja
Vidwan Sarvatra Pujiyate*

This is very true. A person who gets education gets everything in life and the generation gap is also reduced to some extent. So, I would like to congratulate the Government once again for its intention to grant education to all. I would like to give some suggestions on the floor of the House. You have made special arrangements for our Adivasi and Harijan areas. I would suggest that education must be made compulsory upto the middle level. Certain special steps must be taken in this regard. Whatever requirements or financial allocations are needed for this purpose, they must be made available.

[Shri Anadi Charan Das]

[English]

Paragraph 4.5 says :

“Pre-Matric scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme, and timebound programmes targetted on them, will be undertaken.”

[Translation]

I am implying that a special programme must to be for a period of 10 years, so that at least one child of the family is educated upto the Primary level.

Fourthly, I would like to say that the Adult Education Schemes are not suited to the rural areas. I am speaking from experience. We had conducted a similar experiment in 1977-78 with batches of 60 students through Voluntary Organisations. I saw that the atmosphere in the rural areas is not conducive to education. Wherever an adult has to attend his classes, he is called for some other work either by his master or some child comes to the class and asks him to hold the baby, while his wife is at work in the kitchen. So, this scheme cannot work under such circumstances in the rural areas. It must be more successful in the urban areas. The entire money is being wasted here. More of non-formal schooling should be there in the villages. This would really be of some benefit and ‘Balwadis’ should be opened for every fifty families.

Technical Schools should be opened in greater number for the Harijans and the Adivasis. The school prayer should embrace all, the religions, so, that a Muslim may not say that it is a Hindu prayer.

SHRIMATI PRABHAWATI GUPTA (Motihari) : Mr. Speaker, Sir, I would like to congratulate the Minister of Education for having brought forward this document, in which every aspect of education

has been taken into consideration and I welcome it. In this document, a new dimension and a new turn has been given to our education system from the pre-primary stage to the University level. However, in spite of this ambitious policy, we are still at crossroads in the matter of education.

Mr. Speaker, Sir, education builds up a man's present and future and this is the basic principle underlying our National Education Policy. Our sages and thinkers after much thought came to [consider education as a tool for the development of the all-round personality of an individual. In this National Education Policy also, the Ministry of Human Resource Development has considered man as a resource which needs be developed. I want to express certain noteworthy points regarding this policy. First, it has been mentioned that illiteracy will be removed from among those who are in the 15—30 years age group. I want to draw the hon. Minister's attention to the fact that according to a UNESCO report, the number of illiterate people in India is the highest in the world even after 38 years of independence. A lot of money is also spent on our adult education schemes. Does he have the relevant figures in this regard? I want that a survey should be conducted to find out where all the funds have disappeared due to which the ranks of the illiterates have been swelling.

Secondly, it seems that earlier, people were educated on matters relating to Commerce but now education itself is being commercialised. I want to assert fearlessly that in the National Education Policy efforts are being made to forcibly combine two contradictory aspects. On the one hand, education is being remodelled to cater to the affluent and the privileged section of the society and on the other hand, it is also ment to cater to the handicapped, the Harijans, the Adivasis, the women and those children who have the additional burden of looking after their little brothers and sisters. In this way, our Education policy is serving two opposite ends. I would like that this gap should be bridged. In this connection, special attention must be paid to primary education. It is to be appreciated that our Government's attention has been drawn

towards pre-primary education. The first teacher of the child is his or her own mother. As it is said and I quote :

*Matriman, pitriman, acharyaman,
purushveda shatah*

Our sages have said that education should be such that—

Sah Shiksha ya vimukte

Education should be such that there is emphasis on character building and development of human values. I want to say that nursery schools have been opened in the villages. Your Balwadis should be well-organised and should function properly.

Secondly, I would like to say something about the primary education. Rs. 1850 crores have been earmarked for this purpose but how can it be sufficient? The condition of primary schools is appalling at present. So many schools in our 7 or 8 lakh villages do not have proper buildings. They are housed in roofless huts and where there are no trees as well. The area you represent is a desert and there the children sit and study under scorching heat. Therefore, you must resolve to provide proper buildings for these primary schools you said that you would construct two rooms.

I would conclude by mentioning one more thing. He has given a very good proposal for the rural schools. I want to say that in Champaran.....

[*English*]

MR. SPEAKER : Full stop. Finished. That is all. Now nothing goes on record, Madam, Order is order.

SHRIMATI PRABHAWATI GUPTA :

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[*Translation*]

SHRI KALI PRASAD PANDEY (Gopalganj) : Mr. Speaker, Sir, our ancient history is a witness to the fact that

in the pre-historic era man survived by eating fruits from the trees and by drinking river or sea water. Although our civilization may have entered the computer and the electronic age, yet our Education Policy is still primitive. I am grateful to the hon. Minister Shri Narsimha Rao for having heralded a new era by presenting the New Education Policy in the House for consideration. Shrimati Sushila Rohtagi used a term in the course of her speech. She had spoken about good and bad education and had suggested that brilliant students be sent to good schools. So long as there is the concept of good and bad schools and the rich persons, proud of their riches continue send their children to public schools and the children of the poor people, without a square meal, continue to study under the sky, the society will never progress. On the one hand you see that there is a deficit of Rs. 15,000 crores in this education policy. On the other hand when the State Governments allocate Rs. 15 to 20 lakhs to District Education Superintendent for the purpose of supply of exercise books to the children, he allots the tenders to his own men. The result is that out of Rs. ten to fifteen lakhs only one lakh are spent on education and the rest of the amount is pocketed by the officers. Mahatma Gandhi had visualised in west Champaran that the English culture would be banished from India as a result of his movement but still the English culture lingers on in the Parliament House of India and outside it.

You have placed this education policy in the House but nowhere has it been mentioned as to what will be the medium of instruction. Hindi, the language in which we are brought up and with which the name of Hindustan also begins, is being neglected today in India. Many members have expressed their views on it. The Telugu Desam people want it to be Telugu while some others favour Bangla. I respect all the languages. All these are our languages. The British have left India forever but still the English culture persists. Why? You have never tried to promote our national language Hindi. I suggest that it should be promoted, I also want to say that the poor children especially in West Champaran are not getting education due to lack of buildings.

** Not recorded.

[Shri Kali Prasad Pandey]

If the children are not educated they may turn out to be the future Man Singhs and Sultanas. You have a look at the condition of West Champaran. You launched operation Blue Star in Punjab and now the Bihar Government has ordered operation Black Panther in West Champaran. When those innocent children are not getting even two square meals there, how can they get education. You should think over it.

With these words I finish my speech.

[*English*]

SHRI G. G. SWELL (Shillong) : Mr. Speaker, I would like to congratulate the Minister of Education for having brought forward this document. It is a alim document containing a kind of a programme for action. I am confident that it stands a good chance of implementation, because as the Minister of State yesterday said, there is a political will behind this and the fact that the Prime Minister himself was in the House for a good part of the day yesterday underscores that fact.

Sir, the Ministry has a paradigm correct: Education for all children up to a certain age by a particular date, vocationalisation, adult education, non-formal education for those children who do not have the opportunity of going to schools in the normal course, higher education for everybody through the Open University and national ethics and things of that kind. We cannot quarrel with those things. They are all in the right place. I would only say that there is a danger of the whole thing falling through or whole the exercise becoming counter-productive at the stage of implementation.

12 hrs.

I will not stray into other matters because I know that my time is very short. I am grateful to you for giving me even this little time.

I will refer in particular to the education of the Scheduled Tribes which has a separate section in this Document, because I

come from that area. I represent a Scheduled Tribe constituency. I am happy that even here you have the things right in the places. You talk of priority of establishing primary schools in the tribal areas, you talk of socio-cultural milieu of the Scheduled Tribes, you talk of residential and ashram schools and so on. I would like to draw the attention of the Minister to this that I know of many villages in my constituency, which is the Scheduled Tribe constituency, which on paper have got the schools but actually there are no schools at all, or maybe a kind of an apology of a school or a kind of chicken-shed or a kind of cattle-shed which goes in the name of a school. But on paper the school is there. In terms of teachers also it has been found that either the teachers are not being appointed and the money is being drawm all the same or the people who have no education at all are appointed. Sometimes people who carry on their duties with left thumb impression are shown as teachers and the money is drawn all the same. I would like the Government, which has all the good intentions, that it should have a machinery to monitor whether these things are taking place and that the money that is spent is spent for the objective scheduled. You cannot depend just on the State Government. As you are well aware, in my area, primary education is in the hands of the District Council. There has been a lot of mismanagement and there have been teachers agitations and all kinds of things are happening there. There should have been some kind of monitoring and finding out whether these schools are really there and whether the teachers are really there.

You have the programme for black board operation. Unless you have the real and competent teachers to do that, the whole programme will fall through.

I would suggest that in very village in all Tribal areas, there should be a primary school and it should be ensured that the primary school is there and the teachers are the proper teachers. The teachers should be qualified. They should be paid properly. They should also be given certain facilities to which Government servants are entitled to such as medical care when they are sick and so on. Then only you have the chance of getting good teachers.

With regard to residential and ashram schools, it is a good idea. I would suggest that these things should be done mostly in the secondary level in the tribal areas. You select the central places for this purpose and take these schools there. But crucial to this whole thing is the hostel accommodation. Unless the students have some where to stay, they cannot pursue their education. Have hostels, have good playgrounds and other things. Then the whole thing will work.

Lastly, I would draw the attention of the Minister that in my areas the people have fairly good education. That has been the work of residential schools through the missionaries—not necessarily Christian missionaries but even Indian missions like the Ramakrishna Mission. They are doing good work and rendering yeoman service through their schools. You can entrust much of the implementation of your programme to them.

SHRI MUKUL WASNIK (Buldhana) : Mr. Speaker, Sir, I rise to support the Resolution moved by the hon. Minister for Human Resource Development. After going through the draft of the New Education Policy, I feel that if the policy is properly implemented, it will surely develop the overall personality of the young human resource of our country. The present education system produces some men of excellence but, at the same time, we have seen that the present system was more like a stumbling block to many others and it did not contribute as a catalyst in the development process. The system did nothing to represent or fulfil the expectations and aspirations of the student community which, I feel, are the main beneficiaries of any education policy, and because of this we saw that there was a constant and a gradual decline in the character on the one hand and, on the other hand, we saw that there was the gradual and constant rise in the rate of educated unemployed youth in the country. This created frustration and that frustration led to many student agitations in the country where people with some vested interests, tried to deviate the student community in the wrong direction. Therefore, we saw that many States had been badly affected because of these student agitations.

The student community in particular and the nation at large was very happy and thankful to the Prime Minister when he announced his intention to give to the nation a new education policy. Today, we have the draft of the New Education Policy with us. People in the Opposition and the Opposition student organisations are trying to criticise the Education Policy. But what exactly the New Education Policy propose to do? This policy, on which the nation had discussions throughout the year, has not come out of the closed rooms of the Ministry of Education, nor has it come from the people with closed mind. This policy reflects the feelings of the people and because of this reason, when we saw that there was a decline in the character of the student community and the youth in country, this policy has emphasised that it will make readjustments in the curriculum which will be made in order to make education a forceful tool for the cultivation of social, moral and ethical values. This policy which tries to inculcate in the student community the feeling of patriotism, also tries to inculcate in them the constitutional provision—Fundamental Rights and Fundamental Duties of the Indian citizens. This policy has also pledged to concentrate on the elementary education and has emphasised that there will be universal enrolment and universal retention of children up to 14 years of age and that there will be a substantial improvement in quality of education. The Government has also realised that there are schools but in these schools there are no black-boards, no desks, no benches and, therefore, they have announced the 'Operation Blackboard'. I am sure that with this Operation Blackboard, they will also launch an 'Operation desks, chairs, books, playgrounds and other necessary items of education'.

I congratulate the hon. Minister.....
(*Interruptions*).

MR. SPEAKER : Now wind up, please.

SHRI MUKUL WASNIK : I will finish in two minutes, Sir, I am the lone Member representing the student community here.

MR. SPEAKER : I have to exercise equality.

SHRI MUKUL WASNIK : I will finish in two minutes, Sir. This policy has emphasised on the education of the Scheduled Castes, the Scheduled Tribes, the girls, the handicapped, the minorities, the adults. It has emphasised on all the sections. But the last point which I want to make very clear is that no policy can be said to be good if it cannot be implemented properly, and for proper implementation, the machinery for proper monitoring and review is a must. We feel that only a teacher can tell whether the student learns or not and only a student can tell whether the teacher is properly teaching or not. Therefore, the students' representation must definitely be there in the system of monitoring, reviewing and decision-making of the Education Policy.

[*Translation*]

SHRI RAMSWAROOP RAM (Gaya) : Mr. Speaker, Sir, I support the New Education Policy. While supporting it, I would submit to the hon. Minister that the new education policy formulated in 1968 had increased the literacy rate in the country. When we take the 1951 literacy percentage, it was 16.67 per cent and according to 1981 census it was 36.23 per cent. But still there are 44.6 crore illiterates in this country. I would respectfully like to know who are these illiterates? These illiterates are the children of the poor villagers who do not get even a square meal. They do not have a house to live in. There are no schools near the villages. These are the 44 crore people who are illiterate. In 1950, you had provided in Article 45 of the constitution that within ten years of the enforcement of this constitution, arrangements would be made to provide free and compulsory education to all children below the age of 14 years. This was declared in 1950. Now after 38 years of independence you have brought. The New Education Policy in which it has been reiterated that all children below 14 years would be educated. I doubt, despite your best intentions, whether your desires would be fulfilled.

I wish to draw your attention towards all these children of harijans and tribals who have never been to a school. There are

schools in the villages but in our society there is the tendency to discourage these children from getting education. They are prevented from pursuing their studies

12.13 hrs.

[**SHRI ZAINUL BASHER** *in the Chair*]

If you want to educate their children and bring them in the mainstream of the society, then you must at least provide one primary school for every hundred houses of Harijans and Adivasis. You are turning out two types of citizens. Have a look at the village schools where there are no buildings, no blackboards and no arrangement of books. On the other hand you talk of establishing equality in the society by running these public schools. In my view you cannot establish an egalitarian society through this education policy. To achieve it either you close down the public schools or convert the village schools into public schools. You cannot have two opposite things at the same time. I do not say all this for the sake of criticism only. The drop-out rate of the children of Harijans and the Adivasis is very high and the main reason behind it is poverty. They have no houses to live in. Last time I had said that you should start a programme like food for education. Why not give the wheat to the children which is rotting in the godowns? If you give such incentives, then in my view the children of those Adivasis will be motivated to get education. With these words I support your education policy and I request that to achieve this aim, 'food for education' programme be implemented.

SHRI SARFARAZ AHMAD (Giridih) : I support the New Education Policy presented by the Government. The policies are never made bad. They are always good. But we have to see whether they are being implemented properly and that the people for whom they are made get the benefit. We have to pay attention to the fact that who is standing in the way of betterment of the people though Government is doing every effort in that direction. Who is creating obstacles in the way? We are moving forward and making progress. It is a good thing that our education policy is

changing with the time. In any developing country, which is making progress, a change in the education policy is essential. I want to draw your attention to the primary and the middle schools run by the State Governments. If the buildings are there the teachers are not available and if teachers are there then the building is not there. If there are ten teachers in a school you will find only four or five present and more than half the teachers are absent without leave. They come for a day and mark their attendance for the whole week. There is no one to check them and if the vigilance committee is there then we have to see if it meets or not. A sense of responsibility is needed to be developed among the teachers. They are to be made responsible because they are an important link in the progress of the country. Some very good ideas have been expressed in the New Education Policy. The idea of model schools is quite commendable. Arrangements are being made to adopt a uniform system of education in the entire country, irrespective of religion and caste consideration. It is a commendable idea.

Attention has also been paid to the education of women. Attention has been paid to the informal education of scheduled castes and scheduled tribes and adult education. There is a provision for ashram schools in the tribal areas which is a good thing and we should support it. I want to draw your attention to the backward areas of Chota Nagpur of Bihar which are predominantly tribal areas. There is one university in Chota Nagpur which is known as Ranchi University, while in the other areas of Bihar there are four or five universities. One more university is needed in Chota Nagpur area with the Headquarter at Hazari Bagh and its name should be North Chota Nagpur University. It should cover the backward and undeveloped areas of North Chota Nagpur and Santhal Pargana. One medical college and one engineering college is needed for North Chota Nagpur. I would like to draw your attention to this backward area because today the Government is doing something for backward areas. There is need for one more university for Chota Nagpur which is predominantly an adivasi area.

