

SHRI GURUDAS DAS GUPTA: Sir, there is another point. I would ask the Minister to clarify this also.

SHRI VASANT SATHE : Do you not want to listen to me?

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Please resume your seat, Mr. Gupta. He is replying to you.

SHRI VASANT SATHE: Sir, by letter dated 8th May, 1986, in reply to one of our senior Members of Parliament and trade union leader, Shri Basudev Acharya, I had clarified that our department has issued instructions to all Coal India companies that this action should be taken only against those—even if show—cause notices have been issued, I am! making this statement—who were doing essential service and yet had gone on strike and against those who are responsible for violence or sabotage.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): The question is:

That the Bill to repeal the Coal Mines Labour Welfare Fund Act, 1947 and to provide for certain matters incidental there as passed by the Lok Sabha, be taken into consideration.

The motion was adopted.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): We shall now take up the clause by clause consideration of the Bill.

Clauses 2 to 8 were added to the Bill.

Clause 1, the Enacting Formula and the Title were added to the Bill.

SHRI VASANT SATHE: Sir, I beg to Move "That the Bill be passed."

The question was put and the motion was adopted.

Resolution of Draft National Policy Education, 1986

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): We shall now resume the discussion on the Draft National Policy on Education. Shri Rafique Alam to continue his speech.

श्री रफीक आलम (बिहार): उपसभाध्यक्ष महोदय, जैसा कि मैं कह रहा था, सबसे पहले मैं अपने लोकप्रिय हृदय अजीज प्राइम मिनिस्टर को दिली मुबारकबाद देता हूँ जिन्होंने कोशिश की एजुकेशन को फाँले, शिक्षा प्रणाली में कौन सी तब्दीलियाँ लाई जायें कि इस मुल्क में लोग पढ़े-लिखें हों और उनको सुविधाएँ मिलें। जैसा कि आप जानते हैं, आजादी के बाद सबसे बड़ी खराबी जो हम में आई वह यह कि हम अपने नेशनल कर्रक्टर को भूलते गए, कोई अपने को पंजाबी कहते हैं, कोई अपने को तामिल-नाडू का कहते हैं, कोई आन्ध्र का कहते हैं और जब देश से बाहर जाते हैं तभी अपने को हिन्दुस्तानी कहते हैं। इस लिये शिक्षा के जरिये ही हम आगे बढ़ सकते हैं। शिक्षा के जरिये ही मुल्क तरक्की कर सकता है और शिक्षा के जरिये ही हमारी आजादी कायम रह सकती है। यह जो पालिसी डाकुमेट लाया गया है मैं इस को सपोर्ट करता हूँ और चन्द बातें कहना चाहता हूँ।

कल कुछ अपोजीशन के नेताओं ने कहा कि एजुकेशन की सिलसिले में सरकार ने कुछ नहीं किया है। आजादी के पहले जहाँ 5 करोड़ एजुकटेड थे आज वहाँ 25 करोड़ हो गये हैं और फिर भी वे कहते हैं कि इस फील्ड में कुछ नहीं हुआ। हमारे बिहार में सिर्फ पटना यूनिवर्सिटी थी। आज हमारे यहाँ 6 यूनिवर्सिटीज हैं और पूरे मुल्क में 150 यूनिवर्सिटीज हैं। पूरे मुल्क में 5000 कॉलेज हैं और फिर भी कहते हैं कि मुल्क ने तरक्की नहीं की, शिक्षा में कोई प्रगति नहीं की। जो नेशनल पालिसी रखी गयी है उस के बारे में मैं चन्द सुझाव देना चाहता हूँ।

सब से पहली बात तो यह है कि मुल्क में 80 फीसदी लोग गंवाँ में रहते हैं। गाँव में गरीबी की वजह से लोग अपने बच्चों को पढ़ा नहीं सकते और सब से ज्यादा डाप आउट

[श्री रफीक आलम]

गांवों में ही होते हैं। 60 परसेंट डाप आउट बच्चे गांवों में होते हैं। उस में बहुत से जीनियस होते हैं लेकिन उन के मां बाप उन को पढ़ा नहीं सकते क्योंकि वे गरीब होते हैं। उन बच्चों की तरफ हमको ध्यान देना चाहिए और सोचा जाना चाहिए कि किस तरह से उन बच्चों को एजुकेशन दी जा सकती है और उन की पढ़ाई लिखाई का बंदोबस्त किया जा सकता है।

[इस समय उपसभाध्यक्ष, (श्री सन्तोष कुमार साहू) पीठासीन हुए।]

यह कदम आप को उठाना है क्योंकि गांव मजबूत होगा देश मजबूत होगा और इस लिये आप उन बच्चों की तरफ ध्यान दें और उन की पढ़ाई लिखाई का कुछ इंतजाम करायें और जो नवोदय विद्यालय खोलने जा रहे हैं वे जिलों में खोलने जा रहे हैं। मैं चाहता हूँ कि बच्चों को तालीम देने के लिये आप हर ब्लॉक में नवोदय स्कूल खोलें और वे रेजीडेंशियल टाइप के स्कूल होने चाहिए और इस स्कूल के जरिये बच्चे आगे बढ़ सकते हैं।

दूसरी बात बेसिक एजुकेशन जो महात्मा गांधी ने चलाई थी उस को हम भूल गये हैं। उनका मतलब था कि हम सब बच्चों को तो नकिरी नहीं दे सकते हैं लेकिन सारे बच्चों को लायक जरूर बना सकते हैं कि अगर वे कारपेंटर हैं तो वे अच्छे कारपेंटर हों और काश्तकार हों तो अच्छे काश्तकार हों। या अच्छे सनतकार हों। अर्न व्हाइल यू लर्न की जो बेसिक पॉलिसी थी उस की तरफ सरकार को ध्यान देना चाहिए। आप को भालूम होगा कि अगर यही तरीका रहा और एजुकेशनल सिस्टम में कोई तब्दीली नहीं लायें तो इस सदी के आखिर तक 50 करोड़ लोग हमारे मूलक में अनपढ़ रह जायेंगे और अगर किसी मूलक के 50 करोड़ लोग अनपढ़ रह जायें तो उस मूलक की क्या तरक्की हो सकती है ?

दूसरी बात यह है कि अभी फिलहाल 1.23 करोड़ एजुकेटेड जाबलेस हैं। ये पढ़ लिखकर बैठे हुए हैं, बेरोजगार हैं। हमारे यहां 60 परसेंट बच्चे डाप-आउट्स हैं। 26 करोड़ वर्क फॉर्स में से 20 करोड़ अन एज-

क्वेटेड हैं। 5 लाख लोअर प्राइमरी स्कूलों में से 2 लाख की एक्जामिनेशन नहीं है। 1.5 लाख स्कूल में ब्लैक बोर्ड नहीं हैं। 2 लाख लोअर प्राइमरी स्कूल ऐसे हैं जिसमें एक ही टीचर है। इसलिए इन चीजों को देखते हुए मैं ह्यूमन रिसोर्सेज मिनिस्टर को दिली मुबारकबाद देता हूँ कि उन्होंने इन सब चीजों का ख्याल रखते हुए डाफ्ट पेश किया है जिसमें सब चीजों को टच किया है। लेकिन उनका इंप्लीमेंटेशन कैसे करंगे, उसके लिए रिसोर्सेज कहाँ से आएंगे, उसका भी ध्यान रखें। गांवों में जो स्कूल हैं उनकी टूटी फूटी इमारतों को देखते हुए ही पता चल जाता है कि यह स्कूल की इमारत है। तो आप स्कूल बिल्डिंग की ओर ज्यादा ध्यान दें। एन. आर. ई. पी. या आर. एल. इ. जी. पी. जो भी हों उनसे आप फंड प्राप्त कर कम से कम स्कूल की बिल्डिंग बना दें।

तीसरी बात यह है कि कामन सिलेबस होना चाहिए जो पूरे देश में लागू हो। फर्ज कीजिए सर्विस में, जैसे आइ. ए. एस. है या अन्य उनका ट्रांसफर हो जाता है तो अगर कोई बिहार से मद्रास चला जाए तो वहां पढ़ाई दूसरे किस्म की हो तो उसके बच्चे पढ़ नहीं सकते। उनके लिए दश्वारी होती है तो बच्चों की पढ़ाई को लेकर परेशानी होती है। तो कामन सिलेबस होने से उनके बच्चे उसका लाभ उठा सकते हैं।

चाँधी बात है, रिलीजस एजुकेशन की। हमारा देश सैक्यूलर है, इसलिए प्राइमरी स्टेज तक रिलीजस एजुकेशन होनी चाहिए चाहे वह हिन्दू हो, मुस्लिम हो, ईसाई हो या सिख हो, सबको पता होना चाहिए कि दूसरे का धर्म क्या है, उनके धर्म में क्या है। सब धर्मों के बारे में सब बच्चों को जानना चाहिए ताकि वे भाईचारे के साथ रहना सीख सकें।

श्रीमन, हमारा जो नेशनल सॉंग है, सारे जहाँ, से अच्छा हिन्दुस्तान हमारा हम बलबलें हैं इसकी, यह ग्लिशता हमारा, इसको सबके लिए कंपल्सरी करना चाहिए। इससे बच्चों में नेशनल सेंस बनेगा।

इसके अलावा आज हमारे बच्चों को अलैकजेंडर दि ग्रेट के बारे में तो जानकारी

होती है, लेकिन महात्मा गांधी, जवाहरलाल नेहरू, नेताजी सुभाषचंद्र बोस, मौलाना अबुल कलाम आजाद के बारे में जानकारी नहीं तो इससे बड़ी दूजेडी और क्या हो सकती है? बच्चों को यह जानकारी होनी चाहिए कि इन लोगों ने हमारे देश को अंग्रेजों की गुलामी से आजाद किया। इसलिए उस आजादी को हमें कायम रखना चाहिए। इसके लिए जितनी भी कुरबानियां देनी पड़ें, वह वह देने के लिए हमें तैयार रहना चाहिए।

