

MR. DEPUTY SPEAKER : We now adjourn for Lunch and will re-assemble at 2.20 PM.

13.22 hrs.

The Lok Sabha adjourned for Lunch till twenty minutes past Fourteen of the Clock.

The Lok Sabha re-assembled after lunch at Twenty-four minutes past Fourteen of the Clock.

[MR. DEPUTY SPEAKER *in the Chair*]

\*DEMANDS FOR GRANTS, 1987-88—  
*Contd.*  
MINISTRY OF HUMAN RESOURCE  
DEVELOPMENT

MR. DEPUTY SPEAKER : The House will now take up Discussion and voting on Demand Nos. 44 to 47 relating to the Ministry of Human Resource Development for which 6 hours have been allotted.

Hon. members present in the House whose cut motions to the Demands for Grants have been circulated may, if they desire to move their cut motions, send

slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move. These cut motions only will be treated as moved.

A list showing the serial numbers of cut motions treated as moved will be put up on the Notice Board shortly. In case any member finds any discrepancy in the list he may kindly bring it to the notice of the Officer at the Table without delay.

Shri Ananda Gajapati Raju,

MR. DEPUTY SPEAKER : Motion moved :

"That the respective sums not exceeding the amounts of Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President, out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1988, in respect of the heads of Demands entered in the second column thereof against Demands Nos. 44 to 47, relating to the Ministry of Human Resource Development."

Demands for Grants, 1987-88 in respect of the Ministry of Human Resource Development submitted to the vote of Lok Sabha

| No of Demand                                  | Name of Demand                            | Amount of Demand for Grant on account voted by the House on 13th March, 1987 |             | Amount of Demand for Grant to be submitted to the vote of the House |              |
|---|---|--|-------------|---|--------------|
|   |   | Revenue Rs.  | Capital Rs. | Revenue Rs.   | Capital Rs.  |
| <b>Ministry of Human Resource Development</b> |   |  |             |   |              |
| 44.   | Department of Education                   | 1,81,83,00,000   | 8,00,000    | 10,25,48,00,000   | 42,00,000    |
| 45.   | Department of Youth Affairs and Sports    | 14,02,00,000   | 58,00,000   | 70,11,00,000  | 2,92,00,000  |
| 46.   | Art and Culture                           | 22,84,00,000   | —           | 82,91,00,000  | 20,50,00,000 |
| 47.   | Department of Women and Child Development | 43,80,00,000   | —           | 1,90,97,00,000  | —            |

\* Moved with the recommendation of the President.

**SHRI ANANDA GAJAPATHI RAJU**  
Bobbili): Mr. Deputy Speaker, Sir, today, we are discussing the demands on human resources. But one thing that strikes me is that human resources do not occupy the centre of the State as far as development goes; they do not strike an emotional chord; all it seems to do is to have a drab kind of appeal, an appeal that no one else is very enthusiastic about, though it is a very important matter. In this matter, the canvas is large but the number of issues to be discussed is plenty. And therefore I confine myself to a few points to put across certain view on education.

Historically, education or classical education started with the Minutes of Education made by Lord Mecauly in the nineteenth century. He prepared the background for classical education as it is being followed even to this day. But we should not reject classical education as unscientific and anachronistic. There is generally a view that vocationalisation, job orientation is the need of the hour and classical education can be pushed behind. But there is yet a place or classical education in terms of expression, in terms of expressing one's views and feelings, in terms of describing in terms of even understanding certain phenomenon which cannot be expressed only in bare scientific terms.

Therefore, there is also a case for a generalist, administrator, politician, bureaucrat, many people are basically generalists who are able to comprehend complex matters and able to decide on issues and therefore even though we may talk against classical education there is yet a place for it in the curricula.

Now specialisation has its disadvantages also in terms of sub-optimisation and results in creating of blinkers and or not being able to see beyond a point or looking at both sides where we are moving. Therefore, classical education should be run down and yet there is a place for vocationalisation. But before we go to vocationalisation, let us speak about the man power requirements that the economy has and the technological obsolescence that the economy is facing. Today we find that employment planning has been reduced to a very very unscientific basis,

A few statistics are gathered, a few descriptions are made, a few people are appointed to look into it and the result that comes out of it is not some thing which we can improve upon, or some thing which we can find as the basis on which we are able to absorb people and employ people in the economy. Some times you find 40 million unemployed, 5 million youth unemployed, educated unemployed 16 million, and so on. Even different type of figures are given, but in what spheres they can be fitted in, in what slots they can be adjusted are never discussed because the gathering of the data for manpower planning is very inadequate and they should be improved upon and that should be bettered upon.

Then again, today we are in the informational age, the Western countries have gone to the informational age and the age of knowledge intensive industry. In this stage, when knowledge intensive industry and information form a vital part in the programming of our country's economy in its societal process and its thinking, then our system should improve to see that we reach that stage which is not the smoke-stack industry stage but information and knowledge intensive education. Therefore we find we are lagging behind, our technology has certain outdated concepts and precepts that are old and even anachronistic, and therefore there is a need for a greater scientific management in the process.

Then again, old definitions like this industry is capital intensive, that industry is labour intensive, do not hold good. Therefore in order to see that these definitions are pushed behind and newer definitions come in, for that education and human resources development form a part and parcel of the developmental process. Today we find that education is lagging behind, human resource development that is lagging behind and if the economy moves in front, and if the society moves in front, and education and development is behind, then it is a tremendous handicap which we cannot bridge and something that we have to bridge in order to push ahead.

Now we find that renewed efforts have been made to encourage education. Nobody

[Shri Ananda Gajapathi Raju]

can deny that. There has been a debate in this House, in various committees also this has been discussed. There has been a lot of discussion on it. But that renewed effort is not just enough, because we seem to be dealing with semantics—more in semantics. It is an excellent system, we talk about black-board revolution. We talk about better chalk pieces for schools. We talk about computer facilities for schools. But we find that all this does not find a place when it comes to implementation, because everything seems to be going just normally or the way it used to go all these years. Therefore, there is a need to enthruse a certain amount of dynamism in the process and a certain amount of thrust so that education again becomes the central factor, education again becomes the propelling factor for development. Therefore, all this aside, one of the main constraints that it faces today is the financial allocation. Even though we find that an amount of Rs. 800 crores more has been proposed in the budget for education, still we find that the amount is totally inadequate and cannot give an impetus to education. And education aside, even R and D also cannot be given a thrust with this increment which has been made. This increment is inadequate. I would suggest that the education should be financed even from a certain cess that could be collected from different areas, because we find that the initial allocation is not enough. Sometimes, you can raise cess like last time the House raised the cess on the plea from the opposition from 5 per cent to 10 per cent on R and D activities. Similarly, some cess should be raised so that whatever is done in the field of education will never be a waste and it will always go to the development of the country. Even though it is intangible, its gains can always be measured in real terms.

Again qualitatively and quantitatively we have to make a quantum jump. We have always been talking of education as if it is a subject where money is just thrown and is flowing down like water. But we find that it is a place where we can really get something substantial. If we are able to train the manpower, if we are able to train the young graduates, if we are

able to put them in the right place, then the contribution that they make towards the development of the country will definitely far surpass the amount of money that is spent on them.

Coming to the mundane points which again and again are covered but very seldom talked about these days, we find that there is total inadequacy of chalk pieces and black boards. We find in the villages that there is hardly any place for the children to study. They are put in the open. They have to study in thatched sheds. They have to go to the buildings which are leaking. They do not have proper black boards; they do not have chalks; they do not have papers slates to write on. And when you talk about the development of education you are not able to provide money for these mundane matter, then the whole policy of computerisation in education, of quantum jump in education, of qualitatively improving the education will come to nought because nothing can be implemented without these basic facilities.

As far as Andhra Pradesh is concerned, we are a backward State educationally. It has been shown with statistics that a lot of care and attention has to be given to raise the amount of literacy, particularly literacy among women. Therefore, I would plead with the Minister that some additional funds are given at least in terms of raising the literary standards of women because women are very backward and women require a lot of impetus as far as educational opportunities go.

Then again, there is a scope and necessity to improve non-formal and adult education. Informal and adult education alone can take education to the grassroot level. In this effort to take education to the grassroot level, we must use all the resources that we have at our command. Today, we find that anybody who is educated in a rural area, will contribute much more than his counterpart anywhere else. He will have the skill, the desire and the way of going about it. He will go about to contribute to the society much more than what is commonly thought of. Therefore, non-formal education and adult education cannot

ignored. It is a centre-piece of education and some extra allocation should be made in that direction and some more innovative schemes should be brought in. I feel that it is in the field of adult education and non-formal education that computerisation should come in because little boys go to tend sheep, tend goats, go to farms, go to forest to collect firewood and it is they who require the real projection of society and the help of society to see that they are able to come up to a stage where they are functionally literate. Today they are not only illiterate but they are functionally and totally illiterate and are not able to participate in any of the processes that the Government follows or the society follows or the people follow. Therefore, there is a necessity to emphasise on non-formal education.

Another point which I would like to stress is that Scheduled Castes, Scheduled Tribes, Backward Classes and women particularly find themselves at a very disadvantageous position as far as education goes. The facilities that are created for them may sound substantial when it comes to paper projects and planning, but when it comes to the field, we find that their needs are not met totally and, in fact, for all practical purposes they are ignored and they are not brought into the national mainstream. So, in order to bring them into the national mainstream, some additional effort has to be made and additional allocation should be made for the Scheduled Castes, Scheduled Tribes, Backward Classes and women.

Again, I would make a plea here for the confirmation of the three-language formula. Basically we want to remain one country, we want to remain one people, we want to remain one for all purposes and, therefore, there is a great need for the three-language formula—Hindi, English and the regional language. If we are able to implement it fully and if we are able to see that it is done in practically all the States, we will find that politically different States might go different ways but emotionally and nationally everybody is together in one nation and it is a very important point. It may seem very trivial but when we go to the rural areas, when we go to the different States of this country, we find that this has a greater importance.

In the end I would like to say that the concept of continuing education should be in-built into education and society because we find that even though graduates are there, even though post-graduates are there, they might be literate but functionally they are illiterate. They find themselves unable to cope up with the stresses and strains that the society puts upon them and, therefore, there is a case for continuing education. There is a case for qualitatively improving it and there is a case for quantitatively improving it. If we are able to do all these things and take the opinion of all cross-sections of this House and place it before the Minister and his staff and leave it for them to decide, then I think we will have a better opportunity to build a better society and a better India.

[Translation]

SHRI D.P. YADAVA (Monghyar) : Mr. Deputy Speaker, Sir, through you I would like to thank Shri Rao and I rise to support the demands for grants. The new Education Policy presented before us, has a philosophy and outline and has inculcated a sense of national confidence among the people. I thank Shri Rao for the work done by him in his capacity as a political leader in shaping its philosophy and outline. When we talk of education, a lot is said about its definition. Unfortunately Macaulay is still haunting us although he died long back.

I am of the view that we should forget his name because the work done by us in the new perspective is no less important. We must observe that we have made a lot of progress in the field of education. It is often said that 30 to 35 crore people in our country are illiterate, but we never say that so many persons have become literate. There has been considerable increase in the number of literate persons. The number of literate persons, schools and teachers has also increased...*(Interruptions)*

The truth must be revealed, because if you tell the people that what has been done for them is worthless, they will be misled. The nation will be misguided. Do not mislead the nation. We must grasp its philosophy.

SHRI NARAYAN CHOUBEY (Midnapore) : Just tell us the philosophy. *(Interruptions)*

SHRI D.P. YADAVA : If you go into the figures you will find the philosophy. In 1950-51 the number of Primary Schools was 2,09,676 in the country, but now its number is 5,50,000. Has there been no increase in it? There were only 13,000 model schools, but now their number is 1,40,000. There were only 7,288 High Schools, but now the number of High Schools is about 60,000. The number of colleges at that time was 548, now this number is about 4,000. There were 147 technical colleges but to-day, there are 1,500 technical Institutes and colleges. The number of Universities was 28 and to-day its number is 135. These figures prove that a lot of work has been done in the field of education in this country. Therefore, there is no reason to feel disappointed in this regard. *(Interruptions)*

SHRI VIJOY KUMAR YADAV  
(Nalanda) : Nalanda University...  
*(Interruptions)*

SHRI D.P. YADAVA : This came into existence after you became an M.P. of that constituency. *(Interruptions)* I have got all the figures. At that time the number of students was 2,40,00,000 but to-day the number of students is 13,20,00,000. At that time the number of Primary Teachers was 3,40,000, but to-day it is about 15 lakhs...*(Interruptions)*

*(English)*

MR. DEPUTY SPEAKER : Please do not divert your attention. You address the chair.

*(Translation)*

SHRI D.P. YADAVA : The total number of Teachers in the country at that time was 5 lakhs, but to-day their number is about 38 lakhs. In spite of this, Shri Choubey is not happy. You ignore the work done by us and go on saying before the country that the number of illiterate persons in the country has increased. You must take into account the increase in the number of literate persons. This system of education has produced scientists and philosophers. We cannot demoralise ourselves by blaming the education policy.

Now the question rises that in spite of all these achievements what is our present position? We must make self-introspection. I am a member of the ruling party.  
*(Interruptions)*

*(English)*

SHRI H.A. DORA (Srikakulam) : There is expansion but no consolidation.

*(Translation)*

SHRI D.P. YADAVA : As a matter of fact I am one of those who would point out any shortcoming to Shri Rao and request him to take remedial measures.  
*(Interruptions)*

I shall speak in the Parliament and am also ready to speak. You may please try to listen.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P.V. NARASIMHA RAO) : You spell out the weaknesses, we shall listen.

SHRI D.P. YADAVA : If we take all other departments under the education-head, we are allocating about Rs. 7,000 crores in the Seventh Plan. At present we are having discussion on the Demands for Grants of the Union Education Ministry. We must be grateful to Rao Saheb for increasing the allocation for Education. There was hardly a provision of Rs. 352 crores in the Plan for the Ministry of Education under last year, which has been increased to Rs. 825 crores this year. This is an achievement and we can blaze a new trail with so much of allocation. But I would like to make one submission to Rao Saheb that a part of allocation of Rs. 352 crores had to be surrendered for some reason. We should, therefore, find out under which item funds were surrendered and we should ensure that funds are not surrendered next year.