Vocational education, which is necessary, has also been mentioned in the policy. The most important thing I want to emphasise is that a sense of responsibility in the teachers is the most essential thing. Teachers are the backbone of our country and they play an important role in taking any country forward. With these words I thank you.

[English]

SHRI D.B. PATIL (Kolaba): As the time is very short my first point will be that elementary education should be universalised and Government has accepted this in the draft that it should be universalised. I am just putting the facts.

My second point will be that there should be autonomy for the State so far as education is concerned. Then I would like to bring it on record that I am opposed to all sorts of public schools, special schools and the schools envisaged in the Draft, viz., the Navodaya Vidyalayas. There are two types of educational institutions in our country. One is schools where all facilities like good teachers, good training prog instruments, good laboratories, etc. are available and there is the other type of institutions where no such facilities are available. Because of that there is a vast difference between these two types of educational institutions. So there should not be this sort of imbalance in the educational system itself.

The Government has announced that there would be universalisation of education. But unless and until it is supported by enough funds, this policy of operation blackboards is not going to succeed. It is a very good slogan, a very catchy slogan—Operation blackboard. There were many slogans like that like *Garibi Hatao* of 1971. But *Garibi* has not been *hataoed*. It is very much there. So also with regard to Operation Blackboard I have my own doubts because for the Seventh Plan the provision for elementary education that was recommended by the National Seminar was to the extent of plan and non-plan expenditure Rs. 23,199 crores. Perhaps the National Seminar had in mind the Operation Blackboard. To make it a success such

Shri D.B. Patil]

huge amounts are required. But if you go to the provision made in the Seventh Plan for elementary education, you will be surprised and you will come to the conclusion that unless and until allocations are made to that extent, the Operation Blackboard is not going to succeed. Then there was an estimate by RK Bhandari. According to him Rs. 21,200 crores will be required for elementary education. What was the actual position? The actual position is that only Rs. 1830 crores is provided as against Rs. 23,199 crores needed. If the Operation Blackboard is to succeed this type of meagre provision is not going to help. So I would like to request the hon Minister. Yesterday she has stated that by the end of the century, that is, by 2000 AD, there will be no illiterates in this country. I was very glad to hear it. But the extent of illiteracy is so high in our country and according to the plan draft that was circulated for discussion in the country, in the draft itself it was stated that by the end of the century 50 crores out of 100 crores of the population will be illiterate. If the extent of illiteracy is so big, the provision also should be that big; otherwise the Operation Blackboard is bound to fail. I do not wish that it should fail, it should succeed. For the success of the Operation Blackboard enough provision should be made. I am sure the Government will do it. Otherwise the neglected SC, ST and the OBC women are all likely to suffer in the near future. By the end of 2000 A D. there will be 50 crores of illiterates in our country. They will not have access to education because of the circumstances, of the party and other reasons. They were kept away from this field of education. In the Policy Statement on page 1, paragraph it is stated :

"The country has reached a stage in its economic and technical development when a major effort must be made to derive the Maximum benefit from the assets already created and to ensure that the fruits of change will reach all sections. Education is the highway to that goal".

It is very important. It has been stated that we have done something; all advantage

should go to the people who are underprivileged. Education is the highest goal. It is very important. Till now this highest option has not been open to persons who are illiterates, who do not have opportunity to go to the schools. If they have an opportunity to go to the schools, they are compulsorily dropped out because of the circumstances. Care should be taken that education which is the highest goal to achieve, reaches all the people. I would request that care must be taken to see that elementary education and higher education should be provided for all.

[*Translation*]

SHRIMATI SUNDERWATI NAVAL PRABHAKAR (Karol Bagh) : Mr. Chairman Sir, I am speaking with your permission.

SHRI C. JANGA REDDY (Hanamkonda) : Mr. Chairman, Sir, will you allow me to speak after her ?

MR. CHAIRMAN : That will be decided later on.

SHRI C. JANGA REDDY : Sir, I have been waiting since yesterday. Sir, I am the lone representative of my party in the House.

MR. CHAIRMAN : This is the advantage of being the lone representative that you have already spoken on all the subjects.

(*Interruption.*)

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : You have promoted education and effected substantial improvements. It is true that the standard of education has been raised everywhere. But in spite of it, I would like to raise some points. All the Members, while speaking on education, have made a common complaint that injustice is being done with the children of the poor and they spoke about their standard living and the short coming in their education.

I would like to draw you attention towards the primary and the Higher Secondary Schools of my constituency. A

large number of school-going children are there but if you look at the condition of the primary schools you would find that there is no arrangement of electricity and drinking water for the children and there is also no arrangement for their studies. You always see big schools where you can easily find good looking, well dressed and lovely children but I am sure that you have not seen what kind of education is being imported to the children in J. J. Colonies and slum areas.

Sir, yesterday our hon. Minister had told us that efforts are being made to ensure that the children of the poor may also get education in these schools.

You are leaving the House, please sit down and listen to me.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND HOME AFFAIRS (SHRI P. V. NARASIMHA RAO) : You can address me.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : I would like to say that education standard of our Public Schools, whether in Delhi or in any other place, is very high. On the one hand, you want to make those public schools accessible to the poor children but on the other hand, these schools are very expensive. Their fee charges are too high and their education standard is also very high. The students of these public schools wear expensive dresses and each dress must be costing at least Rs. 500. The fee in a public schools is from Rs. 150 to 250 per month. Will you tell me how a child of a poor family can study in a public school? You are trying to bridge the gulf between the rich and the poor children but it is not possible without making drastic changes. If you really want to give them good education and bring them at par with others, you will have to provide reservation for them.

I would like to suggest that students should not take part in politics during their student-life.

AN HON. MEMBER : They should take part in politics.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : They should not take part in politics. If we involve them in politics, their education will be disturbed. Education is a thing which cannot be stolen.

If we are educated we shall automatically make progress.

MR. CHAIRMAN : You confine to your own points.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : The students should not be subjected to physical punishment in the primary schools. The books should be made available at cheap rates to the poor students as well other students may be able to purchase them.

The teachers should be well paid. We should have sympathy for them because they prepare the future generation. Some capable and intelligent boys directly join I.A.S. after completion of their B.A. degree. The poor boys cannot do that.

Some children join the Government Nursery Schools and some join Private Nursery Schools. The children of Government Nursery Schools should receive the same attention which the children in the private schools receive.

Education for the women should be compulsory. If the mother is educated, she can take care of her children over their number be one, two or three.

MR. CHAIRMAN : Now you please conclude. Shri C. Janga Reddy.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : I have yet to speak a lot, you have allotted me very short time.

MR. CHAIRMAN : No, no, you sit down and explain to the Minister in person.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR . I am speaking on child education and I have to say one more point,

MR. CHAIRMAN : All are speaking on child education. You conclude within half a minute.

SHRIMATI SUNDERWATI NAVAL PRABHAKAR : What I want to say is that you must pay attention to the donation being demanded by public schools at the time of admission. The leading public schools demand as much Rs. 15 to 20 thousand donation for the admission of a child. How can the children of the poor be admitted in these schools, who cannot even make their both ends meet? How can they compete with these children? If you really want equality, you should either close-down these public schools or bring other schools at par with them.

SHRI C. JANGA REDDY (Hanamkonda) : Mr. Chairman, Sir, as soon as Prime Minister took over, he announced that changes would be brought about in the education system. I had expected that some new changes would be brought about and there would be some development and improvement in the country.

I had expected something new from the hon. Minister of Human Resource Development, but after going through it, I come to know that there is nothing new in it. It is like old wine in a new bottle which is being presented to us. We experimented with the basic education but to no avail. The idea of basic education or the rural universities, as envisaged by Mahatma Gandhi, has not been realised.

I would like to know from you as to what kind of education after matriculation leads to unemployment? You have pointed out all the drawbacks but no remedy has been suggested. You have pointed out the same thing which have already been pointed out by the Kothari Commission. Nothing has been said about women education. Merely a document has been given and we were called for discussion in the Committee. What is new in it? We can say that the idea of the Navodya Schools is a new one. I would request the Government to abolish the public schools which are meant for the affluent section of the society. I want that for every 5 to 10 villages, residential school should be opened for the adivasis.

You have admitted that the number of students between 6 to 14 years of age, is quite less. What are the reasons that your compulsory education has become a failure? When the children do not get even a square meal, how can they go for compulsory education.

Our education can be divided into parts i.e. Primary, Secondary and Higher education. You do not spend as much on primary education as on university education. You have told that only 77 per cent of the children between 6 to 14 years of age, are going to schools. But these schools do not have buildings, black boards and chalk pieces. Teachers do not come on time. The number of teachers has increased but there is no increase in the number of students. You pay only to teachers. What steps are proposed to be taken for this?

You have transferred this subject in the Concurrent List by a Constitutional amendment made during emergency. Since then, how much have you spent on it? Previously the allocation was six per cent and now it has been reduced to one per cent. I would like to ask how much amount you want to spend on education? How many Navodya schools you are going to open? What type of education you propose to impart in the Navodya schools and what would be the medium of instruction there? You are opening these schools for rich people, Government officers and the Central staff. What had happened to the proposal of Navodya middle schools? Last year this proposal was mooted but till now nothing has been done in this regard. You may take the help of X-ray of microscope but you cannot find any such school! When I made an enquiry from the collector, he told me that a proposal was submitted but it is still pending with the Central Government for approval. The reason given is that before starting the classes, buildings have got to be constructed. I want that you should open Navodya schools for the Scheduled Castes and provide free meal to the children from Government godowns. You should bear all the expenditure of five years primary education. The non-formal education is beyond my comprehension. Teachers appointed for adult education rarely teach. Nobody takes interest in it.

We want that Residential schools should be opened so that the children of Scheduled Castes and Scheduled Tribes may study these. Your proposal of merging medical and agricultural education with general education does not seem to be a practical idea.

I would request the hon. Minister that some concrete steps should be taken in respect of primary education and in addition to it, vocational education should also receive more attention. All the Industrialists should help the Government in this regard. If we want to enter the 21st century, we must improve our education policy.

With these words I thank you.

SHRI MOHD MAHFOOZ ALI KHAN
(Etah): Mr. Chairman Sir, I am very grateful to you for granting me 2 to 3 minutes to speak on the New Education Policy. Although I should have been granted 10 to 15 minutes yet I am obliged to you for whatever time you have given me.

The debate on Education has been going on for the last two days. In this connection I have to say that when a building is to be constructed, its foundation must first be made very strong. If Primary Education is not good enough then the child's foundation would be weak and it would affect his future.

In the villages, children roam about aimlessly in the absence of schools or colleges. Even if schools are established there, they are not provided any assistance. This is the State of our education. It is good that you are forming a New Education Policy, but it is also must be ensured that it is implemented properly.

In places like Delhi, we have seen that a person with meagre income is not able to get his children admitted in schools easily. Moreover, the schools have become so expensive that it is not possible for a common man to bear its burden. The various public and private schools in Delhi openly demand Rs. 25,000 as donation for admission. This is the situation there.

The Muslim schools being run by the minorities, neither get much aid nor receive any attention from the Government.

Again, the grant provided by the Government for the Scheduled Caste and Scheduled Tribe children, is misappropriated by the Principal and the teachers of the school. You must pay attention to this as education is a very important matter.

Today a common slogan is that English must go, but in this very House I have noticed that all the speeches are made in English. Moreover, the member who speaks in English is applauded and he can have his say in the House. The persons who speak in Hindi Urdu or any regional language are ignored. When the British left India, it was said that the English language would soon follow suit and therefore, we must speak in our own tongue. But nothing like this is evident at present. No doubt English is an International language.

ONE HON. MEMBER : You are also speaking in English.

SHRI MOHD. MAHFOOZ ALI KHAN : I am doing so because there are several Members here who do not understand Hindi.

Now I would like to submit some suggestions. You must pay attention to the Muslim educational institutions. Buildings should be constructed for these schools and scholarships given to the students so that they receive good education. It has also to be ensured that the children belonging to the Schedule Castes and Schedule tribes get the money which is allotted to them. If you go to the rural areas, you would find that the private institutions do not have any work and are centres of political activities. Today, every political leader opens a school because he has to utilize the services of the teachers during the elections. This is not a proper thing.

My constituency Etah is a backward district. You will not find any school, college or university there. You must attend to this as well.

With these words I conclude.

[*English*]

MR. CHAIRMAN: The Minister was to speak at 12.40, but now 15 minutes have already elapsed.

[*Translation*]

SHRI RAJ KUMAR RAI (Ghosi): I want that everybody should get an opportunity to speak on the Education Policy. The Minister of Parliamentary Affairs had assured us that all the Members would be able to express their opinion on this subject. Therefore, there should be no objection in extending the time for the discussion by one hour. This is a very important matter.

MR. CHAIRMAN: Many Members have spoken on the subject. Now the hon. Minister is going to reply.

SHRI RAJ KUMAR RAI: Sir, this would be an injustice with us. This is an important subject and we rarely come across such opportunities. Therefore, other hon. Members should also be given a chance to speak.

[*English*]

SHRI SUNIL DUTT (Bombay North West): This is a very important subject—education. So more time should be allotted to this subject and opinion of our other hon. colleagues should be taken before our hon. Minister speaks and given his opinion.

[*Translation*]

SHRI RAJ KUMAR RAI: Sir, the Minister does not have any objection to it.

MR. CHAIRMAN: It had been decided that the Minister would reply at 12.30 a.m.

[*English*]

THE MINISTER OF STATE IN THE DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI GHULAM NABI AZAD): Sir, I request that we may now extend the time for the discussion by one hour.

MR. CHAIRMAN: I think the House agrees to that.

MANY HON. MEMBERS: Yes, Sir.

MR. CHAIRMAN: So, the time for this discussion will now be extended by one hour.

[*Translation*]

SYED SHAHABUDDIN: Mr. Chairman Sir, I want to bring something to your notice. Yesterday, an hon. Member had made personal attacks on me on the floor of the House. I was not present at that time. Personal attack was made against me in my absence. I should be given an opportunity to speak in this regard.

[*English*]

It is completely unfair.

SHRI RAJ KUMAR RAI: This would be a wrong precedent. It was assured by the Parliamentary Affairs Minister also. Even in the House, he had given you the list and the Minister concerned knows about it.

MR. CHAIRMAN: The time for the discussion will now be extended by one hour more.

[*Translation*]

SHRI RAJ KUMAR RAI: Mr. Chairman, Sir, I am grateful to you for extending the time of the discussion on an important issue by one hour.

Our Prime Minister for Human Resources are considering the 150 year old policy formulated by Lord Macaulay. The Education Policy that they are farming would give a new direction to our system of education and it is very essential for the nation.

Sir, although the Radhakrishna Commission, the Mudaliar Commission and the Kothari Commission were set up, yet a proper educational policy has never emerged so far.

At present there are 5246 degree colleges 140 universities and lakhs of students study in these colleges. Therefore, a policy should be framed which is beneficial to all. Today, the Government is trying to provide a good system of education to all particularly to the poor, to the Scheduled Castes and the Scheduled Tribes and to other backward classes, we are very grateful for that. I agree that the policies in general are very good but the same cannot be said about their implementation. I am convinced of that.

[English]

This Government has the strong will power to execute its will.

[Translation]

And it would firmly resolve to fulfil its commitment to the nation.

But there are certain shortcomings in this regard. Most of the buildings of the primary schools in the country, have collapsed. The children study under the trees. Therefore, as a first step, buildings should be constructed for the primary schools and drinking water facilities should be provided as well.

The indiscipline among the teachers at the Middle-school level is such that howsoever much salaries may be granted to the teachers and howsoever favourable their terms of payment may be made, yet nothing desirable would ever happen. You have started the 'Operation Blackboard' scheme but the need of the hour is to improve the quality of teachers. Hence, you could initiate a similar scheme—the Operation Teacher—and ensure that they reach schools on time and teach properly. In addition, the various difficulties of the teachers should also be removed.