श्रीमन, आपको स्कूलों में सही टीचर्स न हों तो बतख की पीठ पर पानी वाली कहावत बन जाती है। इसलिए टीचर्स को अच्छी ट्रेनिंग दी जाए। मेरा सुझाव यह है कि पॉलिटिक्स को स्कूलों से समाप्त किया जाए चाहे वे हाइस्कूल हों, कॉलेज हों या यूनिवर्सिटी लेवल के इंस्टीट्यूट्स हों। स्कूल, कॉलेज और यूनिवर्सिटीयों को हम ऐसे कारखाने कह सकते हैं जहां पर वे डॉक्टर तैयार होते हैं। डॉक्टर बनने, एडमिनिस्ट्रेटर बनने, पार्लियामेंटोरियन बनने और इस कारखाने को तबाह और बर्बादी से बचाने के लिए एक ही तरीका है कि एजुकेशनल इंस्टीट्यूट्स में पॉलिटिक्स नहीं आने पाये ताकि हमारे अच्छे से अच्छे डॉक्टर बनने, पार्लियामेंटोरियन बनने, अच्छे से अच्छे इंजीनियर बनने। इसकी तरफ आपको ध्यान रखना चाहिए। साथ ही साथ जो टीचर्स पॉलिटिक्स में आना चाहें या प्रोफेसर आना चाहें तो कोई इन्कार नहीं है, खुशी से आ सकता है, उनका वेलकम कर रहे हैं लेकिन वन मैन जाब बेसिस पर। अगर यूनिवर्सिटी में रहना चाहें वहां रहें अगर पॉलिटिक्स में आना चाहें, पार्लियामेंट में आना चाहें तो उसके बाद वह यहां आए। ताकि उनका एक ही काम रहे बच्चों को पढ़ाना। होता क्या है कि इधर यूनिवर्सिटी में भी प्रोफेसर रहते हैं और फिर इधर आकर मंत्री भी बन जाते हैं, पॉलिटिक्स में आ जाते हैं, इससे बच्चों की पढ़ाई का लास होता है। बच्चों की पढ़ाई ढंग से नहीं होती इसलिए इस को बंद करना चाहिए। हम लोगों की यह पालिसी होनी चाहिए कि वन मैन जाब और इसमें भी अपने उल्लेख किया है कि आल टीचर्स शूट टीच एंड आल स्टूडेंट्स शूट स्टडी। यह तभी होगा जब

इनको पॉलिटिक्स से दूर रखा जाए। इन्होंने शब्दों के साथ इस ड्राफ्ट को सपोर्ट करता है।

[श्री रफीक عالم (बैर): आप]

सबका अर्थिक सहोदय - जिसका में
में कहे रहा था - सब से पहले
में आपे लोक प्रिय - हर्दल عزیز
प्रार्थन मस्तर کو دلی مبارکباد دیتا
हوں چلوں نے کوشش کی ایجوکیشن
کے سے پہلے - شکشا پر نالی میں
کورسی تبدیلیاں لائی جائیں - کہ
اس ملک میں لوگ پڑھے لکھے ہوں
اور انکو سونھٹیں ملیں - جسکا کہ
آپ جانتے ہیں - آزادی کے بعد
سب سے بڑی خرابی جو ہم میں
آئی وہ یہ کہ ہم آپے نیشنل کیپرکٹر
کو بھولتے گئے ہیں کوئی آپے کو
پنڈجابی کہتا ہے - کوئی آپے کو
تمل ناڈو کا کہتا ہے - کوئی آندھر
کا کہتا ہے اور جب دیس سے
بافر جاتے ہیں تبھی آپے کو
ہندوستانی کہتے ہیں - اسلئے شکشا
کے ذریعہ ہی ہم آگے بڑھ سکتے ہیں۔
شکشا کے ذریعہ ہی ملک ترقی
کو سکتا - اور شکشا کے ذریعہ
ہی ہماری آزادی قائم رہ سکتی ہے۔
یہ جو پالیسی ڈاکومنٹ لایا گیا ہے
میں اس کو سہرت کرتا ہوں اور
چند باتیں کہنا چاہتا ہوں -

کل کچھ ایوزیشن کے نیٹاؤں نے
کہا کہ ایجوکیشن کے سلسلہ میں
سرکار نے کچھ نہیں کیا ہے - آزادی
کے پہلے جہاں پانچ کروڑ ایجوکیٹڈ

[شری رفیق عالم]

تھے۔ آج وہاں پچاس کروڑ ہو گئے
ہیں۔ اور پور بھی وہ کہتے ہیں
کہ اس فیلڈ میں کچھ نہیں ہوا۔
ہمارے بہار میں صرف پتلہ
یونیورسٹی تھی۔ آج ہمارے یہاں
۶ یونیورسٹیز ہیں۔ اور پورے ملک
میں ایک سو پچاس یونیورسٹیز ہیں۔
پورے ملک میں پانچ ہزار کالج
ہیں۔ اور پور بھی کہتے ہیں کہ
ملک نے ترقی نہیں کی۔ جو
نیشنل پالیسی دکھائی گئی ہے۔
اسکے بارے میں چند سچے
چاہتے ہیں۔

سب سے پہلی بات تو یہ ہے کہ
ملک میں اسی فیصدی لوگ
میں رہتے ہیں۔ گاؤں میں غریبی
کی وجہ سے لوگ اچے بچوں کو
پرمانہ نہیں سکتے ہیں۔ اور سب سے
زیادہ قراپ آؤٹ گاؤں میں ہی ہوتے
ہیں۔ ساتھ پریسٹ قراپ آؤٹ
بچے وں میں ہوتے ہیں۔
میں بہت سے جیڈیس ہوتے ہیں۔
لیکن ان کے ماں باپ انکو پڑھا
نہیں سکتے۔ کیونکہ وہ تربیب ہوتے
ہیں۔ اسلئے بچوں کی طرف حکومت
کو دھیان دینا چاہئے۔ ارد سوچا
جانا چاہئے کہ اس طرح سے ان
بچوں کو ایجوکیشن دی جا سکتی
ہے۔ اور ان کی پڑھائی لکھائی کا
بلدوبست کیا جا سکتا ہے۔

یہ قدم آپ کو اٹھانا ہے کیونکہ
گاؤں مضبوط ہوگا تو دیہی مضبوط
ہوگا۔ اور اسلئے آپ ان بچوں کی
طرف دھیان دیں۔ اور ان کی
پڑھائی لکھائی کا کچھ انتظام کرائیں
اور جو نئے Novadaya اسکول
کھلے جا رہے ہیں وہ ضلعوں میں
کھلے جا رہے ہیں۔ میں چاہتا
ہوں کہ بچوں کو تعلیم دینے کیلئے
آپ ہر (Block) میں Novadaya
اسکول کھولیں اور وہ رہزی تیلشہل
آپ نے اسکول ہونے چاہئے اور ان
اسکولوں کے ذریعہ بچے آئے پڑھ سکتے
ہیں۔

دوسری بات بیسک ایجوکیشن
جو بہانہ گندھی نے چلائی تھی۔
اسکو ہم قبول کئے ہیں۔ ان کا
مطلب تھا کہ ہم سب بچوں کو تو
نوکری نہیں دے سکتے ہیں۔ لیکن
سارے بچوں کو لائق ضرور بنانا
ہیں۔ اگر وہ کارپینٹر ہیں۔ تو
اچے کارپینٹر ہوں۔ اور کاشتکار
تو اچے کاشتکار ہوں۔ یا اچے صنعتکار
ہوں۔ "Earn while you learn"
"اڑی وہاں یو لرن" کی جو بیسک
پالیسی تھی اسکی طرف سرکار کو
دھیان دینا چاہئے۔ آپ کو معلوم
ہوگا کہ اگر یہی طریقہ رہا اور
ایجوکیشن مستم میں ہم کوئی
تہدیدی نہیں لائے تو اس صدی کے
آخر تک پچاس کروڑ لوگ علماء
ملک میں ان پڑے رہ جائیں گے۔

اور اگر کسی ملک کے پچاس کروڑ
لوگ ان پڑھ رہے جائیں تو اس
ملک کی کیوں ترقی ہو سکتی ہے۔

دوسری بات یہ ہے کہ ابھی
فی الحال ایک اعداد ۲۳ کروڑ
ایجوکیٹڈ جناب ایس ہیں۔ یہ پڑھ
لکھ کر بیٹھے ہوئے ہیں۔ بے روزگار
ہیں۔ ہمارے یہاں ساتھ پوسٹلٹ
بچے قصاب۔ اوتس ہیں۔ ۲۶ کروڑ
ورک فورس میں سے ۱۰ کروڑ
ان ایجوکیٹڈ (uneducated) ہیں۔
پانچ لاکھ لوگ پرائمری اسکولوں میں
سے دو لاکھ کی ایکوسویشن ہے۔
ایک اعداد پانچ لاکھ اسکول میں
پبلک بورڈ نہیں ہے۔ ۲ لاکھ بورڈ
پرائمری اسکول ایسے ہیں۔ جن میں
ایک ہی ٹیچر ہے۔ اس لئے ان
چیزوں کو دیکھتے ہوئے میں ہیومن
رسورسز منسٹر کو دلی مبارکباد
دیتا ہوں کہ انہوں نے ان سب
چیزوں کا خیال رکھتے ہوئے یہ قرارت
پیش کیا ہے جس میں سب چیزوں
کٹیج (touch) کیا گیا ہے۔ لیکن ان
کا اہمیلی منٹیشن کیسے کریں گے۔ اس
کے لئے رسورسز کہاں سے آئیں گے۔ اس
کا بھی دھیان رکھیں۔ گاؤں میں جو
اسکول ہیں۔ انکی توٹی پوٹو
سمیٹوں کو دیکھتے ہوئے ہی پتہ
چل جاتا ہے کہ یہ اسکول کی
ممارت ہے۔ تو آپ اسکول بلڈنگ
کی طرف زیادہ دھیان دیں۔
این۔ آر۔ ای۔ پی۔ (N.R.E.P.)