We have also to see as to which of the Action Plans have been formulated under the new Education Policy, towards which the Ministry has to pay its attention. First of all, I would like to express my thanks to you for the mobilisation of

resources for which you had put in hard work. You have also tried to work for such subjects which are clearly in the State list. In this way you are going to start a new convention. There is a scheme Operation Black Board, for which an allocation of Rs. 100 crores has been made. With an allocation of Rs. 100 crores it is not possible to construct buildings or provide laboratories in all the five lakhs or five and a half lakh primary schools; but a new start has been made. The biggest question is as to which would be the implementation authority for this. If implementation work is not done honestly, then my dear Chaubeyji, you cannot hold Rao Saheb responsible for this, because funds would be allocated by the Centre for implementation of schemes and the States will have to execute them. If implementation is not done properly, then Rao Saheb is not to be blamed. Under his sphere of activities, the Central Schools are functioning well, because he is directly responsible for them. With regard to Navodaya Vidyalayas, a part of responsibility has been transferred to the State Governments. I would like to suggest that the responsibility of Navodaya Vidyalayas should also be that of the Central Government like the Central Schools. It would be more useful, if it is done. You want to make it an apex institution. You want these institutions to be a model to be followed by the State Governments and other private schools. If some States want to make it an arena for politics, then those States should be persuaded to keep politics away from education. The people who want to bring politics in education are the biggest enemies of the country and the future generation would hold them responsible for this. This is what I wanted to submit about the Navodaya Vidyalayas.

**SHRI P.V. NARASIMHA RAO :** There is no question of responsibility. We want their co-operation and we are getting co-operation from many States and we are satisfied.

**SHRI D.P. YADAVA :** This is quite a satisfactory answer. We expect their co-operation. At some places where land was not available, we had to purchase it at a cost of Rs. 15 lakhs or Rs. 20 lakhs. But Navodaya Vidyalayas should be run with

full dedication. This is my submission to you.

I would like to submit one more thing to Rao Saheb. We have had discussion on the policy of National System of Education. Its implementation is being delayed somewhat, though it has been mentioned in the report that it is in the final stage. Despite its being in the final stage, I have a feeling that preparations for the implementation of National System of Education are going on at a slow pace. There is delay in its formulation, which should not be there. The question of national curriculum is also related with it. This is an academic matter. We should not mind if it takes sometime, but it should have some solid foundation, just as you have formulated the Education Policy. The entire country should be aware of its traditions and national objectives. The national objective could be achieved through the knowledge of our traditions and customs, our culture can be spread only through national curriculum.

I would like to submit one more point about which a mention has been made by Raja Saheb also. I would like to submit that we shall have to take some concrete steps about computer education. We have seen that thrust on computer education has declined. It should be examined as to why there has been decline in this thrust.

So far as vocational education is concerned, I have repeatedly been emphasising that there should be vocationalisation of education. This country has some occupational heritage. The son of a mason would be mason, the son of a carpenter would be carpenter and the son of an ironsmith would be an ironsmith. There have been such traditions. I would like to submit that ironsmith should not be restricted to the profession of ironsmith only. He should receive training at the Institute of Technology. This should be an essential feature of human resource development. We shall have to prepare the people mentally as to how we can improve the condition of the people of this country as also bring about an improvement in the health of the people of the country by using Science and Technology. Under total co-ordinated plan for education, we shall have to make plans for rural development also. There are separate

[Shri D.P. Yadava]

departments for rural development. For human resources and rural development, there should be co-ordination between technological resources, scientific resources and academic resources. This is a subject which has remained neglected. We shall have to pay attention towards this.

Much can be achieved if science and technology are made available to the masses through practical demonstration. We talk of formal education and providing education to small children. But the knowledge of science and technology should be imparted to the people engaged in fodder cutting work, brick kilns, animal husbandry and poultry farming so as to increase their income. This work will have to be undertaken by the Department of Human Resources.

I would like to submit that a national plan should be formulated by linking various laboratories and institutions of various departments. This is very essential. I would like to make a submission about transfer of technology now. In Punjab, in one acre of land 150 Kgs. of fertiliser is used, but in Assam, Bihar and Bengal only 8, 10 or 12 Kgs. of fertiliser is used per acre. The situation for using 150 Kgs. of fertiliser in Punjab and 25 Kgs. of fertiliser in Bihar, Assam and Bengal could be brought about due to transfer of technology.

In the education field, a situation has come up now, when teachers do not teach and students do not learn. It is the greatest challenge before us as to how 38 lakh teachers should teach and 13 crore children should study. We shall have to make a plan in this regard. We shall have to see as to how 30 lakh teachers undertake their teaching work and 13,20,000 students throughout the country study throughout the country. Time and again a mention is made about teachers training programme. I would like to submit that a programme will have to be initiated for setting an educational standard for teachers. If some educational standard is not established for teachers, then there would not be any benefit of training. It should not happen as it happened last time. Seven or eight crores of rupees were spent and teachers were called for 3 or 4 days and a meeting was held and then the

teachers went back. This is not going to serve the purpose. It must also be considered as to how the vacation period could be curtailed and other suggestions which I have given should also be considered.

In the end, I would like to say that the budget which has been placed before us is definitely a matter of joy for all of us.

SHRI UMAKANT MISHRA (Mirzapur): Mr. Deputy Speaker, Sir, I rise to support the demands for grants of the Ministry of Human Resource Development. It is a very big Ministry which has various subjects under it like Education, Culture, Women's Welfare, Child Welfare, Arts and Youth Welfare etc. It is not possible to discuss all these subjects, but while making my submission, I would like to discuss education and education policy. A lot of discussion has already been held on this subject. I would like to say only this much that after a very long time, the Prime Minister has taken a historical decision to give a new shape to the Education System and the implementation of this decision has also started. In the formulation of this policy, our present Minister of Human Resources and his colleagues including lady colleagues in the Ministry have done a lot of hard work to formulate the new education policy. The implementation work of this policy has also started.

SHRI GIRDHARI LAL VYAS (Bhilwara): Who is the lady colleague?

SHRI UMAKANT MISHRA: One is a male colleague and the other is the lady colleague. (Interruptions)

14.58 hrs.

[SHRI SOMNATH RATH *in the Chair*]

Mr. Chairman, Sir, the New Education Policy is being implemented and it has new features. There is programme of opening Navodaya Vidyalayas which is a very welcome step. Now Navodaya Vidyalayas will be opened in each district, but I would like to submit how only one school in a district will not be sufficient to meet the needs. (Interruptions)

Such Vidyalayas should also be opened by the State Governments and these

Vidyalayas should be opened one each in every block of the districts. Only then talented students would be able to derive benefit from them. One Vidyalaya in each district is not going to serve the purpose. I would like to submit through you that a programme should be formulated under which Navodaya Vidyalayas should be opened at block level in each district and only then 1000 or 500 students in a Block would derive benefit from it and a large number of people would derive benefit from them. One Vidyalaya in a district is not going to serve the purpose.

Secondly, I would like to draw the attention of the hon. Minister towards Primary education. The condition of Primary education is pitiable whereas Primary education is the foundation of education, the nation, democracy and science and technology. If the standard of Primary education is not improved, how then can the country march forward, how can the people be educated and how can they get the knowledge of science and technology? How can the country be developed then? There is need to lay emphasis on basic education for the development of the country. But when we look towards the States, we find that the condition of Primary education is very bad and pitiable. I would, therefore, like to submit to the hon. Minister of Human Resources that Primary education is the foundation of education. When foundation is not strong, how can the structure built thereon be strong? But the basic education is under the control of the State Government. You would, therefore, say that you are helpless to do anything. But when you are formulating national educational policy in the national interest and you are talking of national building, then some way out should be found to improve the standard of Primary education in the States. Under the present situation, there is a negligible number of schools in the villages. If somewhere there are schools, there are no teachers. If there are teachers, they do not do their job. At some places, there are no school buildings and if there are school buildings the buildings are in a dilapidated condition. Sometime back when Primary education has under the control of the district administration, District Boards or Municipalities, all

satisfactory; but ever since the Primary education has been brought under the control of the State Governments the condition of the Primary education has become pitiable. Therefore, you should formulate some policy and find out some way out so that condition of Primary education could be improved, as the primary education is the foundation of the nation. If attention is not paid to improve the primary education, the foundation of our education and that of the democracy would be destroyed and development work would come to a standstill. It is for you to consider as to what steps should be taken in this regard, because primary education is a subject which falls under the jurisdiction of the State Government and the Central Government may only issue the directions, formulate the policy or may make some other arrangements. But you will have to take some measures to bring about an improvement in the condition of primary education. In this connection I want to draw your attention towards the backward areas of the country where Adivasis, Harijans and the poor are predominant and where no primary school is available within a radius of 6 to 8 kms. When I went through the documents based on education, it gave me pleasure that you are going to do some work in all those backward areas where majority of the population comprise Adivasis, Harijans and the poor. It is my submission that you must make some provision for the expansion of primary education in those areas.

15.00 hrs.

Sir, you have also taken a number of steps for the expansion of adult education and non-formal education. It is a welcome and commendable step, because those people who are overaged cannot receive education by going to schools. It is very necessary to make them educated for the success of democracy. Now those people can go to schools and it will be very much helpful in improving the standard of their living. Therefore, the step taken by Government in this direction is a welcome and commendable one. But it is my submission that we are not getting as much benefit as should have been received on the basis of the money the Government is spending for it.



[Shri Umakant Mishra]

respect. I am of the view that this has been the position because the State Governments are responsible for it. Therefore, you may please find some ways and means for this purpose and it has always been my submission to you that there should also be proper arrangements for monitoring those programmes on which Central funds are spent, otherwise there is greater likelihood of the funds being misused by the State Governments the achievements also is not in proportion to the funds made available by the Central Government for the scheme.

As a matter of fact, the steps taken by Government and the money spent by it for the expansion of education, adult education and non-formal education, are welcome and commendable. I thank the Government, the Hon. Prime Minister and the hon. Minister for Human Resource Development for it. I congratulate them. But so far as the occupational education is concerned, its pattern cannot be changed overnight because, the pattern which is in vogue, cannot be changed all of a sudden. But the Government has decided to change it and you are according priority to occupational education. Still it is my submission to you that you must arrange to open an Occupational Training Centre or an Occupational Training School or an Occupational Training Institute in every Development Block with a population of one thousand so that those people who are not talented, who cannot learn science, will receive training in some skill or vocation after passing 8th or 10th standard in those schools and earn their livelihood. It does not matter if the funds are made available from the Central exchequer or the State exchequer.

Sir, it is necessary to expand occupational education. I welcome and commend the programmes you are undertaking for Sanskrit. You made provisions for Sanskrit education, but not for Sanskrit. You have divided it into 3 sections—Sanskrit and other classical languages, Hindi and other modern languages and English and other foreign languages. This is the heading which is commendable,

is a commendable step. Though we have been maintaining it as the official language. Besides, there are languages of other affluent countries like French, Russian, Chinese and Japanese. Arrangements should also be made to learn these languages. You have paid attention towards it which is a commendable step. I have no objection if other classical languages are developed alongwith sanskrit. It is not only me, but others also will have no objection over it. But some arrangements must be made to teach the philosophy enshrined in sanskrit. Arrangements be made to teach science, astrology, mathematics in Sanskrit. I am of the view that other countries of the world have learnt ancient sciences available in sanskrit literature. Similarly, it is my submission that arrangements be made to teach the science available in sanskrit literature.

In compliance with the order of the Chairman, I conclude with these words. I hope that the hon. Minister will certainly pay attention towards my suggestions.

**SHRI JAGDISH AWASTHI (Bilbaur) :**  
Sir, I rise to support the demands for grants in respect of the Ministry of Human Resource Development. At the same time I have to make a submission. As has been said by Shri Mishra just now, there has been a steep decline in the standard of Primary education in the country. The condition of the most of the schools in the rural areas in particular is very bad. They are run under dual administration. So far as their maintenance and providing the facilities to them is concerned, it is done by autonomous bodies, but so far as the appointment of teachers is concerned, it is done by State Government, with the result that the condition of rural areas is becoming worse these days. Therefore, I would like to request the hon. Minister that the Government should pay attention towards it and there should be uniformity in it. Especially, the Government must pay attention towards the primary education which is the most important part of education. Funds should be earmarked separately for this purpose.

little attention towards primary education. On the other hand we have not been able to pay due attention to technical education. In this connection, I would like to draw the attention of the hon. Minister to the fact that late Pandit Jawaharlal had set up 5 institution for the purpose of higher education in the country. But the present position is that we are not able to utilise the talents produce by them, because most of these talented youths go to foreign countries. Thus, the country does not get the benefit of the talent of these institutions. You should also pay attention towards it. I specifically want to draw your attention to the impact of pattern of education imparted in the I.I.Ts on the rural areas.

Recently, the President had constituted a Review Committee. The Committee had submitted very important suggestions in its report. One of the very good suggestions given in it was that the post of Registrar in the I.I.Ts may be abolished and in its place the post of Administrative Officer may be created. But you did not delegate any power to him. In all the universities Registrars have been appointed. But no provision has been made for the same in it. Therefore, I would like to submit that you may please look into it. It is very essential to have a post of Registrar. This is a very important post and it must be there.

There is an I.I.T. in Kanpur. Advertisement for a post in this institution was inserted two to three times. Some qualified persons had applied for this post but they were not appointed. On the other hand some persons with vested interest have appointed persons of their choice there. As a result thereof, it is affecting the standard of education there. I have written a letter to the hon. Minister in this connection. The I.I.T., Kanpur is the most prestigious, institution in the country. A competent persons should be appointed on the post that has been created in this institution.

Besides, improvement should be made in the Governing Bodies of the I.I.Ts in the country. Public representatives should be appointed on these Governing Bodies which may be done either by enacting legislation or through nomination. I do hope that you will consider appointment of a public

representative on them in order to ensure smooth functioning of the university.

Shri Mishra has said a lot about the adult education. We have not been able to promote adult education even after forty years of independence. You introduce schemes and programmes but the society and the Government do not give them due importance. It will be worthwhile if the Government formulate a scheme and make the people of the whole country literate. China got independence five years after our country but it spread literacy in the whole China. It is our misfortune that we could not do this thing in our country. You have set a target to make ten to twelve crore people literate in the two Five Year Plans. I would request that you should increase this target. If you achieve this target, the Government will get the credit for spreading literacy in the entire country. In this way you will at least make the people literate. You should take the help of the teachers as well as the civil institutions to implement your schemes so that the country may become strong in this respect. In this way you will earn plaudits.