Hon. Shri Rajiv Gandhi and the hon. Minister for Human Resource Development sincerely wish to take the country forward, and that is why they have framed an education policy of a very high standard. This policy show that a lot of emphasis

has been put on vocational training and vocation oriented schools, so that they do not produce clerks who, as in past, would hunt for a clerical job after their education was over. This new Educational Policy would solve the problem of unemployment and help in controlling student agitations. Moreover, the people would receive proper and constructive education and in this manner, a very good solution to the problems of the entire nation could be found.

[English]

DR. PHULRENU GUHA (Contai) : I welcome the effort to create a new system of National Education based on partnership between the Centre and the States by the inclusion of Education in the Concurrent List. But the National Policy on Education should have a measure of flexibility to take care of the special needs of different States and backward areas. The school curriculum would help to promote national integration. There is a great need for proper vocationalization of education, suited to specific needs in specific areas. There is also great need to improve the quality of teachers.

We have the resources to meet the challenge of accelerated growth, social justice, modernization and self-reliance, but we need to recapture some of the idealism, and a clear vision of the future which characterized our freedom struggle.

The proposed system of education should have a mix of science and humanities, of manual and intellectual work designed to create good and responsible citizens who must have great faith in national integration, love for the country, and love for the people.

The narrow partisan politics have no place in education. Without curbing academic freedom and autonomy, education must be de-politicized.

I would suggest that an all-India Model Act be passed in Parliament, to avoid anarchy in the administration of universities. The national system should also evolve a national core curriculum for different

[Dr. Phulrenu Guha]

stages of education and principles of work-ethics and work discipline. The national Education Policy should assure that primary education would be universalized, illiteracy would be liquidated and adult literacy promoted. The number of teachers in the country is in lakhs. Many of them have gone into teaching, because they could not get alternative employment. A large percentage of teachers do not have the requisite background to teach the new thrust area. So in-service teachers training should be carried out most carefully and systematically.

I want to emphasise that so long as we are not able to reduce the ratio between teachers and students, the system of examination must continue.

I would like to say that there are some attempts in some of the States that examination will be eliminated in the lower stage. In different parts of the world, there is no examination. But in our country, we do not have that situation here. Last year, during the discussion on the Demands for Grants of the Ministry of Education, the then Education Minister accepted our suggestions that there should be a child care centre around each school.

Lastly, I emphasise that special care should be taken for women's education. For better enrolment of girl students, there must be a child care centre near or within a school where students can leave their brothers on sisters and attend the school.

N.C.C. students must motivate parents to send their dropout children to schools.

The women studies should be introduced in the curriculum not for girl students only but for all students.

Special care should be taken to educate girl students to make them self-reliant and from the beginning, they should know that they have equal rights in the society.

With these few words, I strongly support the National Policy on Education.

12.58 hrs.

[SHRIMATI BASAVARAJESWARI
in the Chair]

[*Translation*]

*SHRI K. RAMACHANDRA REDDY (Hindupur): Madam Chairman, with your permission I am speaking in Telugu.

Madam, I have gone through the national policy on education introduced by the Govt. with utmost care. After going through the policy. I have come to the conclusion that it does not contain anything new. Not only it does not contain any new innovations but also many things which were found in 'Challenge of education' are not there in this policy. His policy reveals the same old views on education. Not only the wine but also the bottle appears to be old. It is jugglery of words. The high sounding and flowery language is used in the policy document only to camouflage its shortcomings. Madam, I am of the opinion that many things which are mentioned in the policy document are very difficult to implement. I am doubtful whether this Govt. would succeed in implementation of this policy. Does this Government really intend to implement its policy honestly? Does the Govt. have at its disposal sufficient funds required for implementation of to new education system? Is the machinery of dedicated workers available for its successful implementation? I have my own doubts regarding the availability of the above to make this policy a success.

Madam, the primary education system is in doldrums. It is very discouraging. It is in a very bad shape. Let alone the taught, even the teachers seem to be ignorant. The teachers really do not know anything. It is a pity that the primary education is being handled by such ignorant people. Madam, it is heartening to note in the policy document that "the methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service condition of teachers have to be

*The speech was originally delivered in Telugu.

commensurate with their social and professional responsibilities and with their social and professional responsibilities and with the need to attract talent to the profession". If our hon. Minister Shri P.V. Narasimhan Rao succeeds in achieving this goal. I would congratulate and compliment him. Madam, in this connection, I would like to suggest one thing. Of course he knows it pretty well. It is not at all a new. Shri Gurajada Appa Rao, an outstanding poet of modern Telugu literature says Man! why boast of your patriotism. Reveal your patriotism through action by contributing something substantial to the country." So what I suggest to the hon. Minister, through you Madam, is that atleast in the field of primary education, something substantial should be done to improve the quality of education. He should prove that he believes in concrete action and not in empty words. Many things have been said in the policy. If not in other things, atleast in the matter of primary education the policy must be translated into action. He should see that capable persons are appointed as primary school teachers. If he could pick up right type of people as teachers to handle primary education, I would certainly congratulate him in achieving the noble task. I request him to implement the policy in letter and spirit. Then only our primary education can come out of shambles and look up.

13 h rs.

Madam, much has been said about the dropouts by the hon. Members who have preceded me. About 76% of the pupils are dropping out every year. The Govt. eloquently pledges to reduce the dropout rate. The Govt. says that it would bring down the dropout rate and increase the number of school going children. Madam, instead of resorting to hollow promises and claims, it is better to find the root cause for the dropouts. We should examine the reasons which are resulting in such a high rate of dropouts. In our villages, both mother and father go for work to earn their livelihood. The parents do not earn more than 10 to 15 rupees per day. They are leading a miserable life. When they go out to earn their livelihood, they tell their children who

happen to be 5 or 6 years old to remain inside the house to look after the babies or send them to graze their cattle. This is the position today in our villages. This is today the position in our villages. This is to main reason why the dropout rate is so high in our country. The drop outs are linked with the economic conditions. To decrease the dropouts, it is necessary to better their financial position. Without that, the problem of dropouts cannot be solved. So it is necessary to better the economic conditions of our rural poor. Now the rural poor cannot expect to get more than Rs. 5/- or 10/- as wage for their hard labour. So their economic status should be raised first. The Govt. should take steps to eradicate their poverty, if it wants to increase the literacy among them. So I request the Govt. to see the problem of dropouts and poverty conditions together and ensure that steps are taken to increase their income. It should view it as an economic problem. Madam, I would like to quote Bhartruhari who says "However learned one may be, if he has on sense of proportion, his entire learning is useless". Education is useless if it does not teach the sense of proportion.

This national policy on education is good. It is very difficult to formulate a policy which is acceptable to all. True I too do not agree with some of the points mentioned in the document. Even then, I request the Govt. to implement this policy sincerely. This policy should not remain on paper only. It should be translated into action. It will be useless if it is not implemented in letter and spirit. As the education without sense of proportion is useless, the policy document, if not implemented properly, will prove to be utterly useless. I hope, the Govt. would implement the policy in letter and spirit with all the sincerity and sense of purpose.

Madam, thank you very much for giving me this little time and conclude my speech.

SHRI VIRDHI CHANDER JAIN (Barmer) : I shall be brief. The national education policy formulated in 1968 contained wide details but the present policy

[Shri Virdhi Chander Jain]

is quite distinct from the earlier one and the various aspects have been dealt with briefly.

On this occasion I wish to say that an education policy which does not build character and qualities of head and heart is not capable of turning out good citizens. Therefore, it is essential to have a balanced education policy. Balanced policy means that besides physical and mental development, efforts should be made by development as well as emotional faculties also. And in my view if we take some concrete steps in this direction then this system of education will be a success. Its success depends on its implementation.

The second thing I want to point out is that in the Sixth Five Year Plan, outlay for education was Rs. 2,530 crores i.e. 2.6 per cent and in the Seventh Five Year Plan it is Rs. 6,383 crores i.e. 3.5 per cent. There is need to increase it to 7 per cent. Special attention is being given to vocational education and for it there is a provision of Rs. 304 crores. There is a provision of Rs. 54 crores for training and Rs. 124 crores for the State sector. We want to improve the vocational education and to promote the 10+2+3 system but we would not achieve success due to paucity of funds. The most essential thing is to have competent and honest teachers for the primary education. The primary education can never progress unless we pay attention to this aspect.

The second thing I want to say is that this non-formal education can never succeed. It brings down the standard of the students and makes them inefficient. So, nonformal education should not be continued in any circumstances.

About adult education I want to say that its implementation is not being done in a proper way. Therefore, even after spending crores of rupees the results are not visible. If you want to spread adult education, full attention will have to be paid to its implementation.

With these words, I support this new education policy. I hope you will pay attention to the points raised by me in the short time granted by you.

[English]

SHRI CHINTAMANI JENA (Balasore):
I rise to support the new national policy on education.

I request to those who are opposing it, to look and consider the constitutional obligations of the Union Government, when this is being included in the Concurrent List. The national education policy is the most essential for national integration and unity specially when we are facing challenges from anti-national, separatists and communal elements. This policy is aimed at minimising the gigantic unemployment problem which we are facing now. The children from primary schools should be taught about environment, pollution of water, air, earth, etc. The new system will provide more scope for spreading the education among the Scheduled Castes and Scheduled Tribe population. I would suggest that, in the primary schools which are located in SC&ST and backward areas, hostel accommodation should be provided, so that drop-cut will be checked. It will be helpful for universalisation of education.

The expansion of women education is the most essential. I would suggest that the college and school fee for girl students from primary to post-graduate stage, should be free. In this connection the State Government of Orissa is proceeding ahead. I would request the Union Government to come to their rescue.

Along with vocational education till plus 2 standard the higher education (Plus 3) should be qualitative. The UGC should finance adequately all those institutions which will impart plus 3 education.

I would suggest that in the Navodaya schools three-language formula should be adopted as the medium of instruction. The present system of examination should be stopped. I would request that the system which has been introduced in the Inter-

national Centre of Education at Pondicherry be introduced everywhere. I have no time ; otherwise, I would have elaborated the system prevailing there.

Some of the hon. Members from the opposition are asking as to why the system is going to be implemented within a short period of 8 months of public debate. This shows the eagerness of the Government to implement all progressive measures as early as possible. This shows the political will and determination of mind of the Government to implement it as early as possible.

Compulsory physical education and NCC should be introduced from the secondary school stage to college stage. More remuneration should be provided to the Instructors in non-formal schools and also for adult education.

This is a very costly education. For this I would suggest that all the citizens of this independent country from the age of 18 to 50 should have voluntary labour for one day in a year for successful implementation of this scheme or in lieu of that, a minimum wage of one day should be contributed to fulfil the ambition of this new education policy.

With these words, I conclude.

SYED SHAHABUDDIN (Kishanganj) : Mr. Chairman, Sir, thank you very much. I shall be absolutely brief and to the point(Interruption).

MR. CHAIRMAN : You try to conclude within three minutes.

SYED SHAHABUDDIN : I will try to do that.

Madam, the educational pyramid today is standing on its head and I would like to plead with the hon. Minister to reverse it. I would also like to state that the national consensus today is for universalisation of education, at least up to the secondary stage, and against any element of elitisation in the education process. For this, the nation must have a clear target that we shall have

by a certain date—let it be the year 2000 A.D. if we cannot manage it earlier, but let us stick to that target—compulsory primary education for every child in the country and that every adult living in our country at that point of time shall be within the orbit of literacy. For this it is essential that there should be a reallocation of national resources. Therefore, at least ten per cent of the national budget at the Central level and 30 per cent of the budget at the State level must be allocated for education.

The paper speaks about comparable quality of education. This can be a misnomer. This can even be a fraud on the people of India. Comparable cannot mean uniform, cannot mean equal. I would, therefore, like to plead with the hon. Minister that we must promise to our people that every child in our country shall receive education of uniform and equal quality.

As far as the medium of instruction is concerned, I would like to emphasise that at the primary and the secondary level, the medium of instruction must be the mother-tongue and enough teachers must be trained for these levels to teach through the languages of these groups, that is to say, including the minority languages that may be prevalent in a particular area. A lot of distortion has crept into the implementation of the three-language formula. The first language must be the mother-tongue, the second language can be the regional language for those whose mother-tongue is other than the regional language and for other children it can be any other Modern Indian Language, and the third language can be either English or the national language or an other Modern Indian Language. But this needs to be reasserted and defined with clarity. I find that the paragraph relating to minority—paragraph 4.7—is very inadequate and I would like it to be strengthened, and I would like to say that educational institutions, in the spirit of the instructions issued by the late Prime Minister Mrs. Indira Gandhi, should be established in areas of minority concentration. They are backward educationally and the only way to bring them up is to lay down a national norm that for a certain quantum of population, we shall have one primary

[Syed Shahabuddin]

school or we shall have one secondary school or we shall have a college and that must be established in all the areas of our country without any exception.

Also we need to look into the school culture, the ethos of the school so that it represents the composite culture of our country, it represents truly our national identity which is a contribution of all the religions of all the languages and the cultures that have come into India from time to time. In this regard, I would like to stress particularly the role of the history textbooks and the textbooks of literature of all languages and the textbooks pertaining to social studies. The textbooks of these three subjects need to be scrutinised with great care to see that they contain material which would really lead to the evolution of Indian personality, to the evolution of a truly secular personality, to the evolution of an Indian mind.

The paper in many places speaks about informal education. Yes, by all means, let us have informal education, but only as a transient measure, not as a substitute for formal education. Otherwise, we shall again divide this country into two parts. I would like to plead that the poor families must be subsidised in order to compensate them for the earnings of the children so that the drop-out rates can be reduced.

And, finally, Madam, I would plead very strongly with the hon. Minister: Let us take the bull by the horn. This country shall not be divided into two nations; this country shall not be divided into two cultures. We should abolish Public Schools. And, about the Navodaya Schools which you are contemplating, all sections of society should have equal access to them without any discrimination whatsoever. Then alone we shall fight the scourge of elitism which is destroying our social character and introducing inequalities in our society and disparities between classes of people. If we want to create an India in which all children shall have access to good education, to the resources of mind and the resources of culture, to human heritage, then, let us do away with this elitism which is inherent in the present concept of this Navodaya

School System. If you are going to have only one school in each district, who will go there, Mr Minister? That is what I want to know. Thank you.

[Translation]

SHRI DILEEP SINGH BHURIA (Jhabua): Madam Chairman, I congratulate Mr. Prime Minister for the discussion on the education policy for the first time after 38 year of independence. I am confident that this New Education Policy will be more beneficial and the credit for it goes to our hon. Education Minister, Shri Narasimha Rao. I would like to say something about the tribals and especially of my district Jhabua. The total population there is 7 lakhs and 98 thousand and 91 per cent of it is rural population Adivasis and Harijans constitute eighty seven per cent of the population. The education percentage is only 10 and after 38 years of independence only 3 per cent are educated. Now I want to say to the Hon. Minister that there can be no development unless a special education scheme is chalked out for the Adivasi areas. I have got the figures of many Adivasi districts but I do not want to go into those figures. They are still cut off from the mainstream. If you want to educate them, you will have to open ashram type schools in every village panchayat. These should be residential type of schools. Some incentive will have to be given to their parents because they are poor people and cannot educate their children. They will respond only when they are given some help. After independence, 90 per cent people do not know English and only 10 per cent people were trained to run the administration and enjoy the privileges. I want to tell the hon. Minister that the public and the private schools in our country turn out such persons who hold the reins of office and exploit the people. If you want to integrate the country, then you will have to make education a union subject and it will have to be nationalised. The present education system has encouraged regionalism and linguistic chauvinism. These trends can prove to be very dangerous for the country. I want to tell the Education Minister that the present system of education makes the poor poorer and the rich richer. You will have to abolish this system. We have to formulate

the education system according to our needs. We shall have to bring diversity in unity. We shall have to encourage the feeling that we are proud of being an Indian. Pt. Jawahar Lal Nehru and Shrimati Indira Gandhi had also criticised that the information about our plans did not reach the villages. The basic reason behind it is the system of education. I would request the Education Minister to bring radical changes in it because India can be strong only when the foundation is strong.