یا آر۔ ایل۔ ای۔ جی۔ پی۔ جو بھی
ہوں آپ فنڈ حاصل کر کے کم سے کم
اسکول کی بلڈنگ بنائیں۔

تیسری بات یہ ہے کہ کاسن سلیبس
(Common Syllabus) ہونا چاہئے۔ جو
پورے دیس میں لگو ہو۔ فرض
کیجئے سرس میں جیسے
آئی۔ آے۔ ایس۔ ہیں یا دوسرے ان
ٹرانز ہونا چاہئے۔ تو اگر کوئی
ہمارے مدراس چلا جائے تو وہاں
پڑھائی دوسرے قسم کی ہوگی تو
اس کے بچے پڑھ نہیں سکتے۔ ان کے
لئے دشواری ہوتی ہے۔ تو بچوں کی
پڑھائی کو لیکر پریشائی ہوتی ہے۔
"و کاسن سلیبس ہونے سے انکے بچے
اس کا لاپہ اٹھا سکتے ہیں۔

چوتھی بات یہ ہے کہ رلیجیوس
ایجوکیشن (Religious education) کی۔
ہمارا دیس سیکولر ہے۔ اس لئے
پرائمری سٹیج تک رلیجیوس ایجوکیشن
ہونی چاہئے۔ چاہے وہ ہندو ہو۔
مسلم ہو۔ عیسائی ہو۔ یا سکھ ہو
سب کو پتہ ہونا چاہئے کہ دوسرے
کا دھرم کیا ہے۔ اس کے دھرم میں
کیا۔ سب دھرموں کے بارے میں
سب بچوں کو جاننا چاہئے تاکہ
وہ بولی چارے کے ساتھ رہنا سیکھ
سکیں۔

شریمانہ ہمارا جو نیشنل سونگ
Song ہے دوسرے جہاں سے اچھا
ہندوستان ہمارا۔ ہم بلبلیں ہیں

[شری رفیق عالم]

اسکی۔ یہ گلسٹا ہمارا ہے اسکو سب کے لئے کمپلسری کرنا چاہئے۔ اس سے بچوں میں نیشنل سینس بڑھے گی۔

اس کے علاوہ آج ہمارے بچوں کو الیکٹرانک دی گریٹ کے بیروں میں تو جانکاری ہوتی ہے لیکن مہانما گاندھی - جواہر لال نہرو - نیتا جی - سہاس چندر بوس مولانا ابوالکلام آزاد - کے بارے میں جانکاری نہ ہو تو اس سے بڑی ترجیح اور کیا ہو سکتی ہے بچوں کو یہ جانکاری ہرنی چاہئے کہ ان لوگوں نے ہمارے دیس کو انگریز کی غلامی سے آزاد کیا۔ اس لئے آزادی کو ہمیں تمام رکھنا ہے۔ اس سے لگے جتنی بھی قربانیاں دیں ہیں۔ وہ دیئے کیلئے تیار رہنا چاہئے۔

شریمان آپ کے اسکولوں میں صحیح ٹیچرس نہ ہوں تو بطح کی پتہ پر پانی والی کہانی بن جاتی ہے۔ اس لئے ٹیچرس کو اچھی تربیل دی جائے۔ میرا سچاؤ یہ ہے کہ پولیٹکس کو اسکولوں سے دور کیا جائے۔ چاہے وہ ہائی اسکول ہوں۔ کالج ہوں۔ یا یونیورسٹی لیول (level) کی انسٹیٹیوشنس ہوں۔ اسکول - کالج - اور یونیورسٹیوں کو ہم ایسے کراخانے کہتے ہیں۔ جہاں انجیلیر و ڈاکٹر تیار ہوتے ہوں۔ ڈاکٹر بنیں گے۔ ایڈمنسٹریٹر بنیں گے۔ پارلیمنٹریں بنیں گے اور اس کراخانے کو تباہی اور بربادی سے

بچانے کے لئے۔ ایک ہی طریقہ ہے۔ کہ ایجوکیشنل انسٹیٹیوشنس میں پالیٹکس نہیں آئے۔ تاکہ ہمارے یہاں اچھے سے اچھے ڈاکٹر بنیں۔ اچھے سے اچھے انجیلیر بنیں۔ اس کی طرف آپکو خیال رکھنا چاہئے۔ ساتھ ہی ساتھ جو ٹیچرس پالیٹکس میں آنا چاہے یا پروفیسر آنا چاہے نو نوٹی انکار نہیں ہے۔ خوشی سے آسکتا ہے۔ انکا ویکم کر رہے ہیں۔ لیکن دونوں میں ون جناب پیس ہے، پر اگر یونیورسٹی میں رہنا چاہے تو وہاں پر رہے۔ اور یہاں پالیٹکس میں آئے۔ چاہے۔ پارلیمنٹ میں آنا چاہے تو اسکو وہاں سے استعفیٰ دینا چاہئے۔ اور اس کے بعد وہ یہاں آئیں۔ تاکہ ان کا ایک ہی کام رہے۔ بچوں کو پڑھانا۔ ہوتا کیا ہے۔ کہ ادھر یونیورسٹی میں بیوی پروفیسر رہتے ہیں۔ اور پھر ادھر آکر ممبر بن جاتے ہیں۔ پالیٹکس میں آجاتے ہیں اس سے بچوں کی پڑھائی کھنگ سے نہیں ہوتی اس لئے اس کو بین (ban) کرنا چاہئے۔ ہم لوگوں کی یہ پالیسی ہونی چاہئے کہ ”ون میں ون جناب“ اور اس بھی آپ نے الیکہ کیا ہے۔ کہ آل ٹیچرس شد ٹیچ ایڈ آل اسٹرنٹ شد اسٹیڈی“ یہ تہی ہو گا جب ان کو پالیٹکس سے دور رکھا جائے۔ انہیں شہیدوں کے ساتھ اس قرافت کو سپورٹ کرتا ہو۔

SHRI HOKISHE SEMA (N'agaland): Mr. Vice-Chairman, Sir, we are all aware that the draft national Policy of Education has been brought to Parliament after taking great pains and deliberations. Yet there were many doubts and apprehensions expressed by previous speakers, specially from the opposition benches. Some criticisms are constructive, and they are welcome, but some criticisms are only for the sake of criticism. This policy being such an important policy which concerns the education of our children who are going to be our future generation. I would request that we should all give our special attention to this policy because, though I am a new man in this august House, I am sure that the nation expects from the elder statesmen a good contribution to this national Policy on Education.

To me it is a very sincere attempt to better the condition of education in our country. I find there are many good points brought out in this new policy and the nation appears determined to make education more relevant to her needs and making to make it more forward-looking, to adapt it to the fast-changing scientific and technological revolution in the world. Fortunately for the country, we have, in the person of our Prime Minister and the Minister of Human Resource Development, the required will and determination to bring revolutionary changes in the present system of education in our country.

I would like to say a few words on the quality of education. There were complaints that no satisfactory improvement has been made in our education and there are still many hardships faced by the teachers and the students. I agree that there are difficulties, but we cannot solve them all at once.

If we see the expenditure on education both at the Central and at the State levels, we can see that it has been on the increase with every successive Five-Year Plans. The nation has now 150 universities and 5,000 colleges as reported in this Draft. Similarly, we have increased manifold institutions in secondary and elementary stages. The net result is more increase in quantity which was necessary

to the pressing needs of the people. But now we realise that consolidation and improvement in the quality of education is necessary. The Draft Education Policy is definitely aimed towards this goal. And I am sure, the proposed model schools are to bring quality in our educational system.

About equality in education, the level of educational development in our country is not the same. Some States have advanced much more than other States. My own State of Nagaland could not avail of the benefits of the first three successive Five-Year Plans due to armed insurgency in that State. It is, therefore, fifteen years behind other States of our country. Even the infrastructure has not been laid. Therefore, equality in educational development will take many more years than expected. Special attention should, therefore, be paid to educationally backward States of our country. About education of the Scheduled Castes and the Scheduled Tribes and minorities. To remove disparities and to give equal educational opportunities to the Scheduled Castes and Scheduled Tribes and minorities, it will need a great determination and will-power on the part of the educators and the administrators. The policy of giving incentive, like scholarship, hostels, reservation of seats and protection to their languages and culture is very good, and it should be continued. But we always failed on the hard rock of implementation. In some States these people are exploited by political parties and by higher castes. Sometimes even the State Governments become mere spectators, and the Scheduled Castes and the Scheduled Tribes and minorities suffer. This must be stopped completely. Recruitment of teachers from among the Scheduled Castes and the Scheduled Tribes themselves as provided in this Draft will be of great help because today non-Scheduled Caste and non-Scheduled Tribes who are appointed as teachers, refuse to go to those areas. They go to those schools only when they are to draw their salaries.

About private schools and colleges, Private schools and colleges managed by good and efficient organisations like the Ramakrishna Mission, D.A.V. and Christ-

[Shri Hokishe Sema]

ti'an missions should be encouraged by giving sufficient grant-in-aid. This will areate competition and help to improve efficiency in our education. It w'U also reduce strikes and <lharnii, by teachers and students in the country and promote self-employment and self-reliance. More and more private schools and colleges should be encouraged as long as they can run and manage them efficiently.