As regards the language issue, I would like to say that in the New Education Policy, which the Government have formulated, it has not been made clear as to what will be medium of instruction. You have not taken a decision in this respect to date. Undoubtedly no one can deny the importance of English. But other independent countries of the world impart education through their own languages and also carry on the administration in their own languages. It is our misfortune that we have not been able to discard the use of English. At least the Ministry of Education should pay attention towards it. We should impart education through the national language and not through English. Only then we will be able to develop our knowledge. It is wrong to say that if we discard the use of English, we shall not be able to increase our knowledge. But this august House knows that the developed countries whether it be France, Japan or Russia, have made advancement in the field of literature, science and technology in their own languages. It is on account of our inferiority complex that we think that if we

[Shri Jagdish Awasthi]

discard the use of English, our country will not make progress. Our Minister of Education is an educationist and a scholar. He should think over it. The medium of instruction whether of higher education or secondary education should be the Indian languages. Unless we develop our Indian languages, we cannot say that we have achieved independence. If we continue imparting education through the medium of a foreign language, the country cannot make progress. Gandhiji had said that the country which has no language of its own cannot make progress.

I am happy that our Prime Minister, Shri Rajiv Gandhi has paid attention to this problem and has evolved an education policy. Shri Misra has said that in Uttar Pradesh, Sanskrit will not be regarded as a separate language and the Hindi question paper will contain Sanskrit questions also. Sanskrit is the mother of all other languages and it should be given its due place. Only then will we be able to give recognition to it.

We are progressing in the field of sports. There is a sport called cricket to which we give importance. You might be knowing that cricket used to be played here when the country was under foreign domination. Besides, cricket is played in this country only. This game is not played in many other countries like China, Russia etc. We want that you should encourage our traditional Indian sports and shun mental slavery. A lot of time is wasted in the cricket game and it also disrupts the studies of students. Therefore, the Ministry should pay attention in this direction and encourage the traditional Indian games. It is not so that if we do not play this game, the name of our country will not figure in the field of sports. So the hon. Minister should pay attention in this direction.

In the end, I would say that you should consider the suggestions given by me. You have named this Ministry as Human Resource Development Ministry which is a good name and you should act accordingly. With these words, I support the Demands for Grants.

[English]

DR. SUDHIR ROY (Burdwan) : Mr. Chairman, Sir, I rise to oppose the Demands for Grants submitted by the Minister for Human Resources Development.

During the last week, the Prime Minister in his election speeches admonished the Government of West Bengal saying that they have failed to appreciate the values of the new education policy. But, Sir, the people of West Bengal have declared in their recent election verdict that they don't appreciate the values of the new education policy. The similar thing has happened in Kerala.

In fact, this new education policy is an old wine put in new bottle because it continues the same elitist tradition, the same colonial policy of education as introduced by Lord Macaulay; because we find that the policy makers try to restrict higher education. They are afraid of reaching the goal of universal education.

The founding fathers gave directives that within ten years from the commencement of the Constitution the goal of universal education should be reached. But now we find that after 2000 AD the number of illiterates would surpass 500 million. This is the great achievement of the present Government !

If we look at a small country like Nicaragua which is surrounded by counter revolutionary forces where there is almost a stage of civil war, within one year they have raised the literacy rate from 35% to 80%. It is because they employed all the available new course. But our power holders are afraid of universal education because had there been universal education the existing political structure based on injustice and exploitation would have crumbled down; because our power holders are afraid that if there is universal education, then the caste lords would not be able to reign supreme in the rural India; and if there is universal education, then the people would have been more alert, vigilant and more articulate. Therefore, they don't try to implement the ideal of universal education.

PROF. N.G. RANGA (Guntur) : Why have you not achieved it in your own State ?

DR. SUDHIR ROY : Now I find that only Rs. 49,40,00,000 has been allocated for adult education. This goal of adult education would be achieved by means of non-formal school, by distant learning etc. This non-formal school simply exists. It does not deliver the goods. I have personal experience... (Interruptions)... But, Sir, everyone knows that if there is universal education productivity gets raised in factories and people become conscious of the improved health care and they become more articulate and consequently democracy becomes more stronger and vigorous. But they have shirked their responsibility. We find in the new education policy they talk eloquent about 'operation blackboard'. It has been said under the scheme 'operation blackboard' each primary school shall have two teachers—at least one of whom will be a woman and students would be provided with free textbooks and other educational instruments, etc. But at present in India there are nearly 7 lakh primary schools and the sum allocated for the present year is Rs. 99.80 crores. How can you implement this 'operation blackboard' with such a meagre amount.

Sir, the Annual Report speaks of ICDS. It is a commendable programme but only Rs. 201.26 crores have been allocated for this. We have two years stocks of foodgrains. These stocks of foodgrains could be utilised for covering more and more children under ICDS. In fact, children living in rural areas and slum areas may be covered under this programme.

We find that for sports and games the allocation has decreased during the present year. Last year the allocation was Rs. 129.93 crores whereas this year it is Rs. 87.73 crores. Everyone knows that a sound mind exists in a sound body. Therefore, for a real education there should be more emphasis on sports and games and physical education.

As regards Secondary education we believe that common schools where majority of our children read should be strengthened but instead of doing that our Education planners in the Ministry of Education have introduced Navo Vidyalas and Rs. 69 crores have been allocated for Navo Vidyalas. In these Navo Vidyalas the sons of the rich and well-to-do would read because every

top bureaucrat and rich man has a village address. Therefore, though you say rural children would be admitted in the Navo Vidyalas yet in reality it is the sons of the money-bags which will get admission in these Navo Vidyalas. These Vidyalas are being established because our ruling class requires technocrats, bureaucrats, civil servants and computer boy. That is why they are ignoring the common school system. Let millions of common school students go to dogs but the children of a few elite should have the best possible education. Not only this in these vidyalas Hindi and English will be the medium of instruction and the mother tongue shall be a poor third. What a respect to the mother tongue in a free democratic country !

Then we find that in the 'action plan' it was said that 10 per cent of the students would be given vocational education. According to that estimate, for the last three years of the Seventh Five Year Plan, it would require at least Rs. 1,200 crores. But this year, only Rs. 49.80 crores have been allocated for vocationalisation of education.

As regards the higher education, the Government in the name of consolidation and excellence are trying to promote higher education. That is why they are trying more for college autonomy. Sir, these people have little headache for university autonomy because universities are made to carry out the orders of the University Grants Commission. The U.G.C. cannot be accused for its love of democracy. Therefore, they say that university body should be as small as possible and it should better consist of inexperienced nominated and ex-officio member. They do not like that elected members of teachers, students and non-teaching employees should form a majority in the university bodies.

Sir, they are eager to start 500 autonomous colleges throughout India within the next three years. What are these autonomous colleges ? It has been said that they shall fend their own syllabi, they shall determine their own work content, they shall conduct examinations and confer degrees on the students. If a few cosmopolitan colleges become autonomous colleges, then university degrees will be

[Dr. Sudhir Roy]

devalued and students reading in the rural colleges, students reading in district towns shall definitely be discriminated. Not only this, it has been said that these autonomous colleges can raise their own funds. What will happen? Academic racketeers and political rejects will always come forward to float new colleges. Sir, I happen to be one of the Vice-Presidents of the All-India University and College Teachers' organisation. We are afraid that in these autonomous colleges, the teachers will be hired and fired. There will be no service security. The racketeers may try to open new autonomous colleges. That is why, Sir, we want that education should be retained in the State List as was argued by Dr. Kothari.

We also demand that the Central Government should spend at least 10 per cent of its budget and 6 per cent of the GNP for education. With these words I conclude.

[Translation]

SHRI K.N. PRADHAN (Bhopal) : Mr. Chairman, Sir, I support the Demands for grants presented by hon. the Minister because the New Education Policy is a well thought out policy the like of which has never been formulated before in the country. In spite of being a backward nation it has formulated a scheme for the all round development of a student which any other nation has never formulated. Shri Rajiv Gandhi had shouldered the responsibility of formulating this policy. Not only the people of this country have faith in him but they are also proud of him. Our opposition Members have to say something for the sake of saying. I would like to suggest to Rao Sahib that there are a number sayings and proverles in our country which should form part of our curriculum. They would enrich our knowledge. There is a saying in our village:

*Bhains ke aage been bajaye  
Bhains khari khari pagrai*

I would like to say that our education policy is meant for all round development of the students and it would strengthen our national unity and integrity. A lot is said

about the Navodaya Vidyalayas. This is a unique concept which a man of average intelligence cannot conceive. The conditions and the mentality prevailing in the country was such that there was a feeling among the people that the bureaucracy in our country had created two types of citizenship. One was a privileged class which had been elevated so high because of the education policy pursued by Government. The children of the common people could never dream of rising so high and only the children of big officers, capitalists, politicians could become administrators, businessmen, doctors and engineers. But the Navodaya Schools have given opportunity to those students who are talented. This fact can be understood only by those who have formulated this policy and others cannot understand it. I would like to congratulate Shri Rao that he has presented a very good policy before the country and removed the grouse of the people which they were nursing for years.

I would like to draw your attention towards paragraph 1-8 of page 2 of the Education policy of 1986 in which it has been said :

[English]

"While these achievements are impressive by themselves, the general formulations incorporated in the 1968 Policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organisational support. As a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, have now assumed such massive proportions that they must be tackled with the utmost urgency."

[Translation]

This is the substance. It is a coincidence that the previous policy was formulated in 1968 and the present policy was formulated in 1986. Only the digits 6 and 8 have changed places but the subject and perspective has changed a lot. You have definitely formulated a good scheme and you have fixed responsibility. But as far as the financial resources are concerned, I would like to say that the position seems

to be doubtful. I cannot say about the whole country but I would like to deal with the action plan formulated for Madhya Pradesh. The number of pre-secondary schools in Madhya Pradesh for the children of 3 to 5 years of age is 650. Only about 1 lakh children attend these schools. At present there are about 60 lakh children in the age group 3-6 years in our State. The Government wants that 70 per cent children should go to school. This means that 45 lakh children should go to pre secondary schools in the Seventh Five Year Plan for which the Central Government will bear 80 per cent expenditure and the rest will be borne by the State Government. Though you would meet 80 per cent share of expenditure, still the State Governments are not able to bear the expenditure which would be incurred in sending the children to the pre-secondary schools.

Similarly, there are 1,60,000 bastis in Madhya Pradesh out of which more than 62,500 bastis have less than 300 population. In 300 bastis, more than 25 per cent bastis have no Primary School within a radius of one km. More than 50 per cent of the bastis do not have a school within a radius of 3 kms. It is your policy that all the children in the age group 6-11 years should be sent to the schools. You want to introduce universalisation of education. But I would like to put before you the present state of affairs. If you want to provide buildings for all the school going children, then only in Madhya Pradesh, you would require at least one lakh rooms for which a sum of Rs. 300 or 400 crores will have to be spent.

Operation Black Board is a very good scheme. It would prove to be very effective and beneficial. You have included 16 items which should be made available. You have made a plan to implement this scheme in 10 per cent of the Blocks in 1986-87, 20 per cent in 1987-88, 30 per cent in 1988-89 and in 40 per cent Blocks in 1989-90. You have said that you intend to introduce the scheme of Operation Black board in all the Blocks by 1990. But what has happened in 1986-87? That year has already passed. Have you been able to adhere to the target? I would like to submit that only in Madhya Pradesh a sum of

Rs. 100 crores would be required for this purpose.

Similarly, the number of teachers required is also very huge. You have made science and Mathematics as compulsory subjects under the 10+2 scheme. Till now these were optional subjects. Now as you have made these subjects compulsory, you will require teachers to teach these subjects and they will have to be trained. For this purpose, a sum of Rs. 40 crores will be required to be spent in Madhya Pradesh only.

Similar is the position of vocational education. A sum of Rs. 25 crores will have to be spent on this during the year 1987-88. What I mean to say is that for the implementation of a good education system, the most important thing is raising resources, we are short of funds. The Education Commission during the years 1964 to 66 had suggested that 6 per cent of total resources should be spent on education. After raising it, the share of allocation from total resources has been raised to 3 per cent. I would like to submit that the Centre should issue directions to the State Governments to spend 6 per cent of their total resources on education. They should make an outright allocation of 6 per cent of resources for education. Rao Saheb would make efforts and—I do not want to cast any reflections on anyone—if there is any Education Minister of the stature of Shri Rao, he will also make efforts, otherwise this task is not going to be accomplished. We have seen that budget allocation for education is curtailed to make provision for electricity, water roads and other things. Some years may pass in this way, but ultimately it may create hurdles.

Similarly, we should formulate schemes to seek co-operation of the people of the country. For example, there are a large number of donors in our country, but their contributions are not being channelised properly. If some donor constructs a building in the memory of some one, then we should accept the building constructed by him.

Mr. Chairman, Sir, I would conclude my speech after giving two or three suggestions. Voluntary organisations play

[Shri K.N. Pradhan]

an important role in our country. But you may go through the past history. Whether it is adult education, or it is non formal education, we must see the reality and find out whether it is being imparted or not. Secondly, the system of tuition should be stopped. Just as private practice by doctors has affected the efficiency of the doctors, the system of tuition has vitiated the teaching profession. Similarly, with regard to universalisation of education, I would like to submit that vocational education is proposed to be imparted in the 10+2 system. You have talked of providing education to all the children in the age group of 6-14 years, but 50 per cent people in this country are living below the poverty line and they want their children to eke out a living in order to augment their income. For this, they put their children in agricultural work, cattle grazing or any other odd job. I would like to submit that the scheme of "learn while you earn" should be started from the level of Primary education. In Madhya Pradesh, mats and chalk are produced in schools with the help of children. Similarly the children can be asked to make the envelopes used in Parliament. In this way they will earn something while they learn.

I would like to submit one thing about the college teachers. A country, where teachers are not respected and do not have confidence, cannot march forward. The condition of teachers is pitiable. A Commission is appointed for Central Government employees, commissions are also appointed for State Government employees and Pay Scales recommended by the Commissions are made applicable in respect of them, but in respect of university and college teachers pay scales are prescribed by the University Grants Commission and these are not made applicable unless State Governments meet fifty per cent of the funds. This problem needs to be solved. The teachers must get them as soon as these are prescribed for them.