If our education policy is weak, it can lead to problems in future. I thank the hon. Minister for the New Education Policy but more changes are needed to be made. With these words, I support this education policy and thank you also.

SHRI M. L. JHIKRAM (Mandla) : Madam Chairman, there had been extensive discussion on the education policy. This subject is so important that it can be discussed for months together. I want to draw your attention to some suggestions. In fact the development of man and a nation depends on the education. Teacher is the pivot of education. The quality of education is directly linked with the teacher. When we build a house, we look for a skilled mason, for forest work a person trained in forestry is employed and for the post of 'patwari' we take a trained person in that field. But it is a matter of great regret and surprise that no training is given to the people who are supposed to build the nation. It is possible that in the past training was imparted but at present no training is given. The Government and the public are responsible for it. Now from where to get teachers? When interviews are held, such candidates appear who have no knowledge of the subject and they become teachers. They occupy the sacred seat of 'Guru' the dignity of which has been depicted by Kabir in the following words :—

*Guru Gobind Dono Khade Kake Lagun Paye.
Balihari va guru ki jisne Gobind Dio Milaye.*

Ordinary persons occupy this important position and educate the tiny tots who are the future nation builders. They are to become leaders and scientists but their teachers are ordinary persons who are to

tally unaware of their responsibilities. How can we make any progress and to what extent? Whatever good policy Government may frame and may equip the school with all the facilities yet if the teacher is not trained and does not have any grip over his subjects, then what would he teach. I request you to hold written tests for the recruitment of primary school teachers to find out if he know all the subjects and after the examination he must be trained. He should know the child psychology. How many people know about child psychology and this education system? They know nothing and yet they are appointed teachers. The results are before us in the shape of fallen standard of education. The only reason for it is that the teachers are not competent. I would draw your attention to the fact that recruitment of teachers should be very strict so that dedicated and competent teachers are appointed.

For example, howsoever good the vehicle may be, but if the driver is not trained he would not be able to drive and would meet with an accident. The same is the case of our teachers. They are not trained. So my only request is that serious attention should be paid to the training and selection of teachers.

The second thing I would like to say is that the fee charges in private schools are high and these should be lowered. And there should be provision for pension and gratuity for the teachers of private institutes. I express my sincere thanks for the time granted.

[English]

PROF. SAIFUDDIN SOZ (Baramulla) : Madam Chairman, I have no desire to speak on this motion except that I want to simply pose a question. I felt one with Mr. Shahabuddin on many points. Universalisation—Yes and on many other points.

This is a document of great assertions. In Kothari's time when they were formulating the recommendations there was a great urge for the people who wanted to make recommendations. In the post-Kothari period, several documents appeared and r

[Prof. Saifuddin Soz]

felt convinced that the entire phraseology has been copied and these assertions are not accompanied by the necessary urge. But I wish the Minister well. He has organised... .. (Interruption) You want me to speak in Hindi.

[Translation]

When you are insisting, I shall speak in Hindustani.

SHRI SULTAN SALAHUDDIN OWAISI (Hyderabad) : No, Hindustani is no language. You please speak in Urdu.

[English]

MR. CHAIRMAN : No interference please.

[Translation]

PROF. SAIFUDDIN SOZ : Madam, I want to say that I have a keen desire that the entire system of Education in India should be overhauled and Shri Narasimha Rao also expresses the same thing. I have all respect for Shri Gandhi's intentions. When I went through the document, I found that it lays claim to certain things but without any logic. I do not have much time. But as already mentioned, I want to raise a few questions. Besides, I offer my good wishes to Shri Narasimha Rao as he is responsible for education in India. Our greatest problem is that no importance is attached to education. It is evident from the attendance in the House and if I raise the question of quorum, it will lead to embarrassment because once earlier also the House was adjourned because of me. If I raise the question of quorum, the people sitting in the Central Hall would rush here and quorum would of course, be there. But out of 550 Members not even 50 members are present at a time when the fate of the country is being decided. Shri Sunil Dutt has been kind to raise his voice, which is very effective, to extend the time for discussion by one hour. When I visited the U.S.A. and the European countries, I found that full attention was

given to child education there. When they do not want a child, no child is born but if a child is born, all the necessary arrangements are made in advance, regarding its bringing up and education. This spirit is not found in India and the people here do not give that much attention towards child education.

Much has been said about the modernisation of the Child-education and making them good citizens of the country. But in fact there are no proper facilities for education at any place. There is a mention of women education in the document but there are no concrete proposals in this regard. You have also made broad education programme for adult education but that too is not clear. I would have supported you had you formulated a women literacy programme and mentioned about functional literacy. You also talk of 90% habitations and opening of schools at every km. but have you ever tried to enquire about the facilities available there. 97% of the children go to schools but what are the conditions there. Some schools do not have blackboards and others do not have mats to sit on and as Shri Janga Reddy was telling some schools even did not have buildings. Shri Syed Shahabuddin has suggested that the Public schools should be abolished but a bill is already lying pending before the House in this regard. It was placed in 'B' Category and so far as B.A.C. is concerned.

[English]

It should go on the record of the Parliament because I did not go before the BAC. So my proposal is that you should abolish the private and the public schools in India. Because you speak of democratisation of education, we want the public schools to be abolished.

Then you talk of democracy in education. Since I said that I had no intention to speak on this, I will pose question and hon. Mr. Narasimha Rao must answer it. I have no vested interests in education. My question is this. The Ministry has succeeded in only one thing. That is, organising some seminars. You said that the debate took place at the all India level. I differ with you. This is was not a debate. Where is the question of debate? You organised one

successful seminar. I do not remember. Many seminars I attended. The Minister needs to be congratulated for organising such seminars. My question is : would the Minister now when he speaks—because I have come only for this, and that is to hear the Minister's reply and that has been my aim yesterday and to-day also—kindly let me and others know what are the recommendations of these seminars which you have successfully organised, and which you have incorporated in this document. As far as myself, I do not find the reflection of any major recommendation, not to speak of the detailed recommendations. The only hope that is there is—the hon. Minister should kindly heed—and there is only one hope and I wish him well so far as implementation is concerned. There is only one hope and that hope is this. They must care to listen to the expert advice in the country. So far I am convinced that this document reflects no major recommendations formulated at these seminars.

[*Translation*]

*SHRI G.S. BASAVARAJU (Tumkur): Madam Chairman, for more than ten hours we have discussed the New Education Policy and I am very glad to support it. Even after 38 years of Independence we have not achieved good progress in the field of education. In our present educational system certain sections especially the poor and the down trodden have been completely neglected. Therefore our Prime Minister Shri Rajiv Gandhi and the hon. Education Minister have come forward with this new education policy. The document has commendable objective and therefore I appreciate and support it.

It is high time for our educational system to lay greater emphasis on moral and spiritual aspects I do not mind even if subjects like history and science are neglected to some extent. But moral education must be an integral part of the curriculum of the new policy. Great philosophers, saints like Ramakrishna Parama Hansa, Swamy Vivekananda, Bhakti Bhandari Besavanna, Shankaracharya etc. and their life histories

should find a prominent place in the curriculum of the new education policy. Their contribution to the nation and the world should be explained to the students in educational institutions.

In the new policy the primary education is of five years duration. Out of this period at least half should be devoted to teach unity, integration and cultural heritage of our country. Total duration of school education is of 10 years duration i. e. 5+3+2. In rural areas the students find it very difficult to continue their studies after high school. Therefore duration of study in to high school should have been for three years to encourage poor students to study in the remote villages.

About 70% of the people of country live in the villages, whose main occupation is agriculture. Agriculture is the backbone of our country's economy. Therefore, children of agriculturists should receive proper and useful education. They should be taught and trained in technical education. They should be guided to know how to repair agricultural implements. In the primary school the principles of Mahatma Gandhi's basic education must be taught. In all the educational institutions there should be reservation for to wards of the agriculturists. An agriculturists' son may not get the same educational facilities as the son of an IAS officer. Hence reservation for to rural children must be ensured.

I urge upon the hon. Minister to appoint only lady teachers in primary schools, Male teachers cannot do justice in teaching primary school children. On the other hand female teachers have the required capacity and desire to teach the primary classes. They have more devotion and dedication in addition to love for the children.

Another important aspect is to appoint the suitable candidates as teachers. Persons with high intelligent quotient, and efficiency should be selected to carry on noble profession. The present trend is that those who are rejected in all other fields take up to teaching. This is more desirable trend

*The speech was originally delivered in Kannada.

[Shri G.S. Basavaraju]

because the future of our nation lies in the class rooms. Caste should not be the basis for selection of teachers.

Many students of today do not know who was Mahatma Gandhi and some of them say that late Smt. Indira Gandhi was the daughter of Mahatma Gandhi. They do not know about Subhas Chandra Bose and the history of our freedom struggle. In some institutions regionalism, casteism and rigid religious mentality have cropped up.

Therefore selection of teachers must be good. Quality of teachers should improve. Such a responsibility is on the shoulders of our hon. Minister I hope that he will do his best to give a new and progressive educational system of our country.

Madam, I thank you for giving a chance to express my views and with these words I conclude my speech.

SHRI P. NAMGYAL (Ladakh) :
Madam Chairman, the New Education Policy will benefit the remote backward areas because it has the blessings of the hon. Prime Minister and hon. Minister has also made a lot of efforts in preparing the document. The solution to our problems is envisaged in this document. I congratulate you for it.

It envisages setting up of schools at every km. for 90% population. But it applies to plains only. The distance is more in cases of remote, backward or hill areas. This is according to national average only. But that is not our problem as we have reached a stage where we have a school in areas where there are only 10 or 12 school going children. But there are small hamlets which have only one or two or three families and it is not possible for the Government to open schools in such villages.

You have a programme of Navodaya Schools, in which good children of other schools would be admitted. But there are district head-quarters and difficult areas where hamlets comprising 2 to 3 families are located at a distance of 50 to 100 kilometres from each other and no schools are available

there. Government should bear all the expenses for education or in respect of such children. There the people are very poor; they hardly get a square meal.

For such children, upto the age of 14 there should be residential schools in district headquarters, which has also been mentioned in this Policy.

You are allowing me only three minutes to speak on the document which you have prepared with great effort I feel, by doing this, you are not doing justice with this document.

I shall suggest that all the private schools should be nationalised and converted into Navodaya schools. This has also been suggested by my colleagues. Because only the children of the rich and the influential people can go to these private institutions. The children of poor cannot get admission in these schools. Therefore, I would suggest that these schools should be nationalised. Everybody should be given an equal opportunity to have education.

The document, which has been presented should also be implemented properly. You should issue directives to the State Governments in this regard and must monitor its implementation from time to time.

It is stated in your document that the schools in remote areas will have two teachers instead of one. We have been demanding it for a long time Besides, you should also make a Cadre for them. You should provide better grades to the teachers who are posted in such areas so that they do not face any frustration. Actually what happens is that the teachers just go to the classes but do not teach the students properly. In order to remove their frustration, you should enhance their scales of pay and introduce efficiency bar and prescribe qualification so that good teachers go to remote areas and the children of these areas could get good education.

Education through T.V., is a welcome step. It is not possible to instal T.V. sets everywhere in remote areas. You should provide a special satellite antenna and a

T.V. set running with solar energy in every village, which could be directly linked to Delhi. Only after this arrangement, can the people of tribal areas understand the vastness of India. When somebody tells them that earth is round they just laugh at it. They think that earth is flat.

In the end, I would like to say that the proper implementation of this document is very important. This is a very good document, for which I congratulate hon. Prime Minister and the Minister of Human Resources.

[*English*]

SHRI SARAT DEB (Kendrapara) : Madam, After going through the National Education Policy Paper, I am reminded of the phrase "if wishes were the horses, then beggars would ride". Because I cannot understand what is the sense that this policy has when this country is being ruled by one party right from the beginning till now.

Why I say this is because they have mentioned that for the implementation of this policy, there will be a lot of requirement of funds. I still have doubt, as some of the Hon. Members from the Treasury Benches also have said, while welcoming this, that there is always a proviso "if this is implemented".

I want to bring it to your notice that they have referred to the policy of 1968 where it was said that as soon as possible, the funds should be raised to 6%. But after a lapse of 17 years, this Government could not reach the target of 6%. Then, Sir, what they are talking of the new education policy how are we going to accept that when the Government did not earlier implement it.

Secondly I want to bring to your notice that till now education is being treated as a non-plan scheme in the State. When there is a directive from the Finance Department to cut down the expenditure on the non-plan side how they propose to include until and unless it is included in the plan sector!

How they will implement it! So, they themselves are contradicting. First when this Government came into power they said they are against capitation fees but here as far as resource mobilisation is concerned they say that we will raise it through donations and other charitable institutions to manage the institute. I cannot understand it. Those who were speaking against public schools should know that almost all the public schools in this country are run through donations and charitable institutions. Again you are doing the same thing. On the one hand you are saying that capitation fees should be abolished whereas on the other hand you say in order to put up such institutions you raise the donations through individuals and charitable institutions. I would like to remind my hon. friend, Mr. Sunil Dutt that while he was speaking yesterday he was referring to Gandhian principles. He forgot that the basic principle Gandhiji preached was : Do what you say. But while speaking he was referring a lot to the rural areas whereas he admitted that he got his son admitted to St. Lawrence School.....

13.47 hrs.

[MR. DEPUTY SPEAKER *in the Chair*]

SHRI SUNIL DUTT : Sir, let me correct. I compared my own education to the education of my son. I do not tell lies but there are people in the Opposition who never mention where their sons were studying and here they talk about schools for the poor people. I want to know where their sons are studying? I admit it that I come from a village. I studied in a small school in a village but I could afford my son over there. (*Interruptions*) I am a nationalist. I do not talk about religion.

SYED SHAHABUDDIN : I do not want to reply to this ** He called me all sorts of things yesterday. I was not present here. He is a new Member. He does not know the courtesy to be shown to other Members. (*Interruptions*)

**

**Expunged as ordered by the Chair.

MR. DEPUTY-SPEAKER : Nothing will go on record. Mr. Shahabuddin, if you go on shouting I will name you.

*(Interruptions)***

MR. DEPUTY-SPEAKER : Nothing will go on record. Please take your seats.

*(Interruptions)***

SOME HON. MEMBERS : He must withdraw.

SHRI SUNIL DUTT : It is unparliamentary.

MR. DEPUTY-SPEAKER : If there is something unparliamentary I will expunge it. Please listen to me first.

(Interruptions)

SHRI SUNIL DUTT : Sir, I take a very strong objection to what he has said. *(Interruption)*

MR. DEPUTY-SPEAKER : You please take your seat first. What is the use of shouting at each other like this.

(Interruptions)

MR. DEPUTY-SPEAKER : Please take your seat first.

SHRI SUNIL DUTT : Mr. Deputy-Speaker, he has to withdraw his words uttered by him in this august House against me. *(Interruptions)* It is a shame.

MR. DEPUTY-SPEAKER : You please take your seat. The hon. Minister is on his legs. He will explain the position.

THE MINISTER OF STATE IN THE DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI GHULAM NAVI AZAD): Mr. Deputy-Speaker, Sir, since the word uttered by him is an unparliamentary word—it is most unfortunate and unbecoming on the part of the Member of Parliament on the

other side—I would request through you, Sir, that the hon. Member should withdraw his words and apologise to this House.

SYED SHAHABUDDIN : I am prepared to withdraw what I have said today provided whatever the hon. Member said yesterday is also withdrawn by him. He attacked me in my absence. *(Interruptions)* Whatever I have said today now will remain on record. I stand by what I said and he has no business to attack me in the manner he did yesterday. *(Interruptions)*

SHRI SUNIL DUTT : What all I said yesterday in Parliament is on record. *(Interruptions)*.

DR. G. S. RAJHANS (Jhanjharpur) : Today he has said ** and he must withdraw that word.

SHRI GHULAM NABI AZAD : Sir, he should withdraw that word.