On vocational education, to check further growth of educated unemployment and to promote, and meet the growing need of economic development, the nation must now convert a large number of secondary school into vocational, technical and agricultural schools. 4.P.M., In these schools courses relevant to industry, commerce, public health and construction must be taught. These vocational technical and agricultural schools should be located according to the availability of resources and raw materials 'n the areas. Students must be prepared for jobs in their ow_n areas. Further growth of ggeneral secondary schools would simply perpetuate the already serious problems of educated unemployment. About teachers, the Speaker who ha_s spoken just before me has mentioend certain points, but I would like to add only few points on this. Th_e policy that all teachers should teach and all students study i_s very correct and we must enforce ^ at all levels. At the apex of the hierarchy of our educational system we have university. What goes on in the university, I want to share with you. In keeping with this policy the present policy of permitting university teachers to retain their services and lien and are allowing them t_0 go in for contest in political election in the country should be immediately stopped. They are fre_e to join i_n the elections, but they must first resign as is applicable to other candidates. Unless thi_s policy is stopped, these professors wiU pay more attention to their elections and do not devote their full time to teach their students. They rather create divisions among the teachers and studrnts and many a tim_e universities are .dot allowed to function properly dvM tc< strikes and Dharnas orga-

nic! by these people. MiBcipline is rampant and even murders are committed inside the university • campuses. These are mostly due to the provocation and encouragement given by the disgruntled and political professors. It is very important that we begin our action with our universities. It is also high time for all political organisations in our country that we must give proper atmosphere to our children to study and attain excellence in their studies. We should never employ our students on our pay rolls to cremate ' disturbances inside the university campuses. I aim speaking about this because I have come across Such a situation.

Lastly, as our new National policy on education is aimed at a closer relationship between e_ducation and the life of our people and the accountability of our teachers towards the community, our emphasis on education should be to inculcate love for our country and love for our people. Love of science and technology and love of dignity of labour. National pride and national character must prevail at all levels of our education system.

With these few words I support the Draft National Policy on Education, 1986.

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PjROF. £. 1LAKSHMANNA (Andhra Pradesh); Mr. Vice-Chairman, Sir, when the Draft National Policy on Education, 1986 was under preparation, I as ^one who belonged to the academic profession pinned much hope o_n the outcome. But ultimately in the draft National policy on Education 1986 when it was presented to the Rajya Sabha, I must admit that I was greatly disappointed. This disappointment is not on emotional grounds. I would like to explain how I was disappointment is not on political grounds. This disappointment i_s not on emotional grounds. Thi_s disappointment is on ,ea-sonable grounds. I would like to explain how I was disappointed at three levels. Firstly, the National Policy on Education, 1986. failed to correct what it has pointed out about the National Policy on Education, 1968. Secondly, the National Policy on Education, 1986 betrayed the lack of political will on the part of the Union

Government which is evident from the various economic and budgetary policies though what has been made a⁸ the objective thrust of the education policy is not sought to be fulfilled, because of the policies which I have mentioned. Thirdly, Sir, I was disappointed because this education policy instead of carrying on all the people in the country, belonging to different regions, belonging to different States, it is only trying to make a wedge between some regions and other regions; and between the Union and the States. Sir, as a result of this National Policy on Education is a sore disappointment to me.

Sir, the 'Challenge on Education' which was a first document of this National policy on Education said something which is very interesting about the Education Policy of 1968. It said that the 1968 education policy failed to achieve results, because it failed to concretise as to what has been stated in that. If 1968 Education Policy had failed to concretise, my charge is that the present policy is no way concretising as to what is to be done in the years to come. I find, Sir, that 1968 policy had laid down that there shall be a review of the progress of education every five years. It was built into the policy statement 1968. Now, exactly the reverse amounted to happen in 1986. It is almost 20 years. There should have been at least four reviews. There has not been even a single review. As a result of this we lost a golden opportunity of taking stock of the development in education over a period of time. If that is the case, Sir the present education policy is absolutely silent about the review.....

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND HOME AFFAIRS (SHRI P. V. NARASIMHA RAO): I want to save your breath by telling you that the mistake for the lapse which happened in the case of 1968 policy is not going to be repeated. I have said wherever I had occasion; and I was going to say at the time of my reply that within the next two months we are coming up again with all the nitty-gritty, the whole action pro-

gramme, the strategy and everything to the Parliament in the next session. So what happened in 1968 is not going to be repeated. This is one thing, the policy is very clear that the review will be undertaken not only compulsorily every five years but earlier also a short-term review will also be undertaken. The N.D.C. itself, according to the Prime Minister's declaration is going to undertake a full review next year. So all those things which happened to bedevil the implementation of 1968 policy are going to be taken care of and they will be scrupulously avoided.

PROF. C. LAKSHMINARAYAN: Sir, I am extremely thankful to the Minister for making a categorical statement on two grounds that there shall be a continuous review and that he will come forth with a new document outlining the positive terms in the next Parliament session.

During the last one year when there was a national debate and before that also we have been continuously made to believe that we will have an education policy with hi-tech orientation leading us into the 21st century so that we will have a society which is technological, knowledgeable and participative. But I am happy that a pragmatism did dawn upon the Union Government when they realised that lakhs, lakhs and lakhs of schools in this country do not have even blackboards.

Therefore, they have come forward with what is now known as "Operation Blackboard". To that extent, I am congratulating the Union Government—to that extent only, please—that they are no more sitting in the citadel of isolation, that they are no more indulging in flights of imagination, that they are coming down to the ground to prepare for their work.

Now, the objectives and thrust of a national education policy are, and ought to be, three or four. One is to reach all—that is, education for all the people in this country with particular reference to the common man. What is the state of the common man today? He is a mute and ignorant individual, steeped in illiteracy and poverty. The education policy aims* to reach him.

[Prof C. Lakshmanan]

That is number one. The second objective or thrust of the new education policy is to lead to equality of opportunity— opportunity for women, opportunity for the Scheduled Castes, opportunity for the Scheduled Tribes, opportunity for other backward classes, and so on and so forth, who are the weaker sections of the society. Then the thrust of the education policy is to create an individual in the society who is self-reliant, who is self-employed and who is participating in the decision-making process of the country in the years to come. And finally, the thrust of the education policy is to have democratic participation and to inculcate a sense of national unity, integrity and social justice in the citizens of the country. If these are the laudable objectives, if this is the thrust of the education policy of 1986, is it really reflected in the various things that have been done by the Government? Now the Minister has said that he will come forward with the concrete programme in the next session. I am looking forward to it. But if we have to assess, at the existing level of allocations and the existing methods of perusal of the programme of education for all, then I have got grave doubts. In the entire Seventh Five Year Plan, while the total outlay is Rs. 1,80,000 crores for public spending, education, culture and sports account only for Rs. 6,382.65 crores, which comes approximately to 3 per cent. Now, when it comes to spending by the Centre, the overall spending by the Centre will be Rs. 95,534 crores, out of which they will have only Rs. 2,398.64 crores for education, which comes to about 1.2 per cent of the total outlay. In the case of the States, of course the percentage is a little more than 3 or 4. So, if the Union Government wants to launch the entire country into the 21st century on the basis of universal knowledge brought about by universal education at the primary stage and so on and so forth, if it intends to create a technologically knowledgeable society, the amounts that have been allocated in the Five Year Plan, do not speak of it. Earlier one commission (Kher commission) stated that

it should be 10 per cent of the Gross National product to be spent by the Centre, and about 30 per cent to be spent by the States on education. The Kothari Commission categorically recommended that 6 per cent of the GNP should be spent on education. And what is the position of the various Third World countries, of even the neighbouring countries? Excepting for Pakistan, Afghanistan and Burma, no other country in the area spends less than India. They spend to the extent of 6 to 8 per cent of their Gross National product on education. Whereas I have already explained the position of India. Therefore, on the one hand, we allocate only 3 per cent of the Union Budget for education; on the other hand, we say that we will take our society into the 21st century. Therefore, the Education Minister, the Human Resource Development Minister, must ponder over it and fight with the other Ministries for a greater share, for a greater allocation, and if he can succeed in getting a higher allocation for education in the coming Parliament Session, I will be the first person to applaud it; otherwise, I would still have to call it an empty document.

One of the Constitutional obligations was to achieve universalisation of elementary education for children of up to the age of 14 by 1960. But between 1960 and 1986 we slept over the matter and then when the paper, "Challenge of Education: A Policy Perspective" was presented it was mentioned categorically that it would be achieved by 1990 and subsequently during the presentation it has been said that it will be achieved by 1995, and finally now when we come to the draft, there is no mention whatsoever when this universalisation of elementary education will be achieved through the formed stream. Therefore, it becomes very interesting. We do not even say by such and such year we will be able to achieve what has been a Constitutional obligation and which should have been completed in the year 1960...

SHRI P. V. NARASIMHA RAO: It is not so interesting as you think. Please refer to page 13, 5.12. It is there. It is not very interesting.

PROF. C. LAKSHMANNA: Anyhow, as per the estimate of the World Bank, as quoted by the 'Challenge of Education', by the turn of the century there shall be 54 per cent of the illiterate persons of the world in India itself. This is a big challenge. I request the Human Resource Development Minister to accept this challenge and if he can...

SHRI NIRMAL CHATTERJEE (West Bengal): If he accepts the challenge, he will be shifted to another Ministry.