I would like to submit one more thing. Ministry of Human Resource Development appears to be a very good name. It may make a good contribution in the development of the nation, but this name smacks of materialism as we want to develop

the human beings as resources. In this way development of individual or human being becomes secondary. If the name of the Ministry is changed, it would be better. With these words, I support the demands for grants of the Ministry.

[English]

SHRI A E.T. BARROW (Nominated Anglo Indian) : I beg to move :

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to implement the scheme of "Operation Black-Board."] (1)

"That the Demand under the Head Department of Education be reduced by Rs. 100"

[Need to confer autonomy on Colleges.] (2)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to implement the National Core Curriculum.] (3)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to link Industrial and Technical education.] (4)

SHRI V.S. KRISHNA IYER (Bangalore South) : I beg to move :

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to provide funds for teaching regional languages in Navodaya Vidyalayas.] (5)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to provide compulsory military training in all Colleges.] (6)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to provide funds for mid-day-meals in all primary schools run by Government] (7)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need for giving more encouragement for learning Sanskrit.] (8)

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to provide more funds for primary school buildings in rural areas.] (9)

[Translation]

\*DR. PHULRENU GUHA (Contai) : Mr. Chairman, Sir, I rise to support the demands for grants pertaining to the Ministry of Human Resources Development. No nation can march forward without education. The backbone of a nation depends on education. The foundation of adult education and vocational education is very important. Funds have been allocated and centers have also been opened, but it is very necessary to specially see and watch whether these centres are being run properly or not. From my personal experience I have found that all these centres are not functioning properly. Therefore, I will suggest that these centres may be evaluated at short intervals. Sir, some funds have been allocated for women's education and some work has also been initiated in this respect. I will specially suggest the hon. Minister to keep a watch that these funds are properly utilised and the various schemes are properly implemented. It must be ensured that the girls attend the centres regularly and get proper education and training otherwise it will be a total waste. Only funds will be spent but the girls and women will not advance or progress.

Sir, much criticism has been made about the 'Navodaya Schools'. Here I will take

one minute to narrate an incident of my personal experience. In 1943 there was a terrible famine in Bengal. During that time we had opened 'Ashrams' for many destitute children. Many such children came to us from the streets. It is my experience that many of those children are today standing on their own feet.

I will tell you more thing that at that time one boy was picked up from the streets and he stayed at my house for some days. The boy was aged 7 or 8 years at that time. Some years later we again saw him when he was 11 or 12 years old. We were astonished to find that the boy had many talents. He could sing, he could dance and he could paint. You will not believe that when we took one of his paintings to Nanda Lal Bose, he exclaimed 'where have you found this painting ! I will adopt this child. He trained and educated that boy. Later on in free India that boy got a good job in a college. In this manner many boys and girls came to us. In these 'Navodaya Schools', students should be admitted on the basis of their intelligence and latent talents only without any other consideration. The hon. Member who spoke before me hinted that only the children of affluent and influential parents will ultimately get admission in these schools. This must not happen. Talent and intelligence should be the only criteria for admission to the Navodaya schools. Then only the dormant talents of the poor children, which is going waste today, will also get an outlet for development and the country will benefit from that.

One more thing I will like to say Sir, There must be only one uniform system of education in one State. In my own State, I regret to say, that two different types of education are being provided at the primary stage. One is with English and the other is without English. This will give rise to two types of citizens. Those studying in English are the children of affluent parents. They will be able to get into English schools as they can afford higher costs of education. They will go up in life, they will get higher education and will grab the higher posts etc. The other type of poor children will remain neglected and they will not find a place anywhere.



[Dr. Phulrenu Guba]

In this context I will like to say that some very important and momentous legislation have been passed here in the Lok Sabha. The pieces of social legislation are of the utmost importance and they must be enforced in our society for removing many ills in our society. But as a worker I have observed that these social laws are not being enforced or implemented properly. Therefore I request that this issue should be taken up as a peoples movement. This Movement should be spread from the cities and towns to the district sub-divisions and thence to the villages. Unless we can take it up as a peoples movement, these social laws will not be able to remove the various social evils.

Sir, we have some provisions for vocational training in our country. Some more will perhaps be provided. Here I will like to say that those students who are suited or have talents for a particular trade, should only admitted in those courses. If they are admitted just for sake of admission, then in the future they will not take to those trades and their whole training and expenditure thereon will go waste.

Sir, the basic scientific education has not reached our common people as yet. We should arrange for that. In the end I will like to say that in our country manpower planning has not yet been done on a scientific basis. I will pointedly request the hon. Minister to pay attention to this aspect. Much more has to be done for the women and children of our country. The ICDS programme is very laudable. But we will have to try to improve it further and to see that it functions properly. The provisions for the welfare of women will have to be further improved and strengthened. Unless more of vocation education is provided for the women, they will never be able to stand on their own feet. Unless the women of our country progress and develop, our country can never make any progress.

With these few words, Sir, I once again support the demands of the Ministry of Human Resources Development and conclude my speech.

[English]

SHRI MAURICE KUJUR (Sundargarh) :  
Mr. Chairman, Sir, I rise to support the

Demand Budget for the Ministry of Human Resource Development. Sir, I speak for the first time in the House, so, I do not want to go in detail about the new National Education Policy or for that matter rather the details of the subject. At the outset, I thank the Prime Minister for giving more fund for the Budget this time for Education in comparison to the past. No doubt, Government has taken many steps and there are scopes in new Education Policy to uplift the educational problems and difficulties specially in the rural and tribal areas, but, still, some lapses are there and I shall touch those points or those areas where more concentration is required. According to the new National Education Policy, there is a proposal to set up Navodaya Vidyalayas in the country. Navodaya Vidyalayas are aimed at providing opportunities to the talented children to develop their full potential, and to promote national integration. Such Vidyalayas must be set up in rural and backward areas, so that they will help to end the unhealthy social segregation which now takes place between the schools for the rich and those for the poor.

Poor parents send their children to the school, with high hopes and great aspirations. But after completing their education, these children are unable to get any employment. After completing a certain stage in education, neither they are able to go the profession of their ancestors, nor to work in the fields. Thus, they become a financial burden on their old parents.

So, the syllabus in schools and colleges should be such that education becomes not only degree-oriented, but also job-oriented, so that after the completion of education, our boys and girls are able to work independently. This will solve the unemployment problem in the country.

With great concern, I want to draw the attention of the hon. Minister to a very vital point : in the rural and tribal areas, many boys and girls leave their schools before completing their education. Among children who do so, the number of tribal boys and girls is more. In rural and tribal areas, mostly the students give up education after Class VII. This is because of various reasons, but mostly it is because of the financial condition of the family or of the parents. Either the parents are unable to

send the children for higher education, or they engage those children in some other income-giving jobs, in order to support the family financially. Steps should be taken to check this large scale drop-out of children, by taking such measures as increasing the pre-Matric scholarships.

More residential schools should be opened in SC and ST areas. Free mid-day meals, books and uniforms should be provided to these ST and SC students, so that these students will be able to go to the schools, at least with their bare, essential needs for schooling fulfilled.

I want to make one point clear to the hon. Minister : in Orissa, there is only one Agricultural University at Bhubaneswar.

In Western Orissa where agriculture is the main occupation of the people, there should be one more agricultural university either in Rourkela or Sambalpur. Tribal boys and girls come from backward and rural environment and in those families most of the parents are illiterate especially in the tribal families. The rural background or environment is very backward; and that is why, even after completing a certain stage in education, tribal boys and girls coming from rural areas or villages are unable to complete in the national level competitions. Of course, some steps have been taken by the government by opening coaching centres here and there. But I would request the hon. Minister to give more attention to this field and open some more coaching institutions; and those coaching institutions should be living institutions where SC and ST boys and girls will get an opportunity to be coached for IAS, IPS and other Staff Selection Commissions. In this regard, I would request the hon. Minister to open some such coaching centres in Rourkela, Sundargarh and Sambalpur. This will help tribal students to be successful in all India level competitions.

I want to draw the attention of the hon. Minister to a few lapses in adult education. I have seen and visited some of the adult education centres. I have observed that they are opened long before but books and other things reach very late there, say, after four or five months. So, some steps should be taken to do away with those lapses.

The Inspectors, who are incharge of adult education, are paid very low remuneration. So, their remuneration may kindly be increased.

With these words, I thank you for giving me an opportunity to speak on this subject.

SHRIMATI JAYANTI PATNAIK (Cuttack) : I rise to support the Demands for Grants under the control of the Ministry of Human Resource Development. Human resources are perhaps the most strategic and critical determinants of growth, yet their development has not received the required attention. The qualitative aspect of human resources leaves much to be desired. We are glad that the budget provision has been increased from Rs. 350 crores to Rs. 800 crores, which is an increase of 127 per cent. It has rightly emphasised the importance of education and implementation of new educational policy. Certainly, sanctioning half of the amount of the total amount in the Sixth Plan shows that there is a purpose of sincerity and there is an indication of priority. However, to ensure proper utilization of the funds in order to achieve the objective of the national education policy, the intention of the government should be matched by the coordinated administrative action.

16.00 hrs.

[SHRI SHARAD DIGHE *in the Chair*]

Why I am saying so is because under the item 'Secondary Education', Rs. 59 crores have been allocated for the Central and the Centrally sponsored schemes in the current year but apparently, only Rs. 42 crores are likely to be utilised according to the Revised Estimates. In the light of this performance, there should not be any apprehension that Rs. 258 crores allocated for the same purpose in 1987-88 will not be effectively utilised. I would just like to say that the financial allocated should be commensurate with the measures to strengthen the administrative machinery.

Sir, we have to achieve the universal primary education by 1995. It is well-known that 'Operational Black-board' requires a huge amount of funds. Keeping this in view, it was assured perhaps in the

[Shrimati Jayanti Patnaik]

programme of action that the construction of essential buildings would be the first charge of NREP and RLEGP of the Ministry of Rural Development. Here also there should not be any apprehension that Rs. 600 crores allocated under this head to the Rural Development Ministry will not be effectively utilised. There should not be any apprehension whether this huge demand\* of construction of primary school buildings will be met or not because the Ministry of Rural Development has got its own priorities also.

Though the enrolment of children in primary schools has increased from 42 per cent in 1950-51 to 91 per cent in 1983-84, still we see that there are vast disparities among the States and among the districts within the State as regards the access to schooling facilities, enrolment of girls compared to boys and the vexatious phenomenon of drop-outs.

To have the intended impact on the thrust towards universalisation of primary education, concrete action will be needed at two levels. Firstly, the nine educationally backward States which together account for 75 per cent of the children deprived of education, must draw up a 'Crisis Plan' for extending school facilities before 1990 to catch up with the national average level of enrolment of the children in 6-12 years age group. Secondly, for these additional seven million children of this age group, the transparent inadequacies in the basic facilities and consequently in the quality of primary education available to the disadvantaged section requires to be tackled. In this connection also, I must say that most important is the data-based planning. Unless the data base of educational planning is improved, it will not be possible to quantify the dimension of remedial effort that is required.

Another most important point is that we should think of the meaningful environment to be provided to a child. This means transforming the desolate bare face of primary school buildings. For this, the school building must become the nucleus of social action. The curriculum should reflect the major concern and goals of social action and this should also relate to

the requirement of the society. It be developed as a Centre of community education which should cater to the children of pre-school age and the children of 6-11 years age group and 11-14 years age group in the formal and non-formal schemes and also to the adult the 15-35 years age group.

Now I come to the drop-outs which is mostly found among the girls, specially in the tribal areas. More residential schools must be opened in tribal areas. For facility of communication, teachers recruited for tribal areas should be acquainted with the tribal dialects and should be required to undergo an orientation course to acquaint them with the tribal ethos. Those teachers who do good work should be encouraged by providing them housing facilities and by creating promotional avenues for them. There is high drop-out rate. It is because of the economic backwardness as the children are often required to participate in the income earning activities of the family or to attend household chores with a view to mothers to participate in such economic activities.

Besides, girls because of inferiority status and to attend household chores or to take care of younger siblings are deprived of education. In this case, it would be desirable for flexible school hours and timings of vacations so that such children may attend school after their other works and attending school does not prevent their pursuit of other unavoidable engagements. Incentives be given to motivate—in the form of free text books, supply of uniforms and provision of meals. Besides, attaching of Anganwadis to schools to help girls attending on their younger brothers and sisters is also very necessary. In the new education policy, early education is also being encouraged but more money should be given for early education. Otherwise more Anganwadies should come up and should be attached to the school.

Non-formal education is more important because in this Budget also emphasis has been laid. But the thing is that already we have got a feeling in the society that non-formal education is an alternative to the formal education. This feeling should not be there. The model of education

envisaged would need the integration of different supervisory systems created for the formal and non-formal and Adult Education Programme. Such an integration would lead to the strengthening of the supervisory mechanism at the block level. The school complex system should be revived with a view to improving supervisory economic guidance. Teachers of the non-formal should be trained to function as effective instrument of change and as Extension Officers.

I also come to the Adult Education. We are glad to learn that this functional literacy of adults is being given importance. Beginning has been made to invite two lakh children of NSS. It should be that. But credit should be given to those who do good work. This must be given in the shape of final grades in the examination and incentive to voluntary agency also should be in the form of grant for construction of permanent building and incentive also to instructors should be—recruitment in primary school or promotion to supervisory staffs.

Curriculum needs special attention. Area specific and occupation specific modules need to be developed.

To eradicate women illiteracy, literacy and socio-economic programme should be linked and grass root leadership development should be the major thing for developmental programmes. Programme for adult education should be made compulsory for all the schemes and programmes of development.

The procedure for obtaining grants for adult education to the voluntary organisations should be simplified so that the work may not suffer.

The special feature is of Navodaya Vidyalaya. We have to mobilise the best resource, resources in human terms. We have to identify the best children and most intelligent children in whom we feel they will be able to develop themselves in different fields. So, Navodaya Vidyalaya will give this opportunity not only to urban children but also to rural children, not only to the rich but poor children also. It is a quest for equality and for quality. The thing is that 90% of the education budget goes to the expenditure that is mainly for

salaries and other establishment charges. I would like to say that the scope of mobilisation of additional resources in economically backward areas is limited. Therefore, they find tremendous difficulties in meeting the additional requirement on account of reformulation of the new Education Policy. Unless substantial Central assistance is made available and unless there is significant Central incentives, the existing gap in the field of educational status of the more developed States and that of the under-developed will continue to widen further. With these words, I support the Demands for Human Resource Development.