PROF. MADHU DANDAVATE (Rajapur) : Sir, I think his greuse is justified. Sir, we would not like any Member of this House to be described in any manner which is unparliamentary and defamatory. At this stage I do not want to justify it and I would like to assure you that such words which will be unparliamentary will be withdrawn. There will actually be no difficulty. Try to understand the background why it has happened. Sometimes Members make remarks under provocation. Yesterday for instance, without any malaise or any intention, hon. Member, Mr Sunil Dutt, while speaking in this House made a reference to the hon. Member, Syed Shahabuddin. There was a reference that he said that I am a Muslim and I will live as a Muslim. Sir, I have carefully gone through the proceedings. In the past, the tallest man in this country like Maulana Abul Kalam Azad and Dr. Zakir Hussain said in this very platform and elsewhere "I am proud to be a Muslim and I shall die as Muslim". Those men always believed that there was no conflict in being a devout Muslim and a devout Indian and there is no conflict between the two. Dr. Zakir

**Not recorded.

**Expunged as ordered by the Chair.

Hussain referred to it so many times. In one of the functions in Yusuf Ali Centre, he said "as a devout Muslim, I would like to say that I don't find any conflict between I being an Indian and I being a devout Muslim". Mahatma Gandhi once said "If I had not found the Heavens in Hinduism, I would have committed suicide". But then he said "Between my Hinduism and my Indianhood, there is no conflict". Unfortunately, out of the hon. Member's utterances, some misunderstanding is there. I would only request you that you should go through those proceedings of yesterday and if there is anything that may caste aspersions on Syed Shahabuddin, that should be removed after examining and you can call Mr. Sunil Dutt in your chamber and explain the position. At the same time, I would also request Syed Shahabuddin that since everything has arisen out of those remarks, though he is a Member of my party, I shall request him that there is no harm—if any word has been used, that will not fit in with the dignity and decorum of this House—there is absolutely nothing wrong in withdrawing that word.

(*Interruptions*)

MR. DEPUTY-SPEAKER : It is regarding the word only ; the other things I will go through.

SYED SHAHABUDDIN : Without any malaise, I have already explained my position. He attacked my educational background, he attacked my being a Member of Parliament, he attacked my profession and my religion.

MR. DEPUTY-SPEAKER : I do not want all that discussion. Please take your seat. Listen to me what I am saying..... (*Interruption*).

SHRI SUNIL DUTT : I can guarantee this man is telling a ** He has taken an oath here..... (*Interruptions*).

PROF. MADHU DANDAVATE : Through you, I will appeal to hon. Member, Shri Sunil Dutt, let the matter be left then and there. He has said it and as far as the record is concerned, you would go through it.(*Interruptions*)

SHRI SUNIL DUTT : It is not for you or for your party, but for that Member to withdraw. How can he call a Member of this august House here as ** How can he call him **

PROF. MADHU DANDAVATE : Those words should be expunged. I am myself demanding. But the other record also will be gone through..... (*Interruptions*)

MR. DEPUTY-SPEAKER : Listen to me. Take your seats. I want to say something about it.

Expunging is no problem and I can expunge whatever is unparliamentary. But the point is that they are requesting the hon. Member to withdraw those words which are unparliamentary. Shri Sunil Dutt raised certain matters. It is there. I will go through the record. If there is anything objectionable, I will expunge.

PROF. MADHU DANDAVATE : That is all he is demanding.

MR. DEPUTY-SPEAKER : That I will do.....(*interruptions*)

DR. G. S. RAJHANS : He has used certain unparliamentary words against an hon. Member. Will you kindly allow me also to use certain unparliamentary words and then you expunge them?....(*Interruptions*)

SHRI SUNIL DUTT : He has used unparliamentary words for me. He has insulted me in this august House..... (*Interruptions*).

MR. DEPUTY-SPEAKER : I request all the hon. Members that when they are speaking on the subject, they should try to avoid this kind of reference personally. Secondly, whatever has happened, I will go through the complete proceedings. If there is anything objectionable, I will expunge. Secondly, Shri Shahabuddin in his emotions has used certain words against the other Member ; that is not nice. Therefore, it is my personal request to him to withdraw those words.

**Expunged as ordered by the Chair.

PROF. MADHU DANDAVATE : As far as the religion is concerned, the sentiments are very important. For instance, if one says "I am proud to be a Muslim and I shall live as a Muslim" and if anyone makes any light comment on that and if that is posed as something contradictory to one being an Indian, it would be considered a greater insult. I, therefore, request you to kindly go through all that.

MR. DEPUTY-SPEAKER : I will do that. The difficulty is about the word used by the hon. Member.(Interruption)

SHRI SUNIL DUTT : I never used any unparliamentary words against him..... (Interruptions).

PROF. SAIFUDDIN SOZ : We agree with Prof. Dandavate.

DR. G. S. RAJHANS : He has abused Shri Sunil Dutt. He should withdraw his words.

[Translation]

PROF. SAIFUDDIN SOZ : We admit it.

14 hrs.

[English]

(Interruptions)

PROF. MADHU DANDAVATE : Shri Sunil Dutt has said this thing Yesterday. I may read out to you :

"When the Muslim Personal Law was discussed one of the most honoured members of Parliament Shri Syed Shahabuddin said, I am a Muslim, I will live in this country as a Muslim.' How can an hon. Member of this Parliament say like this."

Is there anything wrong in what Shri Shahabuddin said ?

(Interruptions)

What is the conflict between being a Muslim and also an Indian? Is this unparliamentary ?

(Interruptions)

Please listen to me. I am only quoting from what you have said. Please listen to me :

"How can an hon. member of this Parliament say like this? He may be a Muslim and he must live as an Indian. He was in Foreign Service. Is this the way how he was representing our country? Is this the education that he has got in this country? Is this how he takes the country to the 21st Century? Our Prime Minister with all his vision, has made this policy on paper for it to come to reality. But if people like my hon. friend are there in this country and Parliament, then this will not become a reality..."

(Interruptions)

If I say that I will live in this country as a Muslim, there is nothing wrong. Many stalwarts in this country have said that there is no conflict in being an Indian and a Muslim... (Interruptions)

MR. DEPUTY-SPEAKER : Their approach is like that. But if a member gets emotional and uses such words in the Parliament, then it is not good.

PROF. SAIFUDDIN SOZ : But can he use such words as "Is this the education he has got" and all that ?

SHRI SUNIL DUTT : Why should he call me a ** I have the right to express. Did I call him **

PROF. MADHU DANDAVATE : When I am agreeing with you, why are you differing with me ?

(Interruptions)

** Expunged as ordered by the Chair.

SHRI V. KISHORE CHANDRA S. DEO (Parvathipuram) : Mr. Deputy Speaker Sir, objection has been taken to certain words which have been used by hon. member Syed Shahabuddin. Now as my hon. colleague Prof. Madhu Dandavate asked you to go through the record and remove those words.

MR. DEPUTY-SPEAKER : Which words ?

SHRI V. KISHORE CHANDRA S. DEO : But what I would like to impress upon you is that when there is an affront or an assault on somebody's religious sentiments those words cannot be used, because it may hurt his feelings. But what is more insulting is when an assault is made on religion. In a secular state...*(Interruptions)*.

MR. DEPUTY-SPEAKER : That is all right. He can oppose it.

I am not saying that whatever he had said is correct.

(Interruptions)

SHRI SUNIL DUTT : I call myself a Hindu but I am proud to live in this country as an Indian.

(Interruptions)

SHRI V. KISHORE CHANDRA S. DEO : Why did these members vote for that Bill day before yesterday, if they are so against*(Interruptions)*

MR. DEPUTY-SPEAKER : Order please. The Minister is on his legs. Please listen to him.

THE MINISTER OF PARLIAMENTARY AFFAIRS AND TOURISM (SHRI H.K.L. BHAGAT) : I am sorry Sir that heat is being generated here today, the last day of the Session. I would not like and none of us would like any heat to be generated. I would like to say that everybody is free, whether he is a member on that side or a member on this side. He has his own

perceptions about situations and problems. Sometimes one may have his own perceptions about persons. One may emphasise one part of it and the other may emphasise the other part of it. There I think the members on both sides have got the freedom to say. If A said something which he thought, he was free to say, on that there should be no quarrel. The only point is that nothing should be said which is unparliamentary and which offends the dignity of the House. You may see the record and omit that part of it. With that it should end. That is all.

SHRI V. KISHORE CHANDRA S. DEO : That is what we have said !

AN HON. MEMBER : The word *** is totally unparliamentary and it should be expunged, Sir. That is all.

MR. DEPUTY-SPEAKER : That was over. He has already withdrawn. Mr. Shahabuddin, you withdraw that word. It is withdrawn. Please take your seats. I have told you that the word is withdrawn. The matter ends with that. Please sit down.

[Translation]

SHRI SULTAN SALAHUDDIN OWAISI : It does not relate to Shri Shahabuddin only but it relates to the entire Muslim Community.

[English]

(Interruptions)

MR. DEPUTY-SPEAKER : No. Mr. Ansari is telling you.

(Interruptions)

SHRI GHULAM NABI AZAD : I am very sorry, you always try to politicise everything. This is completely wrong.

MR. DEPUTY-SPEAKER : Mr. Ansari is on his legs. Please listen to him.

** Expunged as ordered by the Chair.

SHRI GHULAM NABI AZAD : Don't try to politicise everything.

SHRI H. K. L. BHAGAT : Let me make it clear. We have the greatest respect for the Muslim community, for every Member of the House. There is no aspersion caused. We are not against the Muslim community.

THE MINISTER OF STATE IN THE MINISTRY OF ENVIRONMENT AND FORESTS (SHRI Z. R. ANSARI) : Sir, it is most unfortunate that this matter is being communalised. There is nothing communal in this. Sir, Prof. Dandavate had quoted some portions from the speech of Mr. Sunil Dutt, it is his personal view. Views can differ. The answer to those views is equally forceful and he can have his own views and he can express his own views. But the main question is that in his speech, which he has just quoted, I do not find a single word which is unparliamentary.

(Interruptions)

Please bear with me. Not a single word is unparliamentary. It is a matter of opinion. Whatever Shri Sunil Dutt has said is a matter of opinion. He can very forcefully rebut that view, but not using such language which is totally unparliamentary.

MR. DEPUTY-SPEAKER : He has already withdrawn it.

SHRI Z. R. ANSARI : No, Sir.....

(Interruptions)

MR. DEPUTY-SPEAKER : No, he has already withdrawn.

SHRI Z. R. ANSARI : Therefore, the greatness of a person lies not in insisting something which he has done wrong, but the greatness after all lies in accepting the mistake he has committed. So, I would request Mr. Shahabuddin...

(Interruptions)

MR. DEPUTY-SPEAKER : He has already withdrawn it. The matter is settled.

SYED SHAHABUDDIN : I have not withdrawn it. I am prepared to face any consequence—before the bar of the House, before the bar of this country or before the bar of this nation. But I don't agree with Mr. Ansari that his words don't imply any insinuation or any implication or disparaging remarks. I stand by my honor and I stand by every word I said and I shall not withdraw any word until Shri Sunil Dutt withdraws whatever he has said. If he withdraws his words, I shall withdraw every word, I said...

(Interruptions)

[*Translation*]

SHRI SULTAN SALAHUDDIN OWAISI : I want to give my views about the education policy.

(Interruptions)

[*English*]

MR. DEPUTY-SPEAKER : No. The matter is already settled. If anybody says anything about this matter, nothing will go on record. Please take your seat. You are wasting the time. The Minister will have to reply now.

[*Translation*]

SHRI SULTAN SALAHUDDIN OWAISI : Mr. Deputy Speaker, Sir. my name has called, but...*(Interruptions)*

[*English*]

MR. DEPUTY-SPEAKER : What can I do. You can seek clarifications. I will allow you afterwards. I will call you afterwards. You are not listening to me. Can't you understand what I am telling you ?

SHRI SARAT DEB (Kendrapara) : This is really not a National Policy on Education. It looks like the manifesto of

the Congress Party. It is luseless and unworkable. It has no meaning at all. That is what I want to say.

MR. DEPUTY-SPEAKER : Now the hon. Minister.

[Translation]

SHRI SULTAN SALAHUDDIN OWAISI : Why am I being made a scape-goat? This is a strange situation. Please give me 2 minutes only. The quarrel is between Shri Shahabuddin and Shri Sunil Dutt but I am being deprived of my chance to speak.

(Interruptions)

[English]

MR. DEPUTY-SPEAKER : Take your seats. The Minister is on his legs. All of you please take your seats. (Interruptions) I will call you afterwards. Please sit down. I have been saying that I will give an opportunity to you, (Interruptions) Let it be.

I will call you, Mr. Owaisi. Take your seat first.

Now the Minister will speak.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND OF HOME AFFAIRS (SHRI P. V. NARASIMHA RAO) : Mr. Deputy-Speaker, Sir, A large number of Members have participated in this debate. The number was expected because we knew all along that there was a very keen interest on education in this country inside Parliament, outside Parliament, at all levels ; and this has been demonstrated by the national debate that has gone on for the last 7 or 8 months.

So, I am grateful to the Members for having given there considered views. I have tried to study the reactions of Members of Parliament, the Press, of other educationists, experts etc.

Again, as anticipated, it has been a subdued reaction, a sedate reaction, as far as possible a dispassionate reaction ; and maybe a matter-of-fact reaction. Again, I am glad about this, because when we talk of implementation, there are certain misgivings—quite natural, because in our own earlier document called the 'Challenge of Education', so many defects had been pointed out. Generally, Government does not point out mistakes ; but in this case it was done deliberately, because we wanted to draw out each and every one in this country, and know his view.

Of course, sometimes there has been a tendency to agree with that document very readily, because that gives a handle to beat some-one with. But we don't mind. Even that is acceptable to the Government, because ultimately if a teacher does not attend the school, it is not the Prime Minister of India who is responsible. The idea was to find out who is responsible, at what level the responsibility lay, or lies, or should lie.

So, that document placed certain facts before the nation. It was for us for the nation to debate, to come to a conclusion, to the right conclusions ; and I would like first to submit to the House that whatever opinions, whatever feedback we got from the field was not only documented in 14 large volumes, analyzed, collated ; and on the basis of those volumes, on the basis of that public feedback, the papers prepared by those who had analysed the feed back were made the basis for the formulation of the policy. Prof. Soz just pointed out that he does not find any reflection of any seminar in the document. I would like to inform him that I can point out any number of items on which what is contained in the document is not only a reflection but a verbatim reproduction of what was recommended. I would not like to go into details because that would only take the time of the House, but I would like to say in general that on all matters contained there has been a feed back and there is no brain wave here in the Ministry, Government has not interpolated anything in the document which was not recommended or which was not reflected in the recommendations. Naturally,

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the recommendations were not all onesided ; there was bound to be some difference in the recommendations. In the seminars I attended in some of the seminars although I did not speak at any seminar, I found there was considerable difference of opinion. On a matters like education, you can never expect that there would be no difference of opinion. But the document and the ideas contained therein have a unity about them. You have a vision of the future, you have some ideas to look at the future, the immediate future, the long distant future and create a vision in front of you and that is what has been placed in this document, incorporated in this document. So, I would like members to appreciate the fact that no document can have everything that has been given to us as a feed back. We have taken only the essence. If there are any things that should have been said but have not been said, they could always come later and no one is claiming perfection in this document or comprehensiveness in the sense that it has everything in it and nothing is left out.

I am prepared to concede that one section of people or the other or certain special kind of areas which could have been added in the document may have got left out, because if we start adding areas and adding, sections, the list will be endless. Even so, it has come out during the debate that educationally and socially backward classes have not been pointedly referred to. I would like to say that can be set right because that was always the idea and has been brought in the document in a different context, in a different way, in different phraseology, yet if this phraseology is to be substituted or re-inforced anywhere in the document, it could be done in the light of suggestions. We could add the hill areas for instance ; we could add desert areas ; we could add islands for instance, because they have certain special problems. So, in the same way, educationally and socially backward classes could also be more pointedly brought into it. We will see while finalising the text of the document, we can certainly look into those things.

There is also a kind of scepticism sometimes mixed with certain expectancy. We agree that this, in all humility, has to be accepted. There have been lapses. Those lapses should not be repeated. But when it says, any one says that there is nothing new in this, well, that is perhaps tantamount to criticism which is totally uniformed. Of course, criticism is no substitute for reading the papers.