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PROF. C. LAKSHMANNA: ... in spite of that, what has been estimated by an agency of his own Ministry, will not be a reality, then I will be very happy about it. What is the actual position now? Even if the Minister of Human Resource Development tells me (that he will be able to achieve this, it is going to be a very difficult task. But perhaps—perhaps—if the entire Ministry, the entire people, are mobilised, to meet this challenge, perhaps, it may be achieved. Fifteen per cent of the children do not go to School at all; 40 per cent of those who go to school reach only up to 5th Standard; only 24 per cent of them reach 7th class. This is the magnitude of the problem of dropouts, the problem of retention. If, therefore, this is to happen, we have to take measures, as has been stated, and if adequate measures are not taken for the spread of education, the chasm of economic disparity, regional imbalances and social injustice will widen further. This is what the document itself has stated. This is one magnitude of the problem.

The second magnitude of the problem is when we say 10 per cent of the villages in this country do not have schools, it means 57,509 villages do not have schools. The figure could probably be correct, because in Andhra Pradesh alone there are as many as 4,333 habitations without schools, if you say Andhra Pradesh is one of those States under lower enrolment rate, even If that is the case, the number of schools which require school buildings, the number of schools which do not have

school buildings, is approximately 50 per cent. In this connection, I would like to quote what I had once written; "There are villages in the country without schools and schools without buildings. These are also (school) buildings without teachers and teachers without pupils". This is the sorry state of affairs.

And within them the number of schools which do not have other facilities mounts up. One estimate is that it will require about Rs. 3000 crores to create universalisation of elementary education up to 15th class.

SHRI P. V. NARASIMHA RAO: Much more.

PROF. C. LAKSHMANNA : At least that is one thing on which you agree. I am very happy that you are also agreeing with that.

Sir, therefore, here is a very interesting thing. As a part of the educational policy or as educational policy of 1986 the Planning Commission has been asked to find extra resources already for meeting expenditure on Navodaya Schools, about which we will have some occasion to talk. But no such directive has been given to the Planning Commission to find resources for meeting what has been the constitutional obligation which has been neglected all the while. Therefore, if the Minister for Human Resources Development...

SHRI P. V. NARASIMHA RAO: Again, just by way of Information, in the NDC meeting while presiding over the meeting, the Prime Minister turned round to the Deputy Chairman of the Planning Commission and said: "Please find funds from the next plan onwards, you will have to be at 6 per cent of the G.N.P., but in this plan also you find funds and see how far you can go to meet the requirements, and he said that this will be done. So it is not simply a question of one kind of Vidyalayas or anything. Whatever is needed for funding the programmes

[Shri P. V. Narasimha Rao]

which we should take up in the next 3J years, it is my belief that -we are not *going to* fall short of funds. And that is what the Prime Minister has said categorically in the N.D.C. So let us no expatiate on what happened In the past. If you have any suggestions us not expatiate on what happened in will help.

PROF. C. LAKSHMANNA: Sir, the Minister has raised a very interesting point. I do not have access to the National Development Council. But, Sir, this is that document which is supposed to have emerged after the presentation of the earlier document before the National Development Council. Therefore, if there had been such useful conclusions arrived at by the N.D.C, and if they do not find a place in this document, I have very serious doubts about it.

SHRI NIRMAL CHATTERJEE : Is it the Minister's contention that funds are found out by the Planning Commission or they just make an estimate and it is for the Government to find out? The Prime Minister was advising: the Deputy Chairman of the Planning Commission to find out funds? Is that your view? (*Interruptions*)

THE VICE-CHAIRMAN (SHRI SAVTOSH KUMAR SAHU): Prof. Lakshmanna, we are running out of time. (*Interruptions*).

PROF. C. LAKSHMANNA: We have a sort of dialogue also. You please also al'ow for that.

SHRI P. V. NARASIMHA RAO: Your time may be taken up by looking into the future and saying something for the future, because we consider you views so valuable.

THE VICE-CHAIRMAN (SHRI SANTOSH KUMAR SAHU): Please come to your conclusions within two minutes-

PROF. C. LAKSHMANNA: The second objective was towards equality of opportunity. Sir, how is the equality of opportunity sought to be achieved for the Scheduled Castes? Sir, they are not ready to assure that they wul be able to provide formal stream of education for all the children of Scheduled Castes. But at the same time the National Education-Policy states that they will be brought under educational field but under a different stream. They say, Sir: Special steps to provide non-formal education to SC children who drop out of schools in large numbers and weli-designed programmes of adult education—this is the way in which they will try to achieve the equality of opportunity for those....

SHRI P. V. NARASIMHA RAO: It does not mean.

PROF. C. LAKSHMANNA : It is In the document, Sir. It is there.

SHRI P. V. NARASIMHA RAO: If you are understanding the document as to mean that this non-formal education will be reserved for Scheduled Castes as other reservations are, that is wrong. In the chapter dealing with non-formal education, what we have said is that wherever there is a dropout from whichever section of people it may be, and we cannot catch it in the formal system, then we will catch it in the informal system so that ultimately, we will not be left with anyone outside both the systems. As you know, there is a very high dropout in the Scheduled Castes and the Scheduled Tribes as a general rule. This is our idea. (*Interruptions*)

PROF. C. LAKSHMANNA: Even now, the hon. Minister is not giving a categorical assurance that the children of Scheduled Castes, the children of Scheduled Tribes and the children of those deprived sections of the society will have an opportunity only through the formal system as far as possible.

SHRI P. V. NARASIMHA RAO: As far as possible, the formal stream will be pressed into service. If we are not able to completely cover the whole population by the formal system, we will supplement it by the informal system in which Scheduled Castes, Scheduled Tribes, non-Scheduled Castes, non-Scheduled Tribes and all kinds of people who have been left out will come.

THE VICE-CHAIRMAN (SHRI SANTOSH KUMAR SAHU): Please conclude now.

PROF. C. LAKSHMANNA: I am trying.

THE VICE-CHAIRMAN: It is not a question of trying. You know the time. Please conclude within two minutes.

SHRI DHARANIDHAR BASUMA-TARI (Assam): Sir, it is the most important subject. Everybody must be able to speak.

PROF. C. LAKSHMANNA: Now I come to the thrust towards equality of opportunity for women. Initially, there was a thrust in the document stating that opportunities should be provided for parents and scope should be given to the parents of such children who have been dropouts by providing help through day-care centres and so on and so forth. But it has been watered down when it came to the latter document. I do not know whether it was intentional or not. At the same time, on the one hand we are saying that we want to encourage the children. On the other hand, we have brought in a legislation legalising child labour. That speaks volumes for itself.

THE VICE-CHAIRMAN (SHRI SANTOSH KUMAR SAHU): That is all right. Please conclude now. Otherwise, I will call the next speaker.

PROF. C. LAKSHMANNA: Sir, the first priority should be and ought to be universalisation of elementary education. The second priority should be vocationalisation. There is no dispute about it. If vocationalisation has to take place, it has to be linked with manpower planning and manpower planning should be able to identify the areas where children could be given training in skills which could be used for getting into a vocation either by way of employment or by way of self-employment. If that is the case, no exercise has been done. I do hope that an exercise will be done and the hon. Minister will come forward with that in the next session. I look forward to it.

THE VICE-CHAIRMAN (SHRI SANTOSH KUMAR SAHU): That is all right, Prof. Lakshmanna. The time is up.

PROF. C. LAKSHMANNA: My last and final point is that this document can at best be called the Union policy of education or the Centre's policy of education. It is not a national policy of education by any stretch of circumstances because it does not carry with it a large number of States. In the National Development Council, a large number of States have demanded that what was taken away from the States or from the States' list in the year 1976 by 42nd amendment by putting it in the Concurrent List has to be restored back. Instead of doing that, they are trying to infringe upon the legitimate rights of the States by Navodaya schools, by the core curriculum and by the National Education Service. And this has been the point which was made very clear. The Educational Policy should have given an idea as to what its thinking is on this so that this Parliament would have thought about it. Unfortunately, there was no mention of it. Therefore, I plead with the Union Human Resources Development Minister to ponder over this. The success of education in this country will be achieved only when the States

(Prof. C. Lakshmanna)

which have to implement the programmes fully become partners in this entire experiment. {Time bell rings} By having parallel streams, we are going contrary to the entire system of education itself.

Sir, the Union Government stands for three-language formula. If we look at the curriculum of the Kendriya Vidyalayas it is clear it does not follow the three-language formula. The Kendriya Vidyalayas which are the immediate concern of the Union Government follow the two-language formula. The third language of the region, if "a" student chooses, has to be studied either between 5th and 8th class or outside the curriculum.

THE VICE-CHAIRMAN: (SHRI SANTOSH KUMAR SAHU): Please conclude now. Your time is up. I am calling the next speaker.

PROF. C. LAKSHMANNA: I am concluding. Therefore, I request the Union Human Resources Development Minister to kindly look into this and do not to repeat it in the case of the new Navodaya Schools. Better they are not started. They can be handed over to the States.