SHRI SYED SHAHABUDDIN (Kishanganj) : Mr. Chairman, Sir, the Minister for Human Resource Development is a man of erudition and culture and he is a man of dreams and vision. But he also has my sympathies because he has the plausible mandates. He has inherited a field of operation which is full of disparities and overlaps, contradictions and conflicts of jurisdiction. He has not invented them, but he is virtually facing an anarchic situation in the field of education due to almost senseless experimentation that has gone on since we became independent. He has come to us with a National Policy on Education and that is perhaps the most important contribution that his Ministry has made over the last one year. In the report he proudly describes it as nothing less than a charter. I am afraid, Mr. Chairman, it has still remained nothing more than a charter. He simply does not have any source yet. I am aware of the higher allocation that has come in his way, but that certainly does not provide him the wherewithal, the resources, with which he can realise own his dreams or the objectives of the policies that he has enunciated on behalf of the Government. I have my differences with him. His entire approach to the education which he reflects the elitist bias of the Government is going to contribute to the accentuation of disparities in quality and even in the spread of education. It is not going to fill up the gap of the standards, it is not going to take us all to the land of equality and dignity that Gandhiji dreamt of. The entire education policy is deviating from Gandhiji's dictum. What cannot be shared with the masses is a taboo for anyone.

[Shri Syed Shahabuddin]

Mr. Chairman, our biggest challenges are in the field of primary education and adult literacy. Today, we might think of introducing computers. But we do not you not have funds for blackboards? Universalisation has become a fast fading dream. Enrolment percentage-wise is going up. But what is the sort of education that you are providing and what is the infrastructure that you have provided? The situation has been described well in the House on both sides and, therefore, there is nothing new for me to describe. The fact is that the entire process of enrolment, the drop-outs pattern and the lack of incentives which would compensate the poor lead, if only, to what I call a situation of class selection. That is where differentiation sets in. That is where a bias is built into the system and I don't see that in the coming year or in the near future the Government is going to somehow reduce this gap.

Mr. Chairman, in the field of adult literacy, with Rs. 50 crores, what are you going to achieve? There are countries which have undertaken it as a challenge and they have been able to achieve results within a small span of time. We have lost 40 years and I do not know how many more millions who are born on our soil, who are our copatriots will live and die as illiterates. Mr. Chairman, in the field of secondary education, we all lament both the introduction, of a new elitist bias as well as the fact that vocationalisation has not proceeded apace. About these Navodaya schools, I am still to see the results, I have my doubts, I had expressed my scepticism, Mr. Chairman, when the matter was debated in the House. But what are the Navodaya schools going to produce except a handful of individuals? May be they come from various classes, maybe they are trying to inject new blood into the elitocracy, but it still remains a very very small section of our people. And as for the universities, we see that the university scene is entirely a situation of turmoil. There has been an uneven distribution and there has been an appreciable fall in its standards. It has been a haphazard growth which seems to imply as if we do not know our destination. We are producing lakhs of unemployed graduates, unemployable graduates who do not know how to make their way. Sometimes, Mr. Chairman, I am forced to think

is nothing short of a national conspiracy to contain youth power to emasculate yuva shakti and to reduce them to the servants of a system in which finally, demoralised after looking here and there for jobs they end up not at a level where their education should prepare them for just making a livelihood.

Mr. Chairman, now we hear about the autonomous colleges. Are we going to have two classes of education, two standards of education? Obviously the autonomous colleges are going to devalue university education in the employment market and the employers will choose only those who come from well known colleges.

Mr. Chairman, I certainly appreciate the progress that has been made in the field of technological education. But in the field of higher learning, I am also aware of the sickness that is pervading some of our nationally known institutions. What is the Minister going to do about reviving the Indian Institute of Advanced Studies that we built with such love in Simla? Is he aware of the sort of things that are happening in the various Councils of Research that we have put up in the field of Social Sciences or in the field of History? What have they been reduced to?

Mr. Chairman, I do not have much time, but I must say a word about the content of education. The great failure of Indian education has been the failure to evolve an Indian mind, a national consciousness, a human consciousness, a consciousness in which we tolerate our differences, in which we accept our diversities. Let us scrutinise our text-books. I know a screening has been started. But this has to be done with a great deal more of interest than what has been done so far. Let us look at the emoluments of our teachers. Let us look at their service conditions, their living conditions, their working conditions. Don't we want absolutely first-rate talent to go into our educational system?

Mr. Chairman, I must draw your attention also to the one question that has been a matter of concern to many of us. The right granted to the minorities under Article 30 of the Constitution to establish and administer educational institutions of their choice is being slowly eroded. I would

situation and to remove the uneasiness in the minds of the minorities on this score.

Also on the question of medium of instruction, the mother-tongue is being given a back seat, sometimes even the third seat. I do not think that is correct or is in consonance with the spirit of our educational system or even of our freedom movement or our culture. We must give the mother-tongue the pride of place by choosing it as the medium of instruction and as the first language to be taught at the school level. I know that the three-language formula is an excellent formula if it is honestly and sincerely implemented. I know it still leaves a problem for the linguistic minorities in non-Hindi States, but that is a matter which concerns only a very small group of people and that can be looked after in another way, but this question of mother-tongue is going to cause a national problem unless we are going to take some helpful steps at this stage.

Mr. Chairman, I will take a few more minutes. About this Department of Culture. I would like to mention that they have reduced culture to *tamashas*, international *tamashas* and now even local *tamashas*. What are we doing for those who produce goods of culture? How much culture are we taking to the common man? We are bringing culture to darbars, we are bringing culture from all over the country to Delhi, we are holding jamborees and utsavas in Delhi, but what are we doing to upgrade the cultural level of the people and what are we doing for those who produce goods of culture and what are we doing to transfer the heritage of culture from one part of the country to another part of the country? I made a proposition to the hon. Minister: Let the classics of all Indian languages be translated into all other national languages. But he pleads lack of funds. I do not think that any other exercise could have a greater import as far as national integration is concerned.

As far as the Department of Art is concerned, it has been given a specific task: to create a centre in the name of the late lamented Prime Minister. I do not grudge it. But it has to do a little more than that. As far as women and children are concerned, we do not seem to have any clear objectives,

or enough resources or even planned activities. We have certain welfare programme. Welfare is not development, Mr. Chairman.

In the field of sports and youth, I wish, we should learn something from our experience at Seoul. We have to broad-base the national ambit of sports activities. We have to select our talented children from the very young stage. We have to have rural playing field and I want that every Panchayat must have at least one rural playing field in the coming financial year. I wish also that in every Panchayat, one youth club, at least, one youth club, should be established in the coming financial year. I would like the hon. Minister to pay attention to it.

Mr. Chairman, I will end up by saying that we must have the National Education Act, in order to bring about uniformity in our system, in order to create a sense of equality in our system, in order to have a national syllabus, in order to have uniform standards, in order to provide equality of access to the educational plant, to all our Classes to all our people, to all our regions, to all our groups because without equality, Mr. Chairman, we cannot have a regime of dignity and without education, we simply cannot have development.

Mr. Chairman, therefore, I would say that let us do away with the system which breeds class consciousness; let us try to remove disparity; and let us try to introduce uniformity, equality and dignity.

[Translation]

SHRIMATI KISHORI SINHA (Vaishali): Mr. Chairman, Sir, the Ministry of Human Resource Development is a very important Ministry, Development and progress of any country depends on the development of human resources.

There are several aspects of human development. Since time is limited, I shall be brief in my speech. I want to speak on Child Development and Women Welfare.

40 per cent of our country's population consists of children. This population is

[Shrimati Kishori Sinha]

more than the total number of children of all the African countries. Even then condition of the children of our country is very bad as compared to other developing countries. Most of the children are sick and very weak children are born. About 20 lakh children fall victim to diarrhoea, diphtheria, tetanus, whooping cough etc. every year. Thousands of children become blind due to deficiency of vitamin A. The Government has taken the responsibility of protecting the children from these diseases and to ensure child development which is a commendable step. This work is being done under the National Integrated Child Development Programme. Attention has been paid to providing nutritious food to expectant mothers, their health care and prevention of various diseases. Provisions have been made to provide non-formal and pre-primary education to children of 3 years age. Arrangement has been made for nutritious food for the children in the age group of 6 years and for their health care. Medical facilities have been provided to women. Anganwadis and Balwadis are being run to make these services available and to take care of the children. Balwadis and Anganwadis are being run in Adivasi and Harijan areas on the basis of one each for a population of 1000. As regards the Anganwadis, I am to say that in the absence of information about their location it becomes difficult to reach there. It is my own experience. Recently, I had gone to see the Anganwadis. It was very difficult for me to reach there and after making a lot of enquiries I was able to see one or two Anganwadis. There the children are being given porridge etc. There are a number of complaints against the quality of porridge. Insects are found in it. But it is a matter of pleasure that it is proposed to provide wheat porridge to the children. Similarly, the rate of honorarium to women running Anganwadis should also be increased so that they may discharge their responsibilities with interest and efficiency.

Similarly, I had the chance of visiting the Health Centres. A month back, when I visited the Primary Health Centre in Vaishali, I found that there was paucity of medicines, rather the medicine bottles were empty. Similarly, I went to referral

hospitals. There also medicines were in short supply. But the reasons for the short supply could not be ascertained. Is it that the doctor did not place the indent or there was no supply from Government side or the doctor did not feel the necessity of placing the indent. 5 women lost their lives in a referral hospital, because anti tetanus injections were not available there. I would like to urge the Government to pay attention towards it. There should be arrangement to look after the women running the Anganwadis. All arrangements are there at the Government level, but the arrangements at the local level cannot be said to be satisfactory. It was decided to provide vaccines under the universal immunisation scheme, but there is no proper arrangement to store it safely. Therefore, I would like to suggest that arrangements should be made to provide a refrigerator to them. Similarly, there is a need to arrange paediatric coachings in the hospitals. As it is, employment opportunities have been provided and there is a scheme for this purpose. In spite of that I want that those mothers, who are rearing their children, may be given light work so that they can bring up their children. They should be encouraged to run spinning wheels so that they can maintain themselves by spinning cotton yarn. Centres should be opened at important places where they can sell their yarn and maintain themselves. These should be operated on the pattern of the Dairy Milk Scheme under which people from villages deliver milk at the collection centres and then it is processed with scientific methods and sold. This will solve the problem of unemployment. What I mean to say is that the more we pay attention towards child development, the greater will be the human development. With the development of man, the country will march forward on the path of progress. The Ministry has so far done commendable work. With these words I express my thanks to you for giving me time to speak and listening to me patiently.

[English]

SHRI SOMNATH RATH (Aska) : I support the Demand. At the outset, I want to say that we are happy that we have got an efficient, learned, and knowledgeable Minister Shri Narasimha Rao who is in charge of this portfolio.

This education policy is meant to fight against poverty and it is for all-round development. Our hon. Prime Minister has placed much stress on it and I will quote what our Prime Minister said while presenting the Budget :

"To give a good start to the new policy, I have allocated as much as Rs. 800 crores for education as compared with Rs. 352 crores in 1986-87. This massive increase is another of our resolve to bring about an educational transformation in our country."

He has also started one important factor. I quote :

"State Governments have the primary responsibility for education. These resources will supplement the efforts of State Governments".

Some of the hon. Members have expressed concern about the financial constraints to implement the policy. This education policy, stress on national integration, modernisation, Navodaya Vidyalayas to train teachers, adult education, the formal education, Operation Blackboard, vocational education—all these will bring back qualitative reforms. I would suggest that compulsory schooling for boys and girls must be implemented. Education should be given for population stabilisation. It has also been expressed by many eminent persons about cent per cent enrolment in primary schools. There is no resource. There is no capability. Sir, education is a major input in the development. Education should be given priority.

Our Prime Minister has also expressed his anxiety about the financial constraints when he said : "perhaps the Planning Commission feels that the human resource is not a resource for the development. It must do basic rethinking unless the Planning Commission realised that the basis of our development is not dams and power stations and industries but the people who are going to build these dams and run these industries"...

The New Education Policy has been discussed more than once. I do not want to go into the details. This is in the Concurrent List. The Central Government cannot be a sad spectator if the Scheme is not implemented by the States. The Central Government too has got responsibility.

Coming to Orissa State which is a very backward State, I would say that there is much confusion about the implementation of the Policy in Orissa State. For example, in your State, Maharashtra as well as Orissa, the B.Ed. examination has created problems. The problem can be solved by the Government itself. But in Orissa though there are certain colleges to which concurrence has been given by the Government, the University do not give affiliation. On the other hand, to some of the private colleges where some District Administrator is either Chairman of the Governing Body or the Management, or their relations, affiliation is being given to these institutions, though they have not got the infrastructure. Ultimately, the students suffer. This phenomenon is continuing for years. Every year the Government comes out to settle the matter; select such of the colleges to which permanent concurrence as well as affiliation is to be given but that is not carried out for obvious reasons. Private colleges grow like mushrooms. Students are admitted in those colleges with high capitation fees. They are allowed to appear in the examination, but the genuine colleges suffer. Similarly, the policy of the Central Government is, most probably, not understood in its proper perspective by some officers who are to implement the scheme in Orissa. Their feeling is that this policy is not to expand higher education but it is meant for consolidation only. On that score, they do not pay any importance to develop the existing colleges, leave alone starting new ones. I am coming from Ganjam District where there are mostly private colleges. From the beginning there has been no government college. In Orissa, if education is imparted, it is only by private colleges. Government has not started a single government college recently.



[Shri Somnath Rath]

Also the policy differs from institution to institution. First of all, they decided to give aid to such private colleges which have completed five years and they have given aid. But now they say, for further appointment of lecturers, one-third grant will be given [after seven years and two-third after nine years, and only those lecturers who are sponsored by the Government are to be appointed by the Governing Body of the private colleges at a higher salary. How can these private colleges function in this way? For the information of the hon. Minister I may say that the tuition fees and admission fees of the students of these aided colleges are deposited in favour of the Government Education Department. And only Government-sponsored lecturers are to be appointed and to be paid by the Governing Body of these colleges and after seven years only one-third grant will be given. It is impossible to function in this way. How can education be improved and how can this policy be implemented in this way? The Central Government should intervene. Permit me, Sir, to repeat that Education is in the Concurrent List. For the fault of any University or for the fault of any State Government, the students or the people of that State should not suffer.