So, I have nothing more to say than that. Because, if you read through, and if you compare it with the last 1968 policy, you will find that there is nothing which has been said here which is a mere repetition of 1968, except the language policy. That item been disposed of in a few sentences, because we thought that the language policy as formulated and adumbrated in the 1968 document was perfect in all respects and we had nothing to add to it we thought so much about it, but came to the conclusion that the 1968 formulation was made after a lot of deliberation and we have nothing to change in it, we have nothing to add and that is why we disposed of that question briefly and said that the 1968 language policy needs to be implemented, it will be implemented. That is the operative portion, only one half of asentence. All the other items, I would submit, respectfully, have an element of novelty in them, something new something fresh, something which has been thought of after the 1968 policy and those elements have been incorporated. I would like to just mention, a few.

Before I come to what is new, I would like to say what is to be done next, because that seems to be the crux of the whole thing.

As the Prime Minister pointed to the National Development Council, and as I have also said on many occasions, this is only a policy, this will have to be now translated into a strategy and the plan of action and the line of implementation and the details will follow.

Now, someone may ask me : 'Where is your strategy ? Where is your plan of action ?' Well, I must say "I wanted the

policy to be first approved. How do I prepare a strategy before finalising the policy?" So, the policy, after finalisation, will be followed by strategies and implementation programmes, not only that. There will be constant monitoring. This is what did not happen—unfortunately—in the case of the last policy. The policy itself said that there will be a review every five years. I am not aware of any review which can be really called a review proper, and therefore, what could have been pointed out at the end of the first five years, was not pointed out and what would have been corrected at the end of five years was not corrected, with the result that these things have accumulated for more than seventeen years. That will not be the case now and no one need have any misgiving on that because the National Development Council is going to review this next year in 1987. I would like to invite Members of Parliament, and I wanted to request the hon. Speaker to have one discussion on Education Policy and its implementation every session. I would welcome that.

PROF. N. G. RANGA (Guntur) :
Not every session, every year.

SHRI P. V. NARASIMHA RAO : I would welcome that. We would like to tell you what all is being done. In the next session, for instance, we can give as much as possible of the implementation strategies. There is no difficulty about that, we are already thinking of these things, some have been formulated, some are in the process of formulation, naturally we could not formulate them one hundred per cent because then, one would say that we just took Parliaments approval of the policy for granted. So, we have not done that. We have kept certain things unsaid. We would, after approval of the policy, like to say and do them. So, this time at least it is going to be a series of actions, a series of steps and not just one short policy being approved and forgotten.

Now, that does not mean that everything is going to be done overnight according to what we say. This is what we want to ask you, time and again. Now, why this

did not happen in the past, if it did not happen, what are the lessons to be drawn from it?

So, This is a kind of pragmatic approach continuously monitoring, continuously reviewing, to improve the situation, and this is going to be our approach.

The Central Advisory Board on Education is going to be the body which is charged with a very large amount of responsibility in the educational field hereafter. Now, that has a large number of Members including all the Education Ministers of States, very prominent educationists, Central Government official, etc. I happen to be the Chairman. So it is a fully representative body which, according to the policy itself, could work through committees and could continue to review the policy from time to time. Therefore, this time, care has been taken to see that implementation of the policy is not just left in the air but is well provided for.

Now I come to the question of what is new. Perhaps, the answer to this one question will take me throughout the document and probably bring out all the salient features of the document so that I do not have to attend to any other question.

Let me first say in a few words what is the difference in the situation as it existed in 1968 and as it exists today. There is a qualitative difference. The 1968 document was the first ever policy brought out by the Government. It was couched in the fewest possible words because it was buttressed by a very big volume of the Kothari Commission report. So, taken together that is a very big document—policy and the report. The policy by itself was couched in a very few words and gave only a few directions. Now, we have elaborated on that. Not that the ideas are not there, but then in pursuance of the ideas, the new ideas that have come up meanwhile, have been incorporated in this. Today we have a situation in which the explosion of knowledge, just to quote one, has become more or less unmanageable. It is not possible by linear expansion of schools and teachers, if you have to cope with this

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knowledge. So you will have to think of new methods of coping with this situation. This is agreed on all hands. But when it comes to rhetoric, something else is said. We have said, for instance, that this linear expansion is not going to be enough. We will have to do something more. If educational technology takes another 15 to 20 years to reach the last village, the village is not going to rest content if it is to remain where it is. Therefore, we have stated that now educational technology which we are going to use in teaching methods, etc. will have to take a jump to the village. This is precisely what the presentation document contains. All that could not be repeated in the policy. But there it was very clearly stated that it is not a question of starting from Delhi and going to the last village after 20 years. What a Delhi school gets, the school in the remotest corner also should get by way of educational technology. Now, educational technology does not mean only sophisticated things. That is why, we said that we strengthen the base. We start with the "operation black board". The blackboard somehow caught the imagination of everybody, not the piece of chalk. Since it caught the imagination of everybody during the national debate, we call it "operation black board." And what it means is a massive programme of school improvement. Now, who gives the blackboard is the question. Is it the village community or is it the Central Government or is it anyone in between? This is what we have now to decide in the CABE. All Education Ministers of States will have to tell me; zila parishads will have to tell me. What I want is that there should be a blackboard. If they cannot give it, then we will have to say, "All right, if you cannot give it, what can you give? Can you give half a blackboard? Can you give one-fourth of a blackboard? Can you give at least a piece of chalk that will be needed to write on the blackboard?" So, let us have a dialogue with them and see that the blackboard and whatever goes with it, is given to that school. This is the kind of exercise that we will have to do. Not that we are going to every school to ask them, but we will talk to the State Governments, we will find out how much it is going to cost and how we share that cost. In this massive programme, the

Central Government has taken a larger responsibility. That is what has been very clearly stated that in care of some programmes which are considered to be of utmost importance, the Central Government is going, for the first time, to take a larger responsibility.

In the case of the top, the IITs for instance, today we have IITs where the machinery is obsolete. Obsolescence is really stalking the campuses of the IITs and other higher education, technical education institutions. So, it is not just the base we are attending to. This base is very necessary. It has now been accepted as a policy, as a programme which needs to be implemented and will be implemented. But we cannot really afford to neglect the top. Therefore, we have said something definite about the top, about technical education, about higher education which makes us self-reliant in our economy, in our programmes, and the nation gets a kind of morale out of it. Without that, the nation would still remain backward, lag behind other nations. Therefore, that was important. So, the base has been taken care of, the top has been taken care of and you cannot really isolate these two from the body. It will have to be the whole gamut starting from the base and as the base goes on getting strengthened and goes on higher and higher, naturally the improvement programme also will have to follow suit. That is why perhaps for the first time we are going to have a national system of education. I do hope that at least this will be conceded as something new.

There is a core curriculum. Some Member said core curriculum should be formulated in consultation with the States. How else would we do it? The core curriculum has been formulated in consultation with everyone hailing from everywhere. It cannot be done by a few persons, a handful of persons, howsoever expert they may be, sitting in Delhi. That is not the intention at all. If there is a core curriculum in respect of nationalistic ideals, goals, the language may differ but the substance will be the same. This is what it is. If there is Subramania Bharati in Tamil Nadu, there is Gurajada Appa Rao in Andhra, there is Bharatendu Harishchandra or Makhan Lal

Chaturvedi in U.P. So, we have the same idea. That is what we mean by the unity of India in its diversity and that is what really will be catered to, that is what really would be the content of the core curriculum. Not only in one respect, but it will be what we need for the whole country without exception. Take science, for instance. Science and mathematics were not compulsory subjects before 1968. As a result of the Kothari Commission's Report, it has taken quite a few years to make them compulsory up to class ten. Today it is compulsory, tomorrow you may have to make something else compulsory. You may have to change the face of mathematics which has been brought out in the document. It is not the mathematics—the time and distance and the time and work—which you and I learnt in our days. It has to be different. The mathematics of today would have to fit into the new technology of today. If that technology requires another two years of a bridge course, then this mathematics is useless. So, all these things have been taken care of. When we go into the nitty-gritty, we will certainly come to Parliament with whatever is being planned. Again, the national system says it is not just seven years or eight years of schooling. It insists on something which has not been insisted upon before. It insists on a given skill, a given competence being acquired by all children throughout the country. This may look utopian, this may look unrealistic, but we are thinking in terms of the direction in which we have to move and, therefore, unless we say in collective terms that this will be the ideal, this will be the goal of the national system of education, we will not be really defining our goals properly. So, that is being done for the first time again, the incorporation or integration of culture in Education. What does this really mean? I would like to take a couple of minutes on this. Sir, it is because of our cultural well springs that in the old days some thousands of years back, this nation was considered one of the wisest on the face of the earth. Just one subject was understood by all the classes of people through different methods. The 'Ramayana' was studied by the pandits through a book. The same 'Ramayana' was studied through folklore through hundreds of types of folklore by millions and millions of people throughout the country. So, the

wisdom of our texts, of the 'shastras' was transmitted down the line. There was no disturbance anywhere, there was no stoppage anywhere. What has happened during foreign rule is that they gave us everything but took our soul away. They killed our soul and that is how the thing got stuck there. Now we have to get it unstuck. We will have to integrate culture with education. It is not going to be easy. Nobody pretends that it will happen for the asking. This is going to require our resourcefulness to the utmost extent. This is going to be a test for educationists. This is going to be a test for teachers and administrators and for Members of Parliament, may be. So, I am quite clear in my mind that this will have to be done. Otherwise what will happen is, we will be progressing materially, we have made lot of progress since 1968, but I must say that along with the progress, certain erosion of values also has taken place. Now we cannot deny that. Today every educated person cannot be called a wise person.

SHRI INDRAJIT GUPTA (Basirhat) :
Cannot be called a cultured person also.

SHRI P.V. NARASIMHA RAO : He cannot be called even a cultured person. Probably that is why the earlier document said : "Education has to be looked upon as a part of culture." That is the way we are looking at Education. It is not as if culture is being made a part of education. It is the other way round. So, since that has been cut off, we have been left high and dry. That will have to be brought back.

Sir, then take Sports. Again this is another instance where something new has been said. We are going to see that sports education, or the performance in sports and games etc. is made an integral part of the pupil's assessment. Now what does this mean? What does this involve? It involves another massive programme. Unless you have playfields, unless you have play material, unless you have someone to teach the students, you cannot really examine them. If you have to examine them it will be possible only when you make all these things available to them. So when we say that this is going to be an integral part of education we are committed in advance that

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all these will be provided. So, this is how the whole thing has been conceived of in a comprehensive manner.

Then, Sir, there is the integration of the early childhood education with the ICDS programme. These come as bits and pieces in the document ; small sentences. It cannot be more than that. Even then it has become 30 pages and everybody is saying that it is verbiage. Naturally. If you don't read it, it is just verbiage from a distance. One sentence says that these two programmes are to be integrated. Now, how do we integrate these programmes ? Fortunate they are both in the same Ministry here. But they are not in the same Department in the States. They are not in the same hands at the district level. Now this means a total integration on the same lines right down the grassroot level. Without that, it is not possible for me or for the Government of India alone to take care of this. We will have to again sit with the authorities there at the State level. Nothing can really go through unless we convince the State Governments, sit with them and see how we integrate this programme.

Sir, in the case of equalisation, in the case of bringing in equity in education, there is really a charter of equalisation in this policy. The thrust of the policy is bringing about equity. There is no other thrust. If you ask me, strengthening the base means bringing in equity. We have by name listed out the sections who have been left out—women, Scheduled Castes, Scheduled Tribes, minorities, the handicapped who have special problems, and now as I said, I am going to include the other sections who are implied very much in it but have not been mentioned directly and specially. The crux of the whole thing is, if we do not bring about equality, then education would not have succeeded in one of the most important functions it has to discharge. In the case of women we have said that education will be made an instrument of basic change. Not only in the case of women, we know that the person who is educated in the village howsoever poor he may be, his position changes, while his uneducated elder brother is a different person altogether, we see this in every village, it is a daily experience. So,

education has to be made an instrument, a very effective instrument in bringing about equalisation and equality.

Sir, when we say we are going to insist on a minimum level of achievement, it goes without saying that this is a commitment which is quantifiable and verifiable. It is not just saying that a child will remain in school for 5 years or 6 years, what he learns is his own business, not ours. There is a very great difference in fact in this situation. So, it is a quantifiable programme that will have to be taken up and a verifiable commitment that we make.

Then, Sir, about the emphasis on the retention at school, we have discussed this in this very House several times. What about drop out ? Some Members very emphatically said that the drop-out is something alarming. Yes, but how do we go into it ? How do we go about dealing with the drop-outs, then again dealing with the drop-outs, as I said, it is a question of micro-planning. If you really have to deal with drop-out, you will have to deal with every parent in the village. And who can do it ? Not the Prime Minister of India, but the sarpanch perhaps might be able to do it or the member in the panchayat representing that ward can perhaps do it, or maybe if there is a panchayat among his own section, those people can do it. But who is to approach them ? The person who is dealing with education at the gross-root level, whether he is an inspector or a village level worker, whoever he is, his job chart will have to change and we will have to judge, the headmaster, the teacher and the village level worker accordingly. His job charts will have to change and we will have to make retention as one of the criteria of judging the success of the school. Otherwise how will you bring it about ? Naturally, here it is only verbiage, but when it comes to really acting on it and prepare a strategy for it, what am I going to say what is the strategy we are going to decide upon ? Well, I have no ready made answers, I have said this many times. This is a question on which each one of us, Members of Parliament particularly, as I had submitted earlier, have a lot to do. Go to a village. If you first go to a school, if you have some

time, a few minutes, to go to the school or chat with the Headmaster, I am sure there will be a lot of difference. Maybe we could do it and some are doing it ; others might consider the desirability of taking a little more interest.

Sir, about vocationalisation, again this is a matter which was decided upon, never acted upon. Except Tamil Nadu no attempt at real vocationalisation was made during the last 17 years. It was very clear in the Kothari Commission report that this has to be done at plus 2 stage. Well, my friends from Andhra Pradesh will bear me out. It is at +2 stage, but some-how it was left a little indefinite. They said, it could be either in the higher education or in the higher secondary. Now, what happened in Andhra Pradesh was that we called it a Junior College. When you called it a college, you got contribution from the people. When you wanted to call it a higher secondary school, they could not understand. They understood only as school. The people said, if you open a college, we will give you contribution, If you want to have a school, we won't. So, when we had to open 256 of these higher secondary schools in one year, we had to go in for contribution and contribution we could get only, if a sign board of a Junior College was hung there. But the result was that it became a college in the real sense of the word, in all senses, of term and it never reverted back to the position where it ought to have been a higher secondary with vocationalisation, with different vocation had taught and so on. The workshops and the whole lot of things had got to be done. Nothing was got done. In the result, we got the contribution from the people but we were not able to do anything by way of vocationalisation. I am not talking in superlative terms or absolute terms. What I am saying comparatively is that what was really recommended by the Commission. never got off the ground. That will have to be looked into.

We have given a target. This target was arrived at again not in the Ministry or not in the Education Department here. It was arrived at after deliberations with the States, with those who were dealing with the subject in the States. Only after that, we said in a very cautious way, that by 1990, we would

be able to, say, vocationalise 10% of the schools and go on to 25% by 1995. It is a modest percentage. But in terms of actual work to be done, it is stupendous. So, we have not really hit sixers here and there all round the wicket. We went into it very carefully and we thought that this is within the range of possibility, although there are so many ifs and buts. Even so, we have taken the courage to say, this is what we will try to do and will achieve.

Then, I come to continuing education. Again this is a new concept, comparatively a new concept. Everybody has been taking about it. Books have been written. But we do not have the money to give training even once to a teacher. Then what is the talk about continuing education? Yet, we have talked about it; we have also started it. Even without waiting for the policy to be approved, we have started a programme of training 5 lakhs of teachers in this summer vacation. The programme is already underway. So, many things which need not have waited for the policy have been started. Well, it cannot be a perfect programme. It may be only 8 days 10 days. But it is necessary to start this somewhere and we have started it this year itself.

Sir, one thing which has become controversial in many ways, in many States and may-be in many sections of people, depending on their own interest, is decentralisation. The teachers left to themselves, would normally say, we would like not to come under local bodies. This has been our experience in Andhra Pradesh. My friends will bear me out. But how else? There are other States where the Government has been running, district education officers have been running the show.