श्री बरबारा सिंह (पंजाब) : चेंबरमेन साहब, जो चैलेंज पेपर है उसमें नया तरीका है वह तो मैं अलहदा भेज दूंगा ताकि वक्त जाया न हो। मैं जनरल तौर पर बातें करना चाहता हूँ। बहुत सालों के बाद पहली दफा यह एक्ससाइज की है और बहुत काम्पिटेट मिनिस्टर ने इस काम को अपने हाथ में लिया है। वे काम्पिटेट इसलिए नहीं हैं कि बात कह सकें बल्कि लिटररी तौर पर उन्होंने बहुत महारत हासिल की है।

[उपसभाध्यक्ष, (श्री एम. पी. कोशिक) पीठासीन हुए।]

एक बात मैं इस हाउस को बताना चाहता हूँ कि पहली दफा है कि कोशिश की गई।

आम तौर पर दूसरी सारी बातों के लिए हों तो वह स्पेशली इस बात के लिए बुलाई गई कि हमको एजुकेशन पॉलिसी में का तबदीली करनी है और उसको कैसे चलाना है। बहुत पहले से हम कहते रहे हैं कि एजुकेशन पॉलिसी को तब्दील करना चाहिए और उसमें तबदीली के लिए कुछ कदम उठाए, कुछ नहीं उठाए, लेकिन जिस ढंग से नेशनल डेवलपमेंट पॉलिसी में इस बात पर बहस कर इस हद तक पहुँचाया है कि हम पॉलिसी को चेंज करें। मैं समझता हूँ कि इससे ज्यादा कदम हमने अभी नहीं उठाया। इसलिए मैं कांग्रेसुलेट करता हूँ अपने मिनिस्टर को, और यूनियन गवर्नमेंट को। इसके साथ ही मैं यह कहना चाहता हूँ कि प्राइम मिनिस्टर ने एक वादा किया था इलेक्शन में उसको उन्होंने निभाया है। उन्होंने कहा था कि एजुकेशन पॉलिसी में तबदीली लाई जायगी और तबदीली के लिए इन्होंने एनडी सी में इतनी सारी बातें कही। लेकिन एक मुझे अफसोस भी है कि जो पेपर इन्होंने जारी किया और कहा कि इसका जवाब दो उसका बहुत कम इन्टेलिक्चुयल्स एक्सपर्ट्स ने जवाब भेजा। जहाँ तक मुझे इल्म है, काफी वक्त मिला था, लेकिन लोगों ने कम इन्टरेस्ट लिया। एक यह भी बात है। यहाँ हम डिस्कस कर रहे हैं, लेकिन हमसे बाहर एक्सपर्ट और एजुकेशनिस्ट ऐसे हैं जो नई तर्जवीजें दे सकते थे, लेकिन बहुत कम लोगों ने इस पर एफर्ट किया है और बहुत कम लोगों ने जवाब भेजे हैं।

मैं तीन-चार पॉइन्ट्स पर एक-एक मिनट लूंगा और वह यह है कि बोर्केशनल एजुकेशन निहायत जरूरी है। हम सबको एम्प्लायमेंट नहीं दे सकते कि आजो, सब शामिल हो जाओ गवर्नमेंट की किसी सर्विस में, 100 परसेंट नहीं, 50 परसेंट नहीं, उसमें 10 परसेंट से ज्यादा की नहीं ले सकते। दूसरों को एम्प्लायमेंट देने के लिए इंडस्ट्री की तरफ देखना होगा। हमारी इंडस्ट्रीज जो बंद रही हैं उन में उन को इम्प्लायमेंट देना चाहिए ताकि स्क्विड आदमी जो हम बनायेंगे वह अपने काम में लग सकें। इस के साथ-साथ प्राइमरी क्लासेज में डाप आउटस का एक बड़ा इश्ये है। डाप आउट इस लिये होते हैं कि पेरेंट्स अपने बच्चों को काम पर लगा

देते हैं ताकि उन को आमदनी बढ़ जाय और इन लिये वे अपने बच्चों को पढ़ाते नहीं। वे चाहें शेड्यूल्ड कास्ट हों या शेड्यूल्ड ट्राइब्स के लोग हों या डिप्रेस्ड हों या अप्रेस्ड हों, उन की एकोनामिक हालत अच्छी नहीं है और उन को लिये कुछ न कुछ इंतजाम करना निहायत जरूरी है ताकि डाप आउट कम से कम रह जाये और हमारी एजुकेशन बढ़ती जाय। हम किसी पर कंप्लेशन नहीं लग सकते। अगर कंप्लेशन लगा सके तो अच्छी बात है ताकि कोई बिना पढ़ा लिखा न रह जाय। लेकिन जो कुछ हो रहा है एन सी ई आर की इच्छा निहायत अच्छी है। लेकिन मैं एक बात कहना चाहता हूँ और शायद टीचर्स इस से नागर्ज होंगे। टीचर्स का रेकॉर्ड्स कोर्स कम हुआ है। आज प्राइमरी टीचर्स की क्या हालत है और वे कितना पढ़ाते हैं और जो बच्चे पढ़ते नहीं आते वे किस गजब से नहीं आते उनका ध्यान उस तरफ नहीं है और न ही उन का बच्चों को पढ़ाने की तरफ ध्यान है। हम को आज टीचर्स को क्वालिटी नहीं क्वालिटी चाहिए और इस तरफ ज्यादा ध्यान देने की जरूरत है।

जब तक मादर एजुकेशन का ताल्लक है उसके लिये अर्ज करना चाहता हूँ कि हम टेस्ट लेते हैं मंडिकल कालेज आदि में भर्ती के लिये। कितने ही नम्बर किसी बच्चे ने क्यों न पाये हों, भले ही वह फर्स्ट या सेकंड आया हो लेकिन फिर भी उस का टेस्ट लेते हैं और जब पास होता है तभी उस को प्रेफरेंस देने हैं और दाखिला देते हैं। लेकिन यहां ऐसा नहीं है। इसलिये बच्चों को एडमिशन देने वक्त पहले टेस्ट लिया जाना चाहिए और इस से हमारा प्रोडक्ट ज्यादा अच्छा निकलेगा।

कौनकलम के बारे में कुछ अर्ज करना चाहता हूँ। एन सी ई आर टी ने बहुत अच्छी वजहात दी है और उनको सेंट्रल स्कूलस में लागू करने की बात है। मैं अर्ज करना चाहता हूँ कि सेंट्रल स्कूल में ही नहीं, हर तरफ हम को ध्यान देना पड़ेगा। मुझे पता है कि मिनिस्ट्री में पैसे को बजट से कुछ चीजें रह जायेंगी, लेकिन कोई रास्ता निकालने के लिये डिप्टी चैयरमैन को कहा गया था और उन्होंने कहा था कि हम खोजेंगे और

अगर पैसा मिल जाये तो सेंट्रल स्कूल तक ही एजुकेशन का मयार कायम न रहे। उस को हम ज्यादा से ज्यादा बढ़ा सकें इस की कोशिश होगी चाहिए। यह हमारा एक नेशनल प्रबलम है। एक तरह का नहीं, बहुत तरह का है। टीनएजर्स की पकड़ अगर एजुकेशन में अच्छी हो जायगी तो वह बेस होती है और अगर उन को उस समय काबिल टीचर नहीं दिये तो एजुकेशन में घाटे की बात आयेगी। इस के साथ-साथ सेंट्रल और स्टेट्स की बात भी आती है। हमारी इस बारे में एक नेशनल पालिसी होनी चाहिए सारे हिन्दुस्तान के लिये। मैं इसी हक में हूँ। यह न हो कि स्टेट्स अपने ढंग से अपनी पालिसी बनायें। मुझे अफसोस है इस बात का कि जो हमारे प्राइवेट स्कूल हैं हमें यह देखना होगा कि जो प्राइवेट स्कूल हैं वे कैसी शिक्षा देते हैं, वे कहीं कम्युनलिज्म की हवा तो नहीं फैलाते हैं। आप को यह देखना होगा कि वहां नेशनल इंटिग्रेशन के खिलाफ तो बात नहीं हो रही। वहां सैक्युलरिज्म का बैल्य रखा जाता है या नहीं। मुझे आश्चर्य है इस बात का कि वहां पर क्या कुछ नहीं हो रहा है। कितनी फीसें ली जाती हैं, टीचर्स को कितना दिया जाता है कितना उससे लिखावाया जाता है। इन सब चीजों पर कंट्रोल करने की आपको कोशिश करनी चाहिए।

मुझे अफसोस होता है लॉग्वेज की बात जब लोग उठाते हैं। हम चाहते हैं कि मादर टंग में सबकी शिक्षा हो। पर इससे साथ एक लिंक लॉग्वेज भी तो होनी जरूरी है। दोष इकट्ठा कैसे रहेंगे बिना लिंक लॉग्वेज के? लिंक लॉग्वेज न हो तो दोष कम्युनलिज्म के नाम पर, रीजन के नाम पर छिन्न-भिन्न हो जाएगा। इसलिए हिन्दी जो कि हमारी लिंक लॉग्वेज है, वह सबको सीखनी चाहिए। हम उसे किसी पर लादना नहीं चाहते। पं. जवाहरलाल से लेकर सभी मंत्रीयों ने कहा है कि हम हिन्दी किसी पर नहीं लादेंगे। लेकिन केरल के आदमी को काश्मीर के लोगों से कैसे जोड़ेंगे। इसलिए कुछ लोग इसे तस्लीस नहीं करते कि लादी जा रही है, पर हमारा जो आर्थिक व सामाजिक ढांचा है, अगर हमें एक नेशन होने की तरफ आगे बढ़ना है तो लिंक लॉग्वेज ही

[श्री दरबारा सिंह]

एकमात्र गस्ता है। अगर वह नहीं होगा तो बड़ी मुश्किल हो जाएगी।

इसलिए चैलेंज आफ एजुकेशन में जो चेंज करने की जरूरत है वह मैंने पेंपर तैयार किया है, वह मैं मिनिस्टर साहब को दे दूंगा, लेकिन मैं बिल्कुल वाजह तौर पर कहना चाहता हूँ कि यह एफर्ट बहुत मजबूती से आने वाली सदी के लिए कामयाब सिद्ध होगा। यह उन बच्चों के लिए जिनको हमें पढ़ाना है, नई साइंटिफिक एज में वे कैसे जाएंगी, उनको कैसे बढ़ावा दिया जा सकता है, उन पर जो बोझ है उसको वे कैसे आगे ले जा सकते हैं, इकानामी के साथ कैसे आगे बढ़ेंगे वह एफर्ट काबिले तारीफ है। इसलिए मैंने जो चंद बातें कइनी थीं वह मैंने दर्ज कर दीं। आप का शुक्रिया।

SHRI PA WAN KUMAR BANSAL (Punjab): Mr. Vice-Chairman, Sir, the Constitutional goal of universalisation of elementary education has eluded us all these years. In a country with continental proportions and problems, the task is indeed, gigantic. According to 1981 census, all literacy rate is only 36 per cent and drop-out rate from class 1 to class 8 is as high as 77 per cent. Those educated upto Eth standard and above are only 15 per cent in number and only 22 per cent of the population in secondary school age group is actually studying at present. This is a poor harvest of 35 years of education. By the year 2,000 A.D., there will be 50 crore illiterates in India and we would account for 54 per cent of the world's illiterates in the age-group of 15 to 19 years. Taking cognisance of this distressing prospect, the Rajiv Gandhi Government set out to meet the challenge. A policy perspective titled 'Challenge of Education' was immediately brought out and a national debate was initiated on what ails our education system and what remedial measures would be required therefor. A keen debate a sign of healthy participating democracy culminated in the present draft policy on education. Significantly there is a major thrust on universalisation of elementary education.