Similarly, the government policy was that, after three years, for women education, one-third grant will be given. But there are colleges which do not get it. I know; I can name the College at Bhanjnagar, Savitri Women's College; for six years, no grant has been given to the College.

Though Government has advertised that government land, if available, will be assigned to the colleges, it is not being assigned. Under these circumstances, I would make this suggestion that when Navodaya Schools are being started, let the hon. Minister take the MPs into confidence and let their suggestions be considered. Similarly, while giving grants for culture, for sports, for games, to various institutions, let the suggestions of the MP of that area be taken into consideration because instances are not rare when these cultural institutions apply for grants and it never reaches the Central Government in time; it is kept somewhere; and these institutions are deprived of the Central aid.

So, I would once again submit that the suggestions sent by the MPs may be given due importance. This is necessary for the implementation of the scheme because in this House we have discussed this, we know the mind of the Government, the hon. Minister has replied. But when we approach the hon. Minister, for every matter if we are told to go to our State, I do not think we can achieve our goal. About Navodaya School, the intention of the Government is to give scope to intelligent students in the rural areas. Now the advantage of higher education is taken by the rich people and the common man is not able to get it. Of course, the intention of the Government is very good. But if we leave it to the States, if we leave it to the Director to send the report, then he will do as he likes. He may not do it also. In Orissa, out of five universities, one is the Agriculture University which comes under ICAR and another is Sanskrit University. There are three more universities and in my district there is one university—Berhampur University. There is no syndicate or senate; there is an administrator. Similarly in Sambalpur University there is no syndicate or senate; there is an administrator. I think today or tomorrow there will be another administrator in the Utkal University also.

Who are these administrators? Are they men of learning? Have they got anything to do with education? Some bureaucrats are posted there. These universities are meant not to be institutions to conduct only examination and give degrees; but meant for research in the language, art and culture of that region.

I want to invite the attention of the Hon. Minister through you to the fact that UGC has given a scheme to Orissa to have a centre in any of these three universities for research in women education. Only the Berhampur university has given the scheme. You will be surprised to know that two other Universities—Utkal and the Sambalpur—did not give any scheme and Government of Orissa has not forwarded that scheme to UGC. That is the problem. As a result of this it is the people of Orissa, the children of Orissa, who have suffered. Let them not suffer, they should not suffer. So, I once again

request the Hon. Minister to intervene because we are here to implement the scheme. We are not here to carry out the whims and fancies of any individual or any person.

These universities do not submit the utilisation certificates to UGC in time. So, the UGC is not giving further grants and the universities are deprived of getting grants. This has become a regular feature. There must be some supervising agency to see that the amount given in the budget would go to all the States, and the Universities and the State Education Department should be activated and asked to implement these policies. Unless there is some supervising agency, and we depend upon the States to function as they like, I think these policies cannot be implemented.

The nation should grow. It is of national importance. It is not of any particular region's or state's importance. It is of national importance as the Prime Minister and the Hon. Minister have stated in this House. What is required is implementation; funds are not wanting. So, while carrying out the implementation, I would suggest that the underdeveloped and backward states should be given due importance given priority and funds and steps should be taken for implementation of all these schemes.

[Translation]

SHRI P. NAMGYAL (Ladakh) : Mr. Chairman, Sir, while supporting the demands for grants of the Ministry of Human Resource Development, I want to express my views in this regard. Through you, I also want to congratulate the hon. Minister and also our leader Shri Rajiv Gandhi for formulating and implementing the New Education Policy within a very short period. Much emphasis has been laid on universalisation of elementary education which we can hope will be very beneficial for the betterment of the country especially for those students who live in the villages. At the same time, there is a programme to open 81 Navodaya Vidyalayas in 1986-87 under the New Education Policy. 60 such schools have already been opened out of which one school has been opened in my constituency.

I want to thank the hon. Minister for this. With the opening of these schools, the expectations of those parents and children will be fulfilled, who, though deserving, are deprived of the facility of education. The policy framed for admission in these schools is also very commendable. Under this policy, 60 per cent children will be taken from rural areas and 40 per cent from towns and cities. But one difficulty has been noticed in it that the standard of the rural children has been placed at par with the all India level. As a result, children living in far-flung and rural areas do not come upto the expectation and out of 100 children hardly 50 children come forward. I would like to suggest in this connection to provide one more chance to the students who have failed in the test with a margin of few marks only. They may be given one or two months coaching before taking the test. It will be helpful to you at the time of implementing your programmes. You should pay attention towards it.

Sir, so far as the question of education in Jammu and Kashmir is concerned, education is free upto degree level there and almost in every village there is a school. But I am of the view that the schools are there just for namesake. There is no school in real sense. There is no facility, no black-board, no school building, no space for the children to sit and no chairs for the teachers to sit. The children take their lessons by sitting on the floor. I am of the view that this matter will rest where it is and we cannot march forward. There are several small villages in my constituency where 10 to 15 families live and there are not more than 10 to 15 children in these villages. There are schools in these villages, but there are no teachers and if there are teachers, there is only a single teacher who is often absent because these are very remote areas. It is a very good scheme as you have the programme of posting two teachers now. What I feel is that schools in which single teachers do not stay. Double teachers will be posted and it will be very beneficial to further the studies of children. I express my thanks to you for this.

There are several remote areas in my constituency. There are 50 to 60 such villages where only one to two or 4 to 5 families live. It will not be possible on the part of the Government to open a school in

[Shri P. Namgyal]

each of these villages. But the children of those villages have got the right to education. What are you going to do for this? How will you provide education to these children? I would like to suggest that you may please construct residential hostels in every district headquarter or at centrally located places where these children can be admitted. They may be given educational facilities at these places. The number of such children is not more. But these people belong to remote areas. They live in border areas. If you can provide hostel facilities to provide education to such children as per my suggestion, you will be remembered for ever.

So far as the question of scholarship is concerned, there are a number of programmes. Scholarship is being received in our border areas. Different kinds of scholarships are being given such as merit-cum-poverty scholarship, border area scholarship. But the amount of scholarship is so less that it is of no use. Secondly, the scholarship amount is disbursed in lump sum. If this scholarship is given every month, I feel, it will be more beneficial. When lump sum payment is made, parents utilise the money on purchase of commodities of daily use like tea and sugar. Children do not get any benefit out of it. Children cannot purchase text books, exercise books and meet their other requirements out of that amount. You may, therefore, arrange to disburse the scholarship amount every month so that these children are benefited.

I would like to speak a few words about technical education. You have provided the facility of reservation for those who belong to weaker-sections, scheduled castes and scheduled tribes. Their children more or less get some seats in technical institutions. But in our area there are communities which live in hills and whose condition is worse than those living in plains. Since they do not come under this category, their children cannot get the facilities of technical education and training, because they cannot compete with others. I would like to suggest that the Human Resource Department may reserve some seats for talented students from hill areas.

medical, engineering and other technical disciplines. I request you kindly to consider these points.

As many as 250 children died of measles this winter in my constituency due to nonvaccination as no doctor was available there. In my constituency 30 posts of doctors are lying vacant. Our children are not being vaccinated and the doctors of Jammu and Kashmir are not willing to go there. So I would request you to reserve seats for the students of my constituency. The Government have launched a massive programme for the training of teachers which is a commendable step. But I would request that the teachers, and other personnel, connected with scientific research, engineering and medical research, agriculture and veterinary should be given running grade. As the salary of teachers is very less, they should be given a running grade. They should get an opportunity to rise upto the post of Head of the Department; you may, of course, put an efficiency bar in the middle of the grade, so that there is no stagnation. At the moment qualified persons do not take to teaching profession and they opt for other services. There is need for qualified teachers to take up this job. For this you will have to give them a running grade.

There is a scheme for the study of Tibetan literature in the Department of culture. It is going on at a very slow pace. It should be accelerated. In earlier days, Nalanda University was a renowned institution in the world for the study of Sanskrit. The literature which escaped the depredation of the Muslim raiders had been translated into the Tibetan language quite earlier. Now it is being re-translated but the pace is very slow. This should be looked into.

In the end, I will deal with the sports. I am very grateful to this department for inviting the students of Ladakh for training. Our students can excel in every field provided they are given the facilities. If they are encouraged, they can show good performance in mountaineering track-and-field events etc.

Mr. Chairman, Sir, with these words I

sufficient time to speak and I support these Demands for Grants.

SHRI GIRDHARI LAL VYAS (Bhilwara) : Mr. Chairman, Sir, I support the Demands of the Ministry of Human Resource Development and would like to draw the attention of the hon. Minister to some points.

Rajasthan is a backward State. I had dealt with this situation when the House was having discussion on the education policy. Half of the area of Rajasthan is a desert. One fourth area is hill area and only one fourth area which is near Delhi is somewhat developed. In this way three fourth area is totally backward. Under these circumstances unless attention is paid to its development, there can be no development of that area particularly in the field of education. The other hon. Members have explained the deplorable condition of primary schools there; so I would not like to repeat it. The primary schools have no buildings, no place for sitting, no writing and reading material and no blackboards. Not only the condition of primary school is deplorable, but the condition of model schools is no good as well. The Higher Secondary Schools also lack pucca buildings and they are facing shortage of everything. Our hon. Prime Minister has paid due attention towards education but the allocation made is not sufficient. Just now an hon. Member from Madhya Pradesh was speaking. He said that about Rs. 400 to Rs. 500 crore is needed. The requirement of other States is also almost the same. Each State needs Rs. 500 to Rs. 700 crores to meet the wherewithal of education. Otherwise it is not possible to achieve the target. Unless allocation is made on such a heavy scale, the standard of education cannot be raised to the desired extent. The allocation of Rs. 825 crores is not sufficient to implement the scheme. The allocation should be increased so that we may be able to make progress in the field of education.

17.00 hrs.

I would like to draw your attention towards the opening of Navodaya Schools. The bureaucrats listen neither to our appeal nor to yours. The District Education Officer, the Deputy Director or the Director

or the Education Secretary of the concerned area would decide as to where the Navodaya School would be opened in the Parliamentary constituency. The Member of Parliament belonging of that area would not have any say in it. The bureaucrat does not belong to our category but you belong to our category and even then you ignore us. It is definitely unfortunate for us.

SHRI P.V. NARASIMHA RAO : Whenever the Government initiates or undertakes any scheme, bureaucrats as well as democrats are needed to carry on the work.

SHRI GIRDHARI LAL VYAS : I am making this submission because democrats are not there. I had requested you, the Minister of State and the Education Secretary as well. They said that the decision taken there would be accepted.

SHRI P.V. NARASIMHA RAO : This thing needs some understanding. Suppose if two parliamentary constituencies fall in one district, what can we do in such circumstances? Should we arrange a wrestling bout between the two.

SHRI GIRDHARI LAL VYAS : My constituency falls in a single district.

SHRI P.V. NARASIMHA RAO : Leave aside your issue. This creates difficulty, that is why we listen to the State Governments.

SHRI GIRDHARI LAL VYAS : The Education Secretary belongs to my area. He will open the school wherever he likes. He would not open the schools where I like. You belong to our fraternity and even then if you do not hear us, it would not be proper. Preference should be given to our request. The request of an M.P. must be treated with due respect. Of course, if our suggestion is not justifiable, it may not be accepted otherwise it should be given due weight. Navodaya schools should be opened at the places where we suggest.

As regards the Model Schools, there is an apprehension that only the children of high ups would be admitted in these schools. We have opposed the concept

[Shri Girdhari Lal Vyas]

of public schools. Two types of institution should not be run in the country. The children of bureaucrats become I.A.S. and I.P.S. officers after receiving education in the public schools whereas our children do not enjoy this privilege. There is need to discard this system. The boys from rural areas can never join such important services. I would like to say that only children of high ups should not be given admission in Navodaya Schools proposed to be opened by you, rather admission should be given to children of the poor, the Scheduled Castes and the Scheduled Tribes and children of unimportant people like us so that the people of villages may get maximum benefit from the Navodaya Schools.

As regards college education, I would like to submit that there are three universities each in Jaipur, Jodhpur and Udaipur in Rajasthan. The Rajasthan Government has announced opening of three universities. Already educational institutions are running in Ajmer, Bikaner and Kota. So I would like the universities should be opened in these centres so that the people of the whole Rajasthan may get equality in the matter of education and they get equal benefit.

The University Grants Commission should release more funds for universities in the backward areas. The Commission is releasing funds to universities which are already in existence and which are going to open. More funds should be released to new universities so that the standard of new universities is raised to the all India level and our children may get good education and become assets for the country and not liabilities. The Government should do something in this respect so that maximum people are benefited.

In the course of my speech on the education policy I had said that admission must be restricted in the colleges. Only those students should be given admission in the colleges who have secured first class. Students like me, who have secured second division or third division and who indulge in agitation ten months a year, should not be given admission there because if admission is given to such students, it will

disrupt the studies of studious students and the atmosphere of college will be vitiated. You should, therefore, set up one open University in each State, so that the students who merely want a degree may obtain it by studying privately. In this way the serious students will be able to get a good atmosphere and study properly.

In our country, the condition of girls' education is very poor. In this matter, Rajasthan is very backward. I had requested you about this earlier also, but there has not been any change in the situation. During the last two years, the girls in Rajasthan have not got any opportunity to march forward in this field. Under the new education policy, the Central Government should allot special funds to the Rajasthan Government so that girls in Rajasthan could make progress in the field of education. In Rajasthan it is difficult to impart education to the boys and it becomes even more difficult to educate the girls. Therefore, special incentives should be provided to them. I would like to submit to you to make special arrangements for this.

Under the 10+2 scheme of the New Education Policy, vocational education should also be started. This scheme of providing vocational education is very good, but the State Governments do not have sufficient funds for imparting such education. The State Governments find it very difficult to run even high schools and Secondary Schools. At some places, teachers are not being paid their salaries, at other places, there is no school building and yet at another place, some other facilities are lacking. In this way, many shortcomings are there. How can the State Government succeed in their task unless they are provided adequate resources for vocational education. Have you even considered this point or not?