PROF. MADHU DANDAVATE :
They prefer centralised finances and decentralised working.

SHRI P. V. NARASIMHA RAO :
Yes, that is right. They prefer centralised finances, decentralised working on paper and defused working in actual practice, that means no work. Sir, this is a controversial thing. But I would say that we must have faith in the Panchayat bodies,

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May-be whatever they have been doing, for various reasons, has not been quite satisfactory. Well, the same thing can be said for Assembly, Parliament, everybody, But nobody has evaluated us. We have been evaluating them all the time. So, that makes the difference. There have been shortcomings everywhere. But we will have to ultimately rely on them for operation and this is what the document has brought out. In spite of the fact that there is going to be a lot of controversy on this matter and maybe that some State Governments may find it difficult to accept some features, I would like to say that as persons who believe in democracy at the grassroots level, it should be the endeavour of all Members of Parliament to see that these Panchayat bodies are properly organised—that is No. 1 and then secondly they are properly equipped to look into the questions of education. If they do this, there is no reason why they should not succeed. If the teacher is not attending school, it is for the Panchayat to tell us that he is not attending. For heaven's sake how, can the State Government know whether a teacher is attending or not? We generally know that they are not attending, but it may not be wholly true. In many cases the teachers are attending, the teachers are teaching and examinations are being held and everything is being done but whenever something goes wrong, it hits the headlines...*(Interruptions)*

SYED SHAHABUDDIN : Give the Panchayats the power to hire and fire the teachers.

SHRI P. V. NARASIMHA RAO : We will go into that. I have an open mind on that. Who is to get the powers? We know the Panchayat Presidents were wielding some powers. Mr. Madhav Reddi will tell you. They were wielding powers but it soiled down only to the power of transfer. It become a one point programme. That is what happened. Now should we do it? Should we go in for it or should there be some limitation and should there be some second look into all this? All these matters we will have to go into because all these methods have been tried at different levels of Panchayat systems. Maharashtra has the system of Zila Parishads taking over

the management of these schools. In Andhra Pradesh again there is a three-tier system and all that. All these systems have been tried out. Ultimately we have to see which system delivers the goods and in which area. It is quite possible that there may be a little variation here and there. We should be ready for that and that should not come in the way of our endeavour to shore it up.

Next, statutory status for the All India Council of Technical Education. I think this has not been done before. We are now promising because we really, want it. The All India Council for Technical Education was a powerful body—a very powerful body till 20 years or 15 years ago until some States started going on their own and opening Engineering Colleges by scores... *(Interruptions)* This is what happened and the All India Council for Technical Education just remained staring at all these. So we will have to give some teeth to this Council so that they make a manpower survey of how many engineers are needed, and so on. We do not want unemployed engineers roaming on the streets. So this will have to be done. It has been promised in the document that this will be done. Maybe in the shortest practical time I will come to the Parliament with a Bill or something on this.

Networking of the institutions. Now we know the Engineering Colleges are there. They do not have any contact with the next village. I know of agricultural colleges around which not many villages have received any of the improved agricultural practices. They go somewhere-else but not to the next village because extension has been very weak. Where extension programmes have been strong, this has happened and where they have been weak, it has not happened. Therefore, we will have now to have a networking and a kind of a sandwich course is necessary. Now the difficulty is that where you have an Engineering College you do not always have the industry. You do not have a network of industries around the college. So the students will have to go long distances and the industry people may not like the students to come and disturb their industries. Maybe they are not on the best of terms. All these personal, impersonal, institutional and

organisational problems will have to be looked into once we say we are going to bring about some networking. It is just one sentence but it has a lot of and lot implications in it. We will try to start doing this immediately and see how it works, say, after one year.

Sir, now about an, Umbrella Body, someone said, is not going to work. I am really amazed. That is the only thing that should work. If the Doctor does not know that he is serving the people or if he is content with his practice and in come in the town with his patient from the upper brackets of income, now that is not the kind of motivation we are supposed to spend for. We will have to see that technical and professional education in all fields—Agriculture, Medical, Health, Engineering, all these areas—has some kind of relationship with one another and with developmental secue in general. This can be done only when we have a body, it can be called an Umbrella Body. It is not going to interfere in the day-to-day affairs of ICMR and ICAR. But it will have to really go into the nitty-gritty. How many agricultural graduates you want and what kind of education should an agricultural graduate receive. Today the element of health in Medical Education has been minimal. 10 year ago, it was almost nothing. May be they have increased a little now. There is need to increase it further. So, all these would have to be gone into by an Umbrella Body. That has been promised in the Document.

Sir, some hon. Member was saying that we have not done anything about donation colleges. There is a difference between donation and capitation. There is nothing wrong in my taking donation; otherwise how do I run a college as a private college? Now, the private enterprise in this country has done something good in the educational field until it got distorted and converted into what we call capitation colleges.....

(Interruptions)

That is commercialisation. Whether it is at the school-level or at the professional-level we have said that we are going to curb commercialisation. But we have not stopped at that. We say, we will find a

way where public charity or public enterprise could be channelled so as to be made use of in the field of education, but not capitation not seats for sale. This is what I had said in Parliament. I stick to that.

(Interruptions)

That aspect has also been very fully examined.

As regards the non-formal side, this is a very important matter. This needs a little faith. I am quite sure most of us will at least—I can say for myself—appreciate that. I do not see non-formal education as inept. I have reports, glorious reports of some experiments in non-formal education where they have given better results than what the formal education has given, that is why I said we are not taking the two as substitutes of each other. They are different. We do not say that where there is regular school, we lock up this school and start non-formal education. It is not like that. What we say is there are two types of education. Now the achievement level would have to be gone into and examined further in order to see which is better. But we do not have to immediately. Most of us have been educated in the non-formal mode, let we say. We did not have formal schools when we were young; We were actually educated in the non-formal way. Not exactly what we call technically non-formal today, but in a manner which was not formal. We did not go and get enrolled in any school. Most of us at least my age-group people, would certainly bear me out, that this has been the situation in those days. We came from native states. They did not want us to go to schools. They did not have any schools. Government in those days was very particular to see that there were no schools. So, how do we get educated? It was in the non-formal way. So, we need not brush it aside, tick it off as something inferior. To some extent, it may be superior. But in some other respect it may also be inferior. We do not know.

(Interruptions)

For the first time, we have talked about the Rural University. I would like hon. Members to visit Gandhigram. I beg of

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you. I will take them there, in batches, if they wish. If all go together, people there will be scared. May be in small batches we could go. You see the achievement of that area. 100 per cent enrollment, 100 per cent retention, 100 per cent employment in the villages. They have not become Collectors, no. But there is gainful employment in villages. One institution, one cottage and village industry produces goods worth about four and a half crores annually. This is something which gives you hope that in this nation the well springs of culture are still there. Now, let us replicate these things as many as possible through the next plan and in the coming plans I am sure at least some of the basic education which was conceived of by Mahatma Gandhi could be resurrected. Otherwise, we have no right to mention his name. We have, in the last 30 years, done nothing for that. In fact, we have scuttled it. By 'we' I mean the whole nation because the parents did not want it. Sir, I was a member of the Basic Education Committee in Andhra Pradesh. We went from village to village, we made very detailed enquiries; the parents did not want it. They thought that the other schools would get quick returns so far as their children were concerned. That was in 1957, about 30 years ago. Today there is a greater need for a return to that kind of education, and I would say that in pursuance of this policy if we could replicate Gandhigrains in a few States, it would be good. But we will have to be careful because even that can be distorted; it all depends on the person who is running it. But I would certainly recommend, as the policy recommends, that we should try to replicate the rural institute pattern.

15 hrs.

The most important by far is the subject which has been exercising the minds of quite a few Members on the other side, particularly, and some educationists also; I must be fair; it is not just Members of Parliament but some educationists also have raised certain doubts in regard to Navodaya Vidyalayas. I would like to take a few minutes on that because it is important. We seem to have forgotten our past, our

history, to such an extent that we have somehow got ourselves compartmentalised. We have the tradition of Viharas, we have the tradition of great centres of learning where not only people from all over India but people from other countries also, in large numbers, came, got education and training and went back. Incidentally, there has not been, really speaking, any record. Our history is being reconstructed out of what the others wrote—Fahien, Huen Trong and so on. So, we have this tradition. Let us revive this tradition if possible. The idea is, national integration in action. This is what, in one word, has been said. Now, if one does not want to understand it, that is a different matter. But I would like to place before you an experiment which has been started, not today but several years ago, in Andhra Pradesh; anybody will bear me out that it is working well, the results are very good. Some schools in Maharashtra were converted into these schools. 'Neterhat' in Bihar was the real inspiration which went to all these schools. We have done certain things of this nature. We have opened certain schools of this nature. Maybe, they were different from one another, and this new one is also going to be a school of its own kind. But I would like to repeat that it would be national integration in action.

We have been talking about 1968 policy on language. Nothing has happened. No one has learnt Tamil in Uttar Pradesh. Naturally, in Tamil Nadu there is a reluctance to learn Hindi although lakhs and lakhs are learning in a different way. I would like to say, just by way of an illustration, there are about 180 to 200 Hindi-speaking districts in India in Bihar, Uttar Pradesh, Madhya Pradesh, Haryana, Rajasthan. The total number of districts in the country is 400 and odd. May be we have 50-50 between Hindi and non-Hindi may be a little more on non-Hindi side. Suppose, out of these 200 schools in 200 districts of Hindi areas we allot 60 schools for Tamil, we say 1,20,000 students who will be studying at the end of the 5th year from now, 60 out of these schools would have to learn Tamil because 20% of the boys will come from Tamil Nadu. I have talked to the boys more and to the politicians less. The boys are prepared to come.

Boys from Tamil Nadu will come 20% in each school. Boys from Punjab will come, boys from Bengal will come and boys from North-East will come. So, in all these schools there is going to be a three-language formula instituted. The Government of Haryana, for instance, some years ago introduced Telugu. I have no hesitation in saying that both the teachers and the taught were of a very high order. I received them as Chairman of the Telugu Akademy when they came to Hyderabad. I must say that some of them spoke better Telugu because it was learnt, it was not just taken for granted.

PROF. MADHU DANDAVATE :
Your Marathi is better than Telugu.

SHRI P. V. NARASIMHA RAO :
Well, you do not know how my Telugu is.

This is the real idea. This is not that we do not have schools. This is being made available to rural children. Again there is a misunderstanding on this. We have a common test over the whole district. What is the point in saying that you have only one school in the district? Well, we will have to start with one, we may go to 10 if it catches on. One does not know.

PROF. SAIFUDDIN SOZ : That is not possible within the financial kitty at all because 2½ crores of rupees will go to one school only.

SHRI P. V. NARASIMHA RAO :
Prof. Soz, I have got offers from many quarters that they would like to run the schools on exactly the same pattern as laid down by us. They are so enamoured, they are so much sold on the pattern.

PROF. SAIFUDDIN SOZ : They are private parties.

SHRI P. V. NARASIMHA RAO : Not necessarily private. There is a lot of enthusiasm among Zilla Parishad schools, if you ask me when I come with the assistance. (*Interruptions*). Let us see, why are we really raking up a controversy

here? The Prime Minister has already said, Sir, that we are not going to force the school on those who do not want.

(*Interruptions*)

SHRI AMAL DATTA (Diomand Habour) : Are you seriously suggesting Zilla Parishad will run these schools? They require 2½ crores of rupees each!

SHRI P. V. NARASIMHA RAO : We are seriously suggesting that we assist them and they will run the schools. I am not talking of the Zilla Parishad doing it from finances given by the State Governments.

SHRI AMAL DATTA : Then, financed by the Central Government?

SHRI P. V. NARASIMHA RAO : Certainly. Why not? (*Interruptions*) I am saying this off the cuff. I have no plan for this. But since you have asked me, I said why not. (*Interruptions*) There are many ways of doing this.

(*Interruptions*)

MR. DEPUTY-SPEAKER : Enough, enough, no discussion.

SHRI P. V. NARASIMHA RAO : I would like to meet as many objections as possible, except doctrinaire objections. I would like to say that there are many methods, many variations. The idea is that the rural children should get the full benefit. The idea is that we run the school on a on-charge basis. The idea is that it should be national integration in action in the sense that students from one State to some extent, to a given percentage will go and study in other States. The idea is that this should be a centre of excellence which radiates excellence to the schools round about. It is being done in Andhra Pradesh. The school which we started in Place-A is able to inspire some quality, at least in 10-12 schools round about, here is a living example of what has been done and what could be done. The question is only about the language. Now in the Kendriya Vidyalas we have English and Hindi. In these new Vidya-

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lyas because they are going to start at Class VI we cannot start with Hindi and English. We will have to continue for two-three years as a bridge where the local language and another co-medium would have to be taught. Then they bridge over to the other side where they will be able to switch over to the Hindi/English medium for the rest of the 4 or 5 years, on the basis that these schools are meant for the whole of the county. This is an experiment. I am sure it is going to succeed. We are not going to convert all the Telugu medium, Bengali medium or Kanada medium schools into this. We are not going to do that. We are going to start new schools.

AN HON. MEMBER : What will be the medium of instruction ?

SHRI P.V. NARASIMHA RAO : The medium of instruction will be from the mother-tongue switching over to Hindi or English at the end of two-three years. That is what it is going to be. (*Interruptions*)

The clinching point is that we are really not going to force it on the State Government. If they are not so keen about it. We will not ask for land and buildings from the State Governments. We will find out if there is anybody else who is prepared to give. For instance, Shri Kishore Chandra Deo yesterday offered me a building. So, my problem about Srikakulam district is solved because he has promised to give me a building. The first thing in Andhra Pradesh we will do is that we will go to his place. We will have it there. Then we will look round if similar enthusiastic Members of Parliament or Members of Assembly come forward. There is no use of cribbing about it now. (*Interruptions*) This is the pattern. I have no doubt that all this controversy has been to the good—good for these schools.

PROF. MADHU DANDAVATE : He has not only promised but he has already given.

SHRI P. V. NARASIMHA RAO : I have not yet taken but, at least, I believe him that whatever he gives me will be good enough.

Sir, I think I have dealt with all the points that have been raised. It is not a question of scoring debating points. It is a question of taking up a massive programme. We have in all humility thought that it is possible and this is what we are going to do. The implementation programme we will be preparing, but I would like Members of Parliament like Prof. Soz, who has been associated with all the seminars...

PROF. SAIFUDDIN SOZ : The seminars have been good.

SHRI P.V. NARASIMHA RAO : Now he says that these seminars are not reflected. The only thing is that he has not really tried to find out whether the seminar has got any reflection here. This is all that I would like to submit to Parliament. Thank you very much.

PROF. N.G. RANGA : Sir, lot of importance is attached to the new title 'Development of Human Resources'. A huge population has been neglected hitherto. Now we want through this education they should all be benefited.

[*Translation*]

SHRI SULTAN SALAHUDDIN OWAISI : I wish to ask you only 2 or 3 questions. So far as the discussion on this policy is concerned, two lines of a poet come to my mind :

*Woh baat jis ka saare
Phasane mein ziker nahin,
Woh baat inko bahut
nagavaar guzri*

You please tell me what would be the position of the linguistic minorities, in this document ?

SHRI P. V. NARASIMHA RAO : There is a complete paragraph devoted to this aspect ; please go through it attentively.

SHRI SULTAN SALAHUDDIN OWAISI : Secondly, as far as the institutions of the minorities are concerned, one Government may give the permission but the next Government may give a notice to close that institution, which is very discouraging for us.

Thirdly, the Urdu speaking minorities be given protection in the matter of setting up schools and institutions, which has been guaranteed in the Constitution. These guarantees should be ensured irrespective of the changes in the Governments, just as change in Government in Andhra Pradesh is creating problems for us there. You say that minorities do not get Government employment as they do not possess the requisite qualification. But when we want to open schools for this purpose, they are closed. This point must receive attention in this new policy.

SHRI P.V. NARASIMHA RAO : In the reply, I only want to say this much that I have sympathy for you but I am helpless in this regard.

SHRI SULTAN SALAHUDDIN OWAISI : I would say only this much :—

*Khak ho jayenge ham
Tumko Khabar hone tak*

SHRI P.V. NARASIMHA RAO : Do not think that we know better. I also want to tell you that I shall not let you come to any harm, so far as it is within our means.