In the draft policy, we find a firm resolve that by the year 1985, all eleven year old children will have had five years of education and by the year 1990, all children up to the age of 14 years would be provided free and compulsory education.

Social justice and equality "besides democracy and socialism are the guiding principles of our society. The draft policy reiterates these tenets on which rests the edifice of our national system of education. The draft policy reviews the working of the system and refines the priorities. This is, in fact, an action plan intended to achieve the national goal in the field of education at any accelerated rate. There is a commitment to strengthen the common school system provided for in the 1968 policy and the usefulness of the ten plus two plus three structure has been accepted.

Sir, the hon. Member who initiated the debate yesterday was critical of the draft policy and termed it pro-rich. I do not understand from where he has drawn this conclusion. A passionate perusal of the draft rather re-establishes the anxiety of the Government to banish illiteracy from this country and make available to the poorest of the poor every possible facility to come out of the cocoon of ignorance to the world of knowledge. Improvement of schools, creation of a congenial atmosphere for conducive study, interesting and engrossing class work, a non-rigid pace of work, provision of incentives in the form of wage compensatory allowance to indigent families, scholarships from Class I onwards opening of anganwadis, and non-formal education centres, are only some of the steps to be taken to bring the poor Scheduled Castes and Scheduled Tribes on par with others. For their benefit the NREP and RLGP resources would also be utilised.

Some hon. Members from the Opposition have been sceptical about the revolutionary Navodaya Vidyalayas

and they have termed it elitist. Sir, I do not know what meaning they assign to the 'elitist'. If it connotes a select group of rich people, I am afraid, they have not given fair attention to the contents of the draft Policy and if it means talent and pursuit of excellence, their criticism and cynicism is not justified. These residential and free-of-charge schools would provide the best education to the talented children from amongst the poor the Scheduled Castes and rural areas and thus ensure that accident of birth and unfavourable conditions at home do not deprive the deserving an opportunity to develop to the fullest potential. These schools will bring children from different States to live together and thus promote and strengthen the bonds of mutual understanding. These schools* would eventually be the peace-setters for all other schools.

Sir, reverting to the national system of education, I, without any reservation whatsoever, commend the formulation of a national curriculum framework. The common core component will create an awareness among the young students about the country's rich cultural heritage and the unique non-violent freedom movement and prepare them to be responsive and proud citizens with an ardent love for the motherland, and a commitment to maintain the unity sovereignty and integrity of the country. The common core component will inculcate in students the spirit to understand and treat others as equal to themselves. It will inculcate in them respect for diverse social and cultural systems prevalent in the country. The other component of the curriculum would be totally flexible and devised in accordance with the local or regional needs and requirements.

Sir, on the question of sharing power between the Centre and the States if any misgivings are expres-

sed, it may be understandable but here is a matter for which a concerted national endeavour is required and that is the urgent need of the hour. The Centre on its part has come forward to share a good deal of financial responsibility and the Prime Minister has assured the States about the meaningful consultation in the formulation of the curriculum. So, why all that clamour? Sir, spread of literacy is not division of wafer or of any other resource between the Centre and the States or between the States. Education is a national property and every individual must receive the benefit of

Education develops manpower, and is the ultimate guarantee of national self-reliance. It has rightly been considered as an investment in the development process rather than as a social service. This shows a good understanding of the matter and I hope that henceforth all the plans and budget documents would also give it independent recognition and not club it with other social services. Expenditure on education has so far been very meagre. The draft policy does raise a hope that the allocation for the purpose would reach 6 per cent of the national income. Sir, unless we do that, our ambitious plans will not fructify. There has been an increase in the allocation this year. This is a good beginning and let us hope that the outlay is further stepped up during the year.

Sir, para 5-19 of the Draft policy states that the employers in the public and private sectors would be responsible for the establishment of vocational courses or institutions. Para 4.12 says that they are also charged with the duty to run programmes of adult education for the workers. According to an estimate 58 per cent of workers requiring technical skills have had no formal education while 60 per cent of the total work force of 24.4 crores is illiterate. Education of workers will widen their mental horizon and perfect their skills while

[Shri Pawan Kumar Bansal]

the employer will also gain from their Improved productivity.

Sir, on the question of mopping up of resources, I feel that corporate sector should reimburse the entire amount spent by the State on the education of their employees. We spend over 2 lakh of rupees on a management or an engineering graduate but then after the completion of the course, it is some multi-national concern which allures him. So, why not that concern not pays for his education? An appropriate legislation can prescribe a workable formula in this regard. Incidentally this will also help in delinking degrees from jobs as those concerns would then look for the right man with the right talent and aptitude for a given job and would not recruit say Ph. Ds for selling consumer goods.

Sir, non-formal, distance and continuing education programmes have been accorded due importance in the draft policy. Likewise thrust on need and interest based vocational training programmes is apparent from the Draft Policy. Benefits from these will be abundant. Educated parents will follow small family norms and will not pull out their children from schools. Periodic upgrading of knowledge and skills will check obsolescence in the job market.

Apparently noting the degradation that is weakening the channels of higher education, the Government have resolved to inject more dynamism into it

In the present scenario where there is mental absenteeism amongst students, weakening of inquisitiveness and formation of mechanical attitude towards lectures, further proliferation of colleges must stop and important steps taken to remove malignancy and restore vitality to their functioning. These institutions should be geared to produce much needed specialists in different vital fields and not such young man who while

away the best part of their lives and ultimately yield to frustration with meaningless degrees in their hands.

Sir, while we acknowledge the singular contribution of education in the development of society and that of an integrated human personality, we have not paid due attention to the teacher who prepares and equips his students for this vital role in society. *(Time bell-rings)* Sir, this is my last point. Kindly let me complete it in two minutes. We have always expected much from a teacher. We want him to be virtue personified, to be a symbol of sacrifice and total commitment. This is understandable, but we have not done our duty towards him. His economic conditions continually gnaw at him and sap the marrow of his bones. Pay scales and service conditions of teachers do not enthuse the best talent to take up teaching and a person takes up the job when other avenues are closed for him. What will a teacher give to his students when he has no house to live in and has to waste precious time struggling in and out of local buses?

It is heartening that the Draft Policy has diagnosed one serious ailment of the education system. The remedy should follow without loss of time. Only then we could expect the teacher to discharge his ancient role.

Sir, I would say that a teacher should be given the top place in society. Bureaucracy should not drain out his initiative and vitality. Functional independence should be accorded to him and then he may be asked to justify the confidence reposed in him. Judge his brightness not by his degrees or by his links but by his knowledge and communication skills.

Added emphasis on teacher training is another feature of the Policy wholly in tune with today's requirements. Besides training and upgrading of knowledge in specific subjects, the technology of the subject and theory of education, the teachers, both

new entrants and those in service, should be helped to develop the knack of dealing with young children winning their trust and to encourage a two-way channel of communication. The teacher should be trained to stimulate the students' development optimally.

Before concluding, I will refer now only to the need of changing the attitude of an average student towards leisure. Conditions must be created in schools and colleges as also in different residential areas to enable young people to spend their leisure meaningfully. They should also be motivated to cultivate the arts and engage in sports. It is a good idea to start some special sport schools, but it is also important that every regular student should have an opportunity to play one game or the other. Only then there will be a harmonious development of personality that we have always talked about.

Sir, with these words—I see you gesticulating towards me to sit down—I support the Policy. Thank you.

5 P.M.

SHRI H. HANUMANTHAPPA (Karnataka): Mr. Vice-Chairman, Sir, while I agree with Mr. Darbara Singh stating that it is in pursuance of the promise made by the honourable Prime Minister during the 1984 elections that we are going to give a new education policy which is very much wanting for a number of years, it is for the first time that the human being has been recognized as a positive asset, a precious national source which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. All these days we were continuing the system of education started by the Britishers for their slaves, for a slave country, just to prepare clerks. They never wanted that the Indians should think. We built up our educational system all those years only on that

This, is for the first time that in the new policy we have recognized Indians as human beings, as positive assets and national sources. That is why a new nomenclature has been given to the Ministry as the Ministry for Human Resources Development.

I am surprised at some of my friends saying that we have forgotten the constitutional obligation or irrevocable and compulsory education up to 14 years of age. But, Sir, we should not forget the inheritance we got from the Britishers. After 1947 and in the 50s, what was the situation and what was our position? Actually, the incidents that took place and the necessities overtook us. We had no food, no clothing, no industries, nothing at all, let alone education. If we have not been able to fulfil the constitutional obligation, it was because of our priorities. Food was the first priority. Then clothing was a priority; shelter was a priority. I agree education is also a priority. I want to quote Mahatma Gandhi in this connection. He said, even God has to be present himself in the form of bread before a hungry man. So, no philosophy will work for a hungry man. That was our position in 1947 and in the 50s when we inherited the legacy of a poor and backward country without food, without shelter and without industries, so, we were unable to meet this obligation. Our resources did not permit us nor had we any patience to look into this educational aspect. Even then let us not forget our achievements. I certainly agree that what has been done is not to our satisfaction, but the achievements are also not small.