To make this education policy a success, you should take some concrete steps to provide more funds, only then this work would be done properly. Similarly, technical education should also be imparted in our country on a large scale. The country, which imparts extensive technical education, will have more engineers, more entrepreneurs and there

will be more persons working for strengthening the economy of the country and it will also develop at a rapid pace. At present scant attention is being paid towards this and a negligible number of technical colleges have been opened.

**SHRI VIRDHI CHANDER JAIN :** (Barmer): The technical people who are already there, are not getting employment.

**SHRI GIRDHARI LAL VYAS :** You should talk to the hon. Minister for providing employment to them; he would take action in this direction. You would also demand that a technical college be opened in your constituency. But you are opposing my demand. He is very selfish. (Interruptions)

**SHRI P.V. NARASIMHA RAO :** Two districts are clashing.

**SHRI GIRDHARI LAL VYAS :** There is no question of clash. There are two different points.

I was submitting that more technical colleges may be opened.

In the end, I would like to make some submissions about sports. There are very good swimmers in our Shahpura area. This area is at the top in this regard in the entire Rajasthan. I would like to express my thanks to you for providing Rs. one lakh for constructing a swimming pool. It has been constructed also, but the machine for cleaning the swimming pool costs Rs. 1,50,000 and in the absence of such a machine, a lot of difficulty is being faced there. I would, therefore, request you to sanction additional funds of Rs. 1,40,000 so that work could be carried on properly there. Similarly, there is a very large playground in the premises of Higher Secondary School, Shahpura and they have demanded a sum of Rs. 5 lakhs for constructing a large sports complex so that a stadium and other facilities could be provided there. If this sports complex is constructed there, the children would get the required facilities.

I would like to submit one more thing about sports. In all the Selection Committees, a lot of partiality is shown.

That is why we are being defeated at every place, whether it is hockey or cricket. We are defeated by Pakistan quite often. Our standard of games is deteriorating continuously. The main reason for this is that our mode of selection is not good. Even the players are not given any opportunity to play together and a team is selected on an *ad hoc* basis and sent to participate in the tournaments. The result is no team spirit is developed among them. That is why we are defeated in sports' events and we are humiliated. Therefore, special steps should be taken in this direction. Ours is a very large country having a population of 75 crores and despite that we are not able to prepare even eleven good sportspersons. It is a very unfortunate situation. Therefore, special attention should be paid in this direction so that the prestige of the country could be raised high.

With these words, I support the demands for grants.

[English]

**SHRI PARAG CHALIHA (Jorhat) :** Sir, In my last speech on the Demands for Education, I had expressed my deep admiration for the erudition and for the administrative acumen of the Minister of Education. But he is also a Minister in the political system. It is for him to see which aspect of his career out-weighs which other aspect. I am sorry I have to be a little critical about some of the actions which have found expression in the Annual Report of his Ministry. What I have seen is that due emphasis and due consideration for the higher aspects of education, in respect of higher education, have not been given.

To cite one instance, the UGC, which has become the guardian angel of higher education, I am sorry to have to state that I have the experience of founding a Premier College and being its Principal for 38 years. What I had experienced in those long years, has all been overshadowed by what I have experienced in the Course of my one year as a Member of Parliament. It seems as if the Chairman/Secretary of the U.G.C. does not care to reply to the letters of complaint of MPs or their suggestions. The

[Shri Parag Chaliha]

man at the helm of affairs may be a great scholar. To be a scholar is one thing, but to run a big institution, which is the guardian angel of higher education is just another thing. We have heard and heard very sadly that corruption has become rampant particularly in the middle stage of the UGC.

17.16 hrs.

[MR. DEPUTY SPEAKER *in the Chair*]

Take the faculty improvement programme. Even some grants to some colleges of the universities are given only after a good deal of persuasion here locally by representatives coming from far off places like Assam and so on. So, I request the Education Minister to look into this affair.

The Mehrotra Commission Report and the high amount of time that it took—more than three years—is a pointer to the inefficiency that is going on there. The most saddening effect of the Report is the absolute apathy on the part of the authorities towards the lecturers of the colleges and universities. You will be surprised to know that the scale recommended by the Mehrotra Committee for a lecturer is Rs. 700 to start with, which is lower than the scale of a Higher Secondary School teacher in Assam particularly; there it is Rs. 850. But the Mehrotra Committee has put it at Rs. 700 which was the original scale recommended in the earlier report more than a decade ago. So, this aspect speaks volume about the inefficiency, about inconsideration for the college teachers, which form bulk of the teaching community for imparting higher education. I implore upon the Education Minister to see to it.

The report is one of alienating people, and distorting the very purpose of administration for higher education. So, I, once again, beseech upon the Education Minister to be a little more concerned about the higher education as guided by that august body known as the UGC.

About the Indian Institute of Technology, only recently a high power committee went into every aspect of its functions. Now,

they have made certain recommendations. Here is a concern where the nation paid to the tune of over Rs. 40 crores only to run 5 IITs. But the report is quite revealing: very small percentage has been absorbed in the research and development when the bulk of it is going for Master Degrees, in management—Master's Degrees in Business Management and all that. So, there must be something fishy about it. One student said that our laboratories are not updated; our teaching methods and other facilities are not updated. So, this particular aspect has got to be looked into, because we cannot afford—poor country like ours—to let our very prestigious institutions go waste.

About Navodaya, I do not want to go deep into the matter. My only request to the hon. Minister is to see that let Navodaya School be not merely a duplication of the high ivory tower public schools, let not Navodaya mean starter of everything that is Un-Indian; let not Indian thought, Indian tradition go waste, not that. We want Navodaya Schools to be real Navodaya and for that the Navodaya Schools should be experimented not in Delhi, Calcutta, Madras, Bombay, Guwahati and such other cities but it should go deep into the centres where the people live. Therefore, I would very much welcome it. Fortunately or unfortunately, in my State no school has come up. I would very much desire that Navodaya Schools be set up in such areas where the rural people can see and feel that they are really for the rural and the neglected people and are not meant only for the elitists, only for those who can afford to go there.

There is a *Kendriya Pathshala*. I do not want to go deep into that... (*Interruptions*).

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P.V. NARASIMHA RAO) : Will you tell the State Government of Assam to send their recommendations as early as possible? Your State has already lost one year.

SHRI PARAG CHALIHA : I will certainly do that, Sir, if it is not done already.

Sir, in Assam there are two Circles for Kendriya Vidyalayas supervision—one at

Silcher and one at Guwahati. This division has been made more on some political or some wire-pulling than on the real academic aspects. I come from a place where the headquarters of the ONGC is there. In Jorhat there are two other schools. In Dibrugarh there are two other schools. But all these schools have been tagged not to Guwahati which is near but to Silcher which is some 200 miles more than the distance of Guwahati. So, I feel that there should be another Circle for the management of *Kendriya Vidyalayas* either at Sibsagar or at Jorhat or Dibrugarh.

Then, Sir, I would like to say that adult education should be meaningful and purposeful. There are some non-governmental institutions for which some amounts have been given. Say in Assam, I have seen in the Report that quite a lot of money has been given to non-governmental institutions. I do not know what they are doing but quite alluring figures have been brought against their names. I am yet to see even one really meaningful adult education centre which stands there in spite of the Central grant.

Only yesterday we heard about your concern and the concern of the hon. Speaker also for the development of Sanskrit. In Assam, you will be surprised to know that we have a system of Tols, like so many *pathshalas*, which are absolutely in the traditional stage running there for the last several hundred years but nothing has been done for them. There the teachers are paid very poorly. They are still run like so many old *ashrams*. Therefore, we would request you to kindly have a look at those Tols so that these poor institutions which have been doing very correct work, can also come up to the expectations.

The high school teachers of Assam teaching Sanskrit are not given a reasonable pay-scale at all. So, I would very much request you to see to that also.

I come from a State which is very much neglected in many respects. One aspect I think is that the President in his Address to the Members of Parliament in January 1985 said that girls' education would be free up to class twelve and that the cut-off year will be taken from 1982-83. I have seen that

thirteen States have got about a crore of rupees as reimbursement of tuition fee but I am yet to see what Assam has got as reimbursement of tuition fee.

About the culture and art, Assam is yet to get a place in any of the cultural exchanges that have been arranged overseas. Why is it so? Assam is so rich so colourful in culture that the whole North-Eastern region comprises of very good fabric of national culture. Why should Assam, and for that matter why should North-East India not get a place in any of the cultural exchange programmes elsewhere? So, I feel that some real, effective efforts be made to get Assam into the national mainstream.

Assam is known for its historical and cultural heritage. I wrote in detail to the hon. Minister about the very neglected state of maintenance of historical monuments and archaeological places in Assam. What I have learnt is that on maintenance of one or two monuments either in Orissa or in U.P., more money is spent than what is spent for the whole of the North Eastern Region. This is a very sad state of affairs. I would request you kindly to see how badly historical monuments, archeological places have been in the State of Assam.

I hope under your astute leadership something is done.

With these words, I thank you very much.

[Translation]

SHRI DAL CHANDER JAIN (Damoh): Mr. Deputy Speaker, Sir, I rise to support the demands for grants of the Ministry of Human Resources. The budget allocation for education this year has been raised to Rs. 800 crores as against Rs. 350 crores last year. This shows how much our Government and our Prime Minister are concerned about the development of education.

All the spheres of education under the Ministry of Human Resources, whether it is Women's Welfare, Youth Welfare, will have to be developed at the grass root level. This beginning could be made at the Primary School stage. 75 per cent of our popula-



[Shri Dal Chander Jain]

tion lives in villages. The condition of our Primary Schools has been placed before you by the earlier speakers.

Our hon. Minister is a very experienced Minister. He must also be aware that the classes of the rural schools are held under trees or in buildings without a roof. I would specially draw the attention of the House to this fact and request the Central Government to issue special directions to the State Governments to improve the condition of the primary schools.

I would like to narrate a small story regarding the primary schools in the villages which would show how the schools are run in the villages and how they are neglected ?

A school inspector visited a school for inspection and when he reached the school, he asked a student what was being taught to them ? He replied that history was being taught to them. Then the inspector asked one of the students who built Taj Mahal ? The student kept silent. When he was asked again, he replied that he had not built it. Then he chided the student about his ignorance ? Thereupon the student replied that he knew nothing and he was sitting in his friend's seat as he had gone to the fields. Then the inspector asked the teacher if he was not aware as to which student was studying in the school and whose name was on the rolls in the school? The teacher was also taken aback for some time. He said that no queries should be put to him, as he was sitting in his friend's place who had gone to the market. Then the inspector went to the headmaster and asked the same question. He listened for some time and replied that his Brahmin friend had gone to perform some religious ceremony somewhere and he was simply sitting in his friend's seat. In the end, inspector said that his friend had gone to Bombay for a pleasure trip and he had come there in his place. If he had been the real inspector, he would have suspended all of them. He further said that he had come there to mark the attendance and therefore, all the registers should be sent to him for marking the attendance. What I mean to say is that you should pay special attention to the school situated in the villages.

We eulogise Sanskrit very much and say that it is the mother of all the languages and all the languages have their root in Sanskrit language. But the scholars of Sanskrit are neglected and they have been accorded any recognition in society. Their requirements are also same as those of other members of society. Therefore, Sanskrit scholars and Sanskrit teachers should be given the same pay scales and same facilities as are available to other teachers of schools and colleges. If you go to any Sanskrit college, you will find a few students there. If there are certain students, they are the students whose parents cannot afford to send them for studies. It has also been seen that Sanskrit scholars are not provided any facilities for their studies. You talk much about Sanskrit, but you do not pay due attention towards it. I would like to submit to the House and specially to the hon. Minister that there are a large number of Gurukul type Sanskrit schools in the villages. Therefore, some scheme should be formulated for them.

In district Sagar, Sagar University is the oldest University. This University was established by a philanthropist and legal luminary of Sagar, Dr. Hari Singh Gaur. I would like to submit to the Central Government that there is no medical college under the University. Therefore, one medical college may be established by the Central Government Under Sagar University in Sagar.

I would take a little more time. My Constituency comprises Damoh and Panna i.e. the backward area of Bundelkhand. There is no college there except in Panna. I would request that at least one college each may be opened at Tehsil headquarters and I do not want only degree college; there should be a technical college so that students could get technical education and become self reliant.

The old tradition to get education aims at getting some high post or job. In our rural areas, there is a proverb *thoda pade to har se gaya. ziada pade to ghar se gaya*, which means that a little education alienates one from God and more education alienates from the family. We shall have to change this attitude and we shall be

to live in the villages after getting the education and there is need to work in the villages itself. Such an incentive should be provided under our education system. No Government can provide employment to all the educated unemployed people; this is just not possible. Therefore, we should formulate a scheme under which vocational training should be imparted besides education.

Discussion on sports has taken place many times and a sum of Rs. 100 crores has also been provided for youth development in this year's budget. In my view, it is very necessary to have one sports complex in each district besides good playground and swimming pools. None of these two facilities is available in Damoh and Panna districts of our State. Our Government must pay special attention to these backward districts and provide these facilities not only at district headquarter but also at tehsil level. Every body wants to avail of these facilities now-a-days. The people think that when these facilities can be made available at Delhi, Bombay and Bhopal, why the people of Panna, Damoh and distant tehsils of Ajaygarh and Devendranagar should not get these facilities? I think the entire House would agree that all the developmental programmes in our country should start from the villages rather than from the cities,

I express my thanks to you. Many of the points fail to find outlet, the moment you ring the bell.

[English]

SHRI A.E.T. BARROW (Nominated Anglo-Indian): Mr. Deputy-Speaker, Sir, it was heartening to hear the hon. Prime Minister in his Budget speech announce that he was giving a good start to the National Policy on Education by allocating Rs. 800 crores for education in 1987-88 as compared with Rs. 353 crores in 1986-87 and that this reflected the resolve of Government to bring about an educational transformation in the country.

Sir, this gesture is the outward visible sign of the will of Government to acknowledge the importance of education as an instrument of social advancement. Unfortu-

nately, Sir, in my view, unless the Human Resource Minister can get at least Rs. 16000 crores, we will not be able to bring about universal compulsory primary education even by 1995. I believe the allocation in the Seventh Plan is about Rs. 1700 crores. I think it is not more, and I hope the Education Minister will be able to get more money to make this possible. Otherwise this resolve to bring about social advancement through education is bound to fail.