SHRI SULTAN SALAHUDDIN OWAISI : All right.

[English]

SHRI AMAL DUTTA : Sir, here it should contain some target date for universal enrolment for elementary education. I think in this document which we are discussing, now, no date has been mentioned.

SHRI P. V. NARASIMHA RAO : It has been mentioned here at page 13 para No. 5.12 and I quote :

“This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children”

Please note here. I have seen one amendment also, but in a different para.

SHRI BASUDEB ACHARIA : Are you accepting that amendment ?

SHRI P. V. NARASIMHA RAO : I am not accepting the amendment. It has already come there in some other form.

SHRI AMAL DUTTA : Sir, we are suffering from dearth of resources. We are not able to pump in more money for education in spite of our best wishes over the last two decades. I want to know the priority. Your priority is on universal education or your priority is on Navodaya Vidyalaya...

SHRI P.V. NARASIMHA RAO : I am sorry that one point got missed. There is a lot of misgiving again, on the availability of funds. I share the misgivings. But I have some good news. In the N.D.C. meeting, the Prime Minister made a categorical statement. He said that this expenditure on education, being 6% of the National income, would have to be taken care of from the next Plan. But even before the next Plan comes, whatever is possible, we will accommodate. That is number one.

Number two is that he has categorically stated in his speech there and confirmed elsewhere that out of the NREP and RLEGP funds, the first charge will be the primary school building, these funds come to about Rs. 1200 crores. Out of that, we don't want any specific portion. What we want is that it should be the first charge and that is what we have promised. If a school is not wanted, we need not get any thing for that place. But where a school is wanted, these funds will be appropriated as a first charge to schools. Now, this is a great relief. In some areas where the collectors and others are really conscious of education, they have been taking out some part of these funds and using them for school building, but perhaps not without audit objections. This has been the story so far. Now that the Prime Minister has given the commitment and the Planning Commission has accepted that, well, this is going to be a very great relief to us. We can certainly think of diverting our own funds meant for buildings to middle and secondary schools. They have become real assets. That is one thing. The other thing is that we have not yet quantified ; we have

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given all kinds of figures, Rs. 15000 or Rs. 18000 crores on an aggregate basis ; we may be needing a large amount of money, but how much can we spend in the next three and a half years? Are we prepared to spend money meaningfully? I hope and trust that to the extent we are prepared to take up a concrete programme, money would not be wanting. This is all I could say. I cannot give you figures just as we give figures in a Plan.

MR. DEPUTY-SPEAKER : I shall now put the amendments moved by Shri Saifuddin Chowdhary to the vote of the House.

SHRI SAIFUDDIN CHOWDHARY : I moved these amendments, but I never spoke. I have to speak on them.

MR. DEPUTY-SPEAKER : I already called you yesterday, but you were not there at that time (*Interruptions*) If you were not there, what can I do ?.. (*Interruptions*)

SHRI SAIFUDDIN CHOWDHARY : Peculiar things are happening in this House (*Interruptions*).

MR. DEPUTY-SPEAKER : You know the agenda. You have to be there, when your turn comes. You were not there at that time, when I called you.

SHRI GHULAM NABI AZAD : This is only a document, you cannot give an amendment.

SHRI SAIFUDDIN CHOWDHARY : I want all the amendments to be put separately and I will seek division on each and every amendment.

MR. DEPUTY-SPEAKER : You demand it. I can put all the amendments to the vote of the House.

SHRI SAIFUDDIN CHOWDHARY : I want them to be put separately. Nobody has seen the amendments.

MR. DEPUTY-SPEAKER : Everybody has seen them.

SHRI BASUDEB ACHARIA : There are 30 amendments. How can you put all the amendments together.

SHRI SAIFUDDIN CHOWDHARY : What is the rule by which I am prevented to move separately? . (*Interruption*)

MR. DEPUTY-SPEAKER : You have already moved the amendments.

SHRI SAIFUDDIN CHOWDHARY : I want to speak.

MR. DEPUTY-SPEAKER : I called you at that time, but you were not there. I gave you a chance, but you were not present.

SHRI BASUDEB ACHARIA : When?

MR. DEPUTY-SPEAKER : You were also present at that time. You searched for him. You sent also somebody to call him ...(*Interruptions*).

SHRI SAIFUDDIN CHOWDHARY : Tell me, what should I do now?

MR. DEPUTY-SPEAKER : If you want a division on these amendments, you can, but I cannot allow you to speak. I already called you, but were not there at that time.

SHRI SAIFUDDIN CHOWDHARY : When?

MR. DEPUTY-SPEAKER : Yesterday, you can go through the record.

SHRI SAIFUDDIN CHOWDHARY : I was there till the end. I moved the amendments yesterday. I want to speak now.. (*Interruptions*)

(*Interruptions*)

MR. DEPUTY-SPEAKER : You were not here at that time. I called you.

SHRI BASUDEB ACHARIA : He has already moved his amendments. Now he is to speak. It is there in the records.

MR. DEPUTY-SPEAKER : Amendments can be moved before the Minister replied.

SHRI SAIFUDDIN CHOWDHARY : I wanted to know whether I could speak at that time. You said, 'no'.

MR. DEPUTY-SPEAKER : Before the Minister's reply, you have to move and speak on these things.

SHRI AMAL DATTA : Before the Minister speaks, how can he move the amendments ?

MR. DEPUTY-SPEAKER : That is why I gave him a chance to speak on the amendments.

(Interruptions)

SHRI BASUDEB ACHARIA : Yesterday the Chairman allowed him to move the amendments.

SHRI SAIFUDDIN CHOWDHARY : Now the point is that I may not press for voting all the amendments. But...

(Interruptions)

MR. DEPUTY-SPEAKER : You tell me which ones you want to put to vote.

SHRI SAIFUDDIN CHOWDHARY : How can you put it to vote, without my speaking about them. You please tell me.

(Interruptions)

You should give me some time to speak.

MR. DEPUTY-SPEAKER : Which portion do you want to put to the vote ? You tell me. But I cannot allow you to speak.

SHRI NARAYAN CHAUBEY (Midna pore) : How can be move without speaking ? It is not correct...*(Interruptions)*

SHRI AMAL DATTA : In this way, the time of the House is being wasted. He might have finished by this time.

MR. DEPUTY-SPEAKER : I cannot allow. I have to see the rules.

SHRI SAIFUDDIN CHOWDHARY : But I was not allowed to speak yesterday.

MR. DEPUTY-SPEAKER : You were called. But you were not there.

SHRI BASUDEB ACHARIA : When did you call him to speak ?

MR. DEPUTY-SPEAKER : You go through the record.

SHRI SAIFUDDIN CHOWDHARY : Mr. Deputy Speaker, I come to move the amendments. I asked whether I could speak. But I was told, 'Not now'.

MR. DEPUTY-SPEAKER : I have called his name.

SHRI GHULAM NABI AZAD : Once the ruling is given, why are you agitating ?

SHRI BASUDEB ACHARIA : What is the ruling ? Under what rule, is it given?

SHRI SAIFUDDIN CHOWDHARY : If you do not allow me to speak, how can the House know as to what are my amendments ?

MR. DEPUTY-SPEAKER : Well, they are circulated.

SHRI BASUDEB ACHARIA : You cannot prevent him from speaking.

SHRI SAIFUDDIN CHOWDHARY : I want voting for each of my amendments.

(Interruptions)

MR. DEPUTY-SPEAKER : Order please. You want voting on each of the amendments ?

(Interruptions)

SHRI SAIFUDDIN CHOWDHARY :
I have given notice for each amendment.

MR. DEPUTY-SPEAKER : Do you want to move each of the amendments ?

SHRI SATYAGOPAL MISRA (Tamluk):
On each of the amendments ; I want the Division.

(Interruptions)

MR. DEPUTY-SPEAKER : Yesterday I called him. He was not there.

SHRI NARAYAN CHAUBEY : He would have finished his speech by now. Precious time is wasted. Unnecessarily the time of the House is wasted. 10 minutes have passed. He might have covered all his points.

SHRI BASUDEB ACHARIA : Otherwise, please accept these 30 amendments. You accept all the amendments. They are all important. Then we will not speak and the matter will end...*(Interruption)*

MR. DEPUTY-SPEAKER : Please take your seats. I can suggest only this. You can quote the number of Amendments which are already being circulated. You tell, which Amendment you want me to put to vote. That is all.

SHRI SAIFUDDIN CHOWDHARY :
I want all my Amendments to be put separately.

MR. DEPUTY-SPEAKER : If you want me to put separately, I am putting it.

(Interruptions)

SHRI NARAYAN CHAUBEY :
30 × 2 = 60

(Interruptions)

PROF. SAIFUDDIN SOZ : Within four minutes, let him express his views. Please allow him. Heavens will not fall.

MR. DEPUTY-SPEAKER : Let it be. I am not objecting, even if it takes one hour. I don't mind. Amendment number 1.

PROF. SAIFUDDIN SOZ : What is this Amendment number 1 ? I don't understand.....

(Interruptions)

We are here. All right Rules are there We must understand what the Parliament is doing. He would have finished his speech by now. We have already wasted the time. We are not here to waste the time...

(Interruptions)

MR. DEPUTY-SPEAKER : I do not want to create any precedent now.

(Interruptions)

MR. DEPUTY-SPEAKER : Take your seat. Please listen to me. The Manual of Business and Procedure of Lok Sabha in Page No. 336(b) says :

"A Member cannot claim to speak as of right on grounds that he has an Amendment on Order Paper. Chair is under no obligation to call any Member who has an Amendment on Order Paper. If Chair takes up one Amendment out of the several on Order Paper and restricts this discussion the decision of the House on that Amendment might render all or any of other Amendments unnecessary or useless."

SHRI NARAYAN CHAUBEY : It is a convention.

MR. DEPUTY-SPEAKER : Now, you are saying convention. Afterwards, you will argue some other thing. It is a Rule.

(Interruptions)

MR. DEPUTY-SPEAKER : Rule 359 in the Rules of Procedure and Conduct of Business of Lok Sabha says :

"Subject to the provisions of sub-rule(3) of rule 358 the reply of the mover of the original motion shall in all cases conclude the debate."

(Interruptions)

MR. DEPUTY-SPEAKER : Already we have circulated these Amendments to the Members. Therefore, if anybody wants anything, when he is moving his Amendment he can read, if he likes.

PROF. SAIFUDDIN SOZ : You give him three minutes for his speech covering all the Amendments.

(Interruptions)

MR. DEPUTY-SPEAKER : I cannot allow.

AN HON. MEMBER : The House should know what are the Amendments.

MR. DEPUTY-SPEAKER : The Amendments have already been circulated. Everybody is having a copy.

(Interruption)

PROF. SAIFUDDIN SOZ : Hon. Minister is prepared to listen to him.

MR. DEPUTY-SPEAKER : Hon. Minister.

(Interruptions)

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND HOME AFFAIRS (SHRI P. V. NARASIMHA RAO) : In this case *Mounam Asammatt Lakshnam.*

MR. DEPUTY-SPEAKER : So, he is not accepting your Amendments.

SHRI NARAYAN CHAUBEY : *Mounam* is always *Sammatt Lakshnam.*

MR. DEPUTY-SPEAKER : He is not accepting your Amendments. That is all.

(Interruptions)

MR. DEPUTY-SPEAKER : Amendment number 1.

SHRI SAIFUDDIN CHOWDHARY : This is Amendment number 1. To make education compulsory and universal.

SHRI BASUDEB ACHARIA : Very good amendment.

SHRI SAIFUDDIN CHOWDHARY : It is a mockery of universalisation.

(Interruption)

SHRI P. V. NARASIMHA RAO : This is redundant Amendment. It is already there, if you run through the entire thing.

SHRI BASUDEB ACHARIA : When you are making education compulsory, how can you ..

(Interruptions)

MR. DEPUTY-SPEAKER : Order, please.....

I now put amendment No. 1, subdivision (1) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (1) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (2) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (2) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (3) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (3) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (4) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (4) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (5) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (5) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (6) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (6) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (7) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (7) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (8) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (8) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (9) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (9) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (10) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (10) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (11) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (11) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (12) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (12) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (13) moved by Shri Saifuddin to the vote of the House.

Amendment No. 1 (13) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (14) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (14) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (15) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (15) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (16) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (16) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (17) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (17) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (18) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (18) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (19) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (19) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (20) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (20) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (21) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (21) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (22) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (22) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (23) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (23) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (24) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (24) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (25) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (25) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (26) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (26) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (27) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (27) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (28) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (28) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (29) moved by Shri Saifuddin Chowdhary to the vote of the House.

Amendment No. 1 (29) was put and negatived.

MR. DEPUTY-SPEAKER : I now put amendment No. 1 (30) moved by Shri Saifuddin Chowdhary to the vote of the House. The question is :

“After paragraph 12.2, insett—

“12.3 This is only possible with the realisation of the objective of providing education and employment for all.” 1 (30)

SHRI SAIFUDDIN CHOWDHARY : I want to press it for a division.

MR. DEPUTY-SPEAKER : Let the Lobbies be cleared.

MR. DEPUTY-SPEAKER : Now I put Amendment No. 30, moved by Shri Saifuddin Chowdhary to vote.

SHRI SAIFUDDIN CHOWDHARY : Sir, I press for a division.

MR. DEPUTY-SPEAKER : Let the lobbies be cleared.

Now, the lobbies have been cleared.

SHRI SAIFUDDIN CHOWDHARY : I do not press for it.

MR. DEPUTY-SPEAKER : Now I put Amendment No. 30, moved by Shri Saifuddin Chowdhary to vote.

Amendment No. 1 (30) was put and negatived.

(Interruptions)

MR. DEPUTY-SPEAKER : Order, order please.

MR. DEPUTY-SPEAKER : The question is :

“This House approves of the Draft National Policy on Education—1986, laid on the Table of the House on 2nd May, 1986.”

The Motion was adopted.

— — —

MR. DEPUTY-SPEAKER : Now we will go to the next item, Item No. 6 ; Rather, Item Nos. 6, 7 and 8. We have now to fix the time.

THE MINISTER OF PARLIAMEN- TARY AFFAIRS AND TOURISM (SHRI H. K. L. BHAGAT) : Item Nos. 6 and 7 can be discussed together but voted separately. I think one hour is enough because the whole business must be finished today.

MR. DEPUTY-SPEAKER : Yes, one hour is enough.

(Interruptions)

MR. DEPUTY-SPEAKER : They are making some objections.

(Interruptions)

MR. DEPUTY-SPEAKER : Hon. Members may go to their seats and resume their seats.

(Interruptions)

MR. DEPUTY-SPEAKER : Then, we will allot half-an-hour, half-an-hour, each.

SHRI NARAYAN CHAUBEY (Midnapore) : Why, even half-an-hour ? You can pass everything, as you have passed the others. *(Interruptions)* What is the use ? What is the use of bringing such bills up here ?

SHRI PIYUS TIRAKY (Alipurduara) : There are forty-two members here.

MR. DEPUTY-SPEAKER : One minute. The hon. Minister is on his legs.

SHRI H. K. L. BHAGAT : I say, that if you want to discuss these things separately that is different.

These are so controversial matters. We want to finish the business in time. That is why.....

(Interruptions)

AN HON. MEMBER : One hour each should be given.

SHRI H. K. L. BHAGAT : Then you should be prepared to sit extra time today after 6 P.M.

SHRI PIYUS TIRAKY : All right ; we will sit.

SHRI C. MADHAV REDDY (Adilabad) : We have now three Bills before us, and we have two hours at our disposal. First one is an important Bill and the other two are amending Bills. So, one hour may be allotted to the first Bill and other two Bills may be given half-an-hour each. In this way, by six we will close.

MR. DEPUTY-SPEAKER : Agreed. But this includes Ministers' reply also.

— — —

15.50 hrs.

ENVIRONMENT (PROTECTION) BILL

[English]

THE MINISTER OF STATE IN THE MINISTRY OF ENVIRONMENT AND FORESTS (SHRI Z. R. ANSARI) : I beg to move :

“That the Bill to provide for the protection and improvement of environment and for matters connected therewith be taken into consideration.”