The educational institutions we had in the 50s were 2.3 lakhs. In 1983 they were 6.9 lakhs. In the 50s we had 7,300 secondary schools and today we have 52,280. We had only 500 colleges. Now the figure is ten times that. It is 5,246. We had 27 universities then and today we have 140 universities. The percentage of literacy has risen from 16.67 to 36.23. The

[Shri H. Hanumanthappti]

point here is we forget one thing. Every hour 2,400 people are born in this country. Barring deaths, between 1947 and 1986 we have added a population of 70 crores to our country. Every year 2.10 crores of people are being added to our population. So, our plans could not match this proportion.

Professor Lakshman was very critical about the new education policy and said that we have not involved the States. The very purpose of taking education into the Concurrent List is to give a blend of both the Centre and the States to the people. I do not know why my friends object to this. We do not have separate subjects at all with the Centre. If a Central school is opened in Andhra Pradesh, students from Andhra Pradesh will study, students from Karnataka will study and students from Assam will study in it. That does not mean that it is an encroachment upon the powers of the States.

Sir, without going into the figures, I want to come to suggestion portion of it. Sir, the hon. Prime Minister announced an ambitious programme of delinking degrees from jobs. But I have my own doubts. As long as we give importance to the white-collar jobs, I am sorry whatever our plans to attract the youths to the vocational training, they will go waste. Unless we give thrust, we recognise the dignity of labour, I am afraid we will be unable to attract youths to vocational training. Sir, I had an occasion even to interview technical graduates and engineering graduates for a service. They had no self-confidence. They do not want to start their own industry in spite of getting financial assistance. They were happy even if they got a salary of Rs. 500 or Rs. 1,000. The thrust on vocational training is taken away because they do not have self-confidence of starting their own industries. They want to take jobs. Not only that, but when they are seeing their own brethren with lesser qualifications joining ser-

vice and living in better conditions, they ask why they should toil hard by self employment, by starting their own industry by taking risks. So, my one suggestion is, if at all you want to popularise vocational training, you have to see that these white-collar jobs should not get the importance that they are getting today. Otherwise, what happens today is, the first-class, meritorious persons go to the IAS. In the Western countries, the meritorious persons will start their own industries, will have self-employment. The third class, the last class persons will go to the government service. But in our country the first class persons go to the Government service. The last class persons go for self-employment or become teachers who are supposed to be guides to the future generation, who will have to shape the future of the younger generation. So, sir, while giving more thrust on vocational education, I request that the importance of the white-collar jobs has to be reduced.

Sir, as the Minister rightly said, I shall not dwell on other things. I will come to suggestions.

Sir, in regard to the Navodaya Schools I have a doubt. We have already our public schools and Central Schools. These Navodaya Schools, you have called, as the best schools for the best children. There again I have got a doubt. Wherefrom do you get the best children? If the opportunities are not equal at the lower standard, wherefrom do you get the best children? The best children again will be from the affluent society, from the upper class. I suspect that this again is a method by which only the affluent class will get the benefit of free education in the Navodaya Vidyalayas. I request that this should not happen. Otherwise, it will discriminate against the rural folk and the weaker sections and the Scheduled Castes and the Scheduled Tribes and the down-trodden people of this country.

Sir, if you want to universalise education, every school should be of equal standard whether it is in a village or in an urban place. Why should we create separate schools? All the schools should give equal training, equal education. Then Govt will

you be giving equal opportunities. Otherwise, there are boys, children, students in the convent schools. He gave the figures. There are schools for which, there are no school buildings, no blackboard, no teachers, no maps, no charts. There are other schools with all the facilities. How do you get the best student from the government schools in which there are no teachers, no buildings, no maps and no charts? So, again there will be discrimination. Through these Navodaya Vidyalayas a new set of discrimination will set in, and that will take away the rights and opportunities of the down-trodden, weaker sections, the Scheduled Castes and Scheduled Tribes.

One more aspect, Sir. I have one doubt. In our policy we have said about the heritage. I am sorry I do not know how far we can bring ancient heritage in the new education. There again I have a doubt. What is our heritage? 'STRI SWATANT-RAM NA ARHATI.' Should we go by that time. At the same time I give you another heritage.

ढाँल, गंवार, शुद्र, पशु, नारी,
यह सब ताड़न के अधिकारी ।

श्रीमती कृष्णा साहू : यह गलत है ।

श्री एच. हनुमन्तः : यह गलत नहीं है,
पब्लिश किया हुआ है। गलत हो तो ठीक है,

I have my own apprehensions. These things are to be taken as social values of this country. I am sorry we cannot bring equality under education. There is a necessity of rethinking and reviewing the whole thing. When we talk of heritage, what is the history that you are reading today? Let us go to the earlier history. After all when the Mughals came they were only robbers. " But unfortunately or fortunately our wealth was in the temples. If they robbed a house, they would get only one golden necklace or half a dozen bangles, but if they went to the temple they would get a lot of gold. So, the Mughals thought of robbing the temples. But what is the history you have written. These people

came and destroyed our temples. This is a history which creates communal hatred. So, text-books on history have to be changed. That is why I say I have my own doubts about our heritage which should not take us back. We should look to the future.

Coming to the excellence, I fully agree with my friend, Mr. Bansal. I had an occasion to visit Varanasi and discussed with one of the Professors. In the IIT he said 98 per cent of our students have been recruited by the industrialists from Bombay, Calcutta and Madras. They are recruited from within the campus itself. At the cost of the Government we train them and the industrialists take them away. What is their use for the country? They benefit the industrialists. So, I fully agree we have to evolve a method wherein these industrialists who benefit from these IITs pay tax and they should pay for the knowledge and the expertise and the excellence they are getting.

Coming to IITs I tell you how discrimination creeps in. We have principles in IITs who say our standard will fall down if we have reservations. Can we continue with such Principals? Can we expect equality if we keep such people as administrators in our country? The whole system and whole looking has to be changed if at all we have to march to 21st century. Should we not do away with those words at least by the time we reach the 21st century? Therefore, I request the education Minister and the Minister for Human Resource and Development to realise that they are also human beings. Let us put all our efforts and do away with reservation at least by 21st century and that they are also able to live like human beings with others.

SHRI JASWANT SINGH (Rajasthan): Mr. Vice-Chairman, Sir, I have got 16 minutes.

THE VICE-CHAIRMAN (SHRI M. P. KAUSHIK): Only ten minutes please

SHRI JASWANT SINGH: Allotted time to my party is 16 minutes.

THE VICE-CHAIRMAN (SHRI M. P. KAUSHIK): But we are short of time.

SHRI JASWANT SINGH: They are two different aspects,

THE VICE-CHAIRMAN (SHRI M. P. KAUSHIK): All right take sixteen minutes. Beyond that I will not permit.

SHRI JASWANT SINGH: I might finish in ten minutes. I realise the difficulty that the Chair has and more than the difficulty of the Chair, I am sympathetic to the difficulty of the hon. Minister who has to listen to the debate and prolonged discussion on it now and earlier. So I shall be very brief. In attempting to be brief, I shall however cover as much as I want to cover. Before I talk on the Draft National Policy on Education, 1986, I think it is necessary for me to speak a little bit about the portfolio of Human Resource Development. I do believe, Sir, that potentially, perhaps one of the most interesting and innovative portfolios that this Government has introduced is the Ministry of Human Resource Development. I pointedly refer to the adjective potentially because unless we are clear about what Human Resource Development is all about we would not even approach this very important policy document called National Policy on Education in the manner which I feel we ought to be doing. My first difficulty is that this tacit education of Human Resource Development with education only is tantamount to emasculating what is perhaps a profoundly important idea. We need not go into the various aspects of what Human Resource Development is all about. It is an integrated social consciousness. There are two normally accepted definitions of it and the most exhaustive was really by that very great sociologist and a very great man, the Scandinavian—Gunnar Myrdal. He really categorised Human Resource Development as comprising of 7 elements. I need not go into all the various elements that Gunnar Myrdal talked of. But the most commonly understood definition of Human Resource Development as at present is as

the World Bank has put it. I find that most limited and being a bank, therefore, necessarily somewhat a commercialised one thus consequently, an unhappy limitation of what Human Resource Development is all about. The Bank's definition is against something that I do not want to elaborate upon and take the time of the House and indeed of the Minister. No doubt, he or she is aware of how the World Bank has described the meaning of Human Resource Development. Sir, I would nevertheless like to take just one minute to quote because what I found was a very thought-provoking manuscript on Human Resource Development. The author goes to the root. I quote briefly from it: "In modern industrial society man is meant for production. Human Resource Development insists on the principle that all production would be for man." That is where we come into education and a consideration of our education policy, because in developed country man is merely a production machine, whereas in a developing country,

not in a developed society like ours if we fall into that trap, I think we would not be approaching this policy document in the manner that we ought to be doing. I will not go into what has already happened in the field of education. We had a discussion earlier on the Approach Paper. Now on the draft Education policy that we are discussing. It was discussed in the media and elsewhere. I would nevertheless like to repeat here, what I had then said when there was a discussion on the Approach paper that education is a Latin derivative from the word 'educare' which is 'I lead out! We in India have the word 'Shiksha' which is to impart. From 'Shiksha' is derived the 'Guru-Shishya parampara'. The two are wholly divergent—"educare", that is "I lead out