Prof. Yadav is not here, but he mentioned that of the sum of Rs. 352 crores that was sanctioned for 1986-87, part of it has lapsed. Now, the Education Minister has Rs. 800 crores for the next year. May I be permitted to give him advice, as a much older person, in the form of a modern fable.

Once upon a time a man bought a horse; he kept it in a small field at the back of his house where it enjoyed grazing and a winter ration of hay. Times were hard, and often the horse went short of fodder, but though thin, survived. Then the owner engaged a man to supervise his resources and it was decided to spend more money on the horse. This led the horse to expect some improvement in its diet. But the new supervisor improved the stable, built bigger barns to keep the hay, engaged stable lads and brought in administrators to manage the horse. Thus, with a bigger establishment to maintain bigger barns to sweep, more ancillary and administrative staff to pay, the owner became quite hard up and as he could not retrench staff for fear of strikes, as an economy measure, he ordered the supply of hay to be cut by 10%.

The moral of the fable is clear. Let us have more money for more educational hay and less money spent on impressive paraphernalia of educational administration,

Now, we have had the Programme of Action passed by Parliament in May, 1986. I feel that no significant progress has been made in the implementation of the Programme of Action and it appears that we have lost the momentum of implementation. This is the general feeling. I am of the view that we are in the process of losing the momentum of implementation.

[Shri A.E.T. Barrow]

Now, I want to refer to Operation Blackboard. I am firmly of the view that the provision of teachers is of the highest priority. I am for the provision of a second teacher in one-teacher schools. As this second-teacher is being provided with the funds from the Union Government, and no funding is required from the States or local bodies for this purpose, I would like to know from the Education Minister what has been done about recruiting suitable staff for the provision of trained teachers, specially in the one-teacher schools. I have seen advertisements for teachers for the Model Schools, Navodaya Vidyalayas, but I would like to know at what stage, the recruitment of teachers for Primary Schools, under Operation Blackboard has reached. Here I would ask the hon. Minister to look very carefully into the training aspect or at least get the University Grants Commission to look into this. We are training teachers through correspondence courses, B.Ed. correspondence course. May I ask the Minister to just bear with me a minute? I am referring to correspondence courses for teachers. This is an extremely important aspect of our educational system. We are getting teachers who have no experience of teaching at all. Why can't we adopt the procedure and methods which are adopted by the Regional Colleges of Education. With the correspondence courses, there are contact classes during the holidays. Teachers who were trained through correspondence courses, I find are lowering our standards. Our standards will continue to be lowered if more and more teachers come into actual field of teaching, after being trained through these correspondence courses.

The second aspect of Operation Blackboard is to provide suitable buildings. I believe, about 10% of our 6 lakh schools have no buildings and about 30% of them have *Kutcha* buildings. I do not know what steps have been taken to provide buildings or add one more room to the buildings which have only one room, at present.

SHRI P.V. NARASIMHA RAO : I will give you the figures.

SHRI A.E.T. BARROW : The third aspect is with regard to provision of essential items of equipment the list which runs

into two printed pages. I believe a survey is being undertaken to find out what are the items that are available in the Primary schools. When these have to be provided on a mass scale, is there any need to have a survey because the material has to be standardised? Our primary schools do not have standardised materials and in course of time, the present materials will have to be discarded. Such a survey, therefore, in my view, is an unnecessary exercise. Why is this unnecessary exercise of the survey being undertaken when all the items of essential equipment of standardised quality are not available in our primary schools?

I come to the question of conferring autonomy on our colleges. Here the Central Government has undertaken to fund this for five years. The Central Government does not have to get the concurrence of any other authority in the matter and yet there is no evidence at all that any action has been taken in this regard.

SHRI P.V. NARASIMHA RAO : We will have to study which colleges deserve autonomy being given to them. That is being studied. It is not that nothing is being done.

SHRI A.E.T. BARROW : I appreciate it. All I am saying is this. There are 60 colleges in Delhi, some of these are professional colleges. 15 of them come under the Delhi Administration, the others are private colleges and run by Trusts or Minorities. Surely, something could have been done. I am not in favour of giving complete autonomy. I would refer the hon. Minister to what the Kothari Commission recommended : giving limited autonomy. I feel that in the first instance, limited autonomy should be given.

SHRI P.V. NARASIMHA RAO : Please appreciate what needs to be done only from the next academic year. We cannot do it in April or March or February. The Programme of Action was adopted by this House some time in August, 1986. So, we have been working out details. Some programme will be taken up this year, 1987-88 and then it will go on. When we have taken the decision to have 500 colleges to be given autonomy, it cannot be done all in one year.

SHRI A.E.T. BARROW : This is my point. I do not think 500 colleges should be given autonomy. We have had this experience before : when Shri Maulana Azad was here, he decided that he would have 500 multi-purpose schools. Now, there is not a single multi-purpose school.

SHRI P.V. NARASIMHA RAO : The system is given up.

SHRI A.E.T. BARROW : Give limited autonomy as recommended by Kothari Commission and go towards full autonomy. The Commission said : "This would involve power to frame its rules and regulations, to conduct examinations and so on. The parent universities role will be one of general supervision and actual conferment of degree. The privilege cannot be conferred once and for all—and it should be open to the University, after careful scrutiny of the position, to revoke the autonomous status, if the college, at any stage, begins to deteriorate in its standard." For this purpose, I think almost simultaneously we should set up a National Testing Service. I realise the teachers are worried about giving full autonomy. They say that there will be petty politicking in the appointment of teachers. I know that minority institutions, and Trusts are afraid of this status as far as they have a right to have their own administration. It is a big problem. I appreciate what the hon. Minister said.

My last point is about the national Core Curriculum. This is absolutely necessary and this should be introduced next year. In 1983, the National Council of Educational Research set up a Working Group and it was to make a "quick appraisal" of the work-load. I am not going to quote from the Report but this was to make a "quick appraisal. In 1986, a document was produced.

As one who is associated with school education, I think this was a very, very long period. Now I am given to understand that National Council of Educational Research and Training is working on it on the one hand and the Conference of Boards Secondary Education are working on it on the other and both are pulling apart.

SHRI P.V. NARASIMHA RAO : They

are pooling their wisdom. They are not pulling apart.

SHRI A.E.T. BARROW : But nothing has emerged so far, I thought that this could be implemented in the next financial year.

SHRI P.V. NARASIMHA RAO : As an educationist. Sir, I would like Mr. Barrow not to be in a very great hurry on finalising the National Curriculum. We are going ahead with all the speed that is practical under the circumstances. If we really try to quicken the pace, I am afraid, some mistakes, avoidable mistakes, might crop up. Even now, I cannot say that with all the care, no mistake will crop up because this is an area in which we do not have any experience or expertise which is needed...

SHRI A.E.T. BARROW : You have got the previous Reports on curriculum.

SHRI P.V. NARASIMHA RAO : That is not national core curriculum. That is a curriculum of a different kind. This, we have to really allow...

(Interruptions)

SHRI A.E.T. BARROW : I have referred to what is required at the Secondary School stage because the first public examination is taken there. You have the Three Language Formula; Science; Mathematics; Social Sciences, Contemporary India, Socially Useful/Productive Work, Art-education and Health and Physical Education.

My plea to the Minister is this : look at what is wanted in content, the load is going to be very heavy. This is the thrust of my plea to the Minister. I am now only speaking of Social Sciences. What is wanted? History, Geography, Civics, Economics fair enough. But what is the content? "The stage of development of human civilisation and historical forces and factors that have shaped the modern and the contemporary world. The study of social sciences at this stage should also develop his understanding of contemporary world problems and of India's role in relation to world peace and international cooperation, decolonization and safeguarding human rights. Then the study of economic activities, institutions and problems should

[Shri A.E.T. Barrow]

be used to promote economic literacy among the learners". Then, there is Mathematics, adding computers to it, which is a good thing. There is Science which unfortunately, taught as Physics, Chemistry and Biology, plus necessarily practical work in each, and not as General Science. All this has to be imparted to the children when they are 14 or 15 years of age. What is the result? This is my final word: the result is we have three of the most pernicious practices in our education system. We have learning by rote without understanding because the curriculum load is too heavy, we have home work and we also have private tuition. You may take your time about the National Core Curriculum, but see that the work-load is a reasonable load, because this has to be completed in 200 days of effective institution of five hours a day. I plead with the Hon. Minister to please see that this work load is reduced.

Thank you.

MR. DEPUTY SPEAKER: Mr. Janga Reddy, at 6 of the Clock we have take up some other subject. You will have to finish before that. If you will finish before that, you can speak.

SHRI C. JANGA REDDY (Hanamkonda): Yes, Sir.

[Translation]

Sir, you know that the attitude of the State Government of Andhra Pradesh is anti-Hindi. The hon. Minister is also aware of it. I would request that the Central Government should open Navodaya Vidyalayas and Kendriya Vidyalayas in the State to popularise Hindi.

Our Chief Minister, N.T. Rama Rao has brought anti-Hindi cassettes from Tamil Nadu. He is dubbing these cassettes in Andhra also. Since he is a film actor, dubbing has become his habit. You know that Hindi used to be taught upto IVth Standard in Andhra Pradesh earlier. But an attempt is now being made to remove Hindi. This is being done only because they hate the Centre and want to use it to perpetuate their rule in the State. There-

fore, we want that more and more Navodaya Vidyalaya should be opened by the Central Government in the Southern States of Tamil Nadu, Karnataka and Andhra Pradesh.

You know that our Education Minister has issued an absolutely wrong statement. We regret it.

SHRI P.V. NARASIMHA RAO: What do you mean by our; Central or State?

SHRI C. JANGA REDDY: I did not mean you. You also know about their attitude. Therefore, I would suggest that these Navodaya Vidyalayas should be handed over to a private agency and Hindi should be made the medium of instruction in these Vidyalayas as also in Kendriya Vidyalayas. Hindi should be taught in all such schools in Telangana and Vijaywada. No other language can become the link language. Only Hindi is capable of maintaining the unity and integrity of the country. I express my thanks for accepting Telugu as one of the languages in the three language formula in Bihar, but merely accepting the three language formula will not help. The people of South India Should be awakened and motivated towards Hindi.

Likewise, I would like to speak a few words about Sanskrit also. We listened to the hon. Minister in Tirupati and have also read in the newspapers that Sanskrit is going to be the language of the computer in the coming years. The learned people the world over are inquiring about it. I would suggest that there should be a Sanskrit *Vidyapeeth* in each university and the students who want to learn Sanskrit should be provided with all facilities. You set up a separate cell for this purpose in the Ministry also and keep complete coordination because Sanskrit is going to be the language of computer in the near future and the importance of this language will immensely increase in the 21st century. Therefore, I would suggest that such an arrangement should be made in all universities. Besides, Sanskrit should be made compulsory in Navodaya and Kendriya Vidyalayas. There is need to develop Sanskrit language by allocating separate funds and by opening separate department for this purpose, because

Sanskrit is going to make a major contribution in Computer sciences in the days to come. I have read two to three articles—I shall not quote them—which clearly say that Sanskrit will replace English in computers in the 21st century.

At the same time, I would also like to remind that the funds allocated for primary school education under the N.R.E.P. are being misused. These funds are being used for constructing offices. Similarly, the funds sanctioned under R.L.E.G.P. for primary and middle schools are being diverted to be used for construction of revenue building and Vikas building. The Government of Andhra Pradesh is violating the guidelines set for education. This should be enquired into by setting up a commission or a High Power Committee. These funds are being used for constructing roads and are, thus, being misused. More than 50 per cent of the funds are being bungled. Daily, we come across statements in this regard. You also issue statements just to scare them, but you do not institute an inquiry. Nobody takes courage to order an inquiry. You should immediately order an inquiry against the Government of Andhra Pradesh. Shri Vengala Rao comes, issues statement, but no inquiry is ordered into it. The funds sanctioned for school buildings under the N.R.E.P. and R.L.E.G.P. should be spent for the construction of buildings according to the specification. But they neither construct schools nor roads and instead spend the funds for constructing their divisional offices. Therefore, I would submit that more and more funds should be sanctioned for primary school buildings and it should be ensured that the funds are properly utilised. The Minister of Agriculture as also the Minister for Rural Development are sitting here and both of them should pay attention to it. You are spending more on university education, but my submission is that more funds should be spent on primary education. Hindi should be made the medium of instruction in Navodaya and Kendriya Vidyalayas and the management of these schools should be handed over to voluntary agencies. With these words, I conclude my speech.

18.00 hrs.

STATEMENT RE : PAYMENT OF  
ADDITIONAL INSTALMENT OF  
DEARNESS ALLOWANCE TO  
CENTRAL GOVERNMENT  
EMPLOYEES OF GROUPS  
'A', 'B', 'C' AND 'D'

[English]

THE MINISTER OF STATE IN THE DEPARTMENT OF EXPENDITURE IN THE MINISTRY OF FINANCE (SHRI B.K. GADHVI) : Sir, on the basis of the recommendations of the Fourth Pay Commission, as already accepted by the Government for Groups B, C and D employees, the Dearness Allowance at the revised rates has become due for consideration w.e.f. 1.1.1987, on the basis of percentage increase in whole numbers in the twelve monthly average, of the All India Consumer Price Index Numbers for Industrial Workers (General) (Base 1960=100) for the period ending 31.12.1986 over the index average of 608 the base figure to which the revised pay scales are pagged. The twelve monthly average CPI on 31.12.1986 is 661.08, which works out to an increase of 8.73% over 608. Groups B, C and D employees drawing basic pay upto Rs. 3500 are to be allowed 100% neutralisation and are, therefore, entitled to the revised D.A. of 8% of basic pay w.e.f. 1.1.1987.

A decision has also been taken by the Government on the recommendations of the Commission for Group 'A' employees. On the basis of the recommendations of the Commission, as accepted by the Government, the Dearness Allowance at the revised rates is due for consideration for Group 'A' employees w.e.f. 1.7.1986 and 1.1.1987 on the basis of percentage increase in whole numbers of the average CPI for the month ending June, 1986 and December, 1986 over the index average of 608. The twelve monthly average CPI on June 30, 1986 is 632.41 which works out to an increase of 4.01% over 608. As the employees drawing basic pay upto Rs. 3500 are to be allowed 100% neutralisation, those drawing basic pay between Rs. 3501 and Rs. 6000, 75% and those drawing basic pay above Rs. 6000 65%, Group 'A' employees drawing basic pay upto Rs. 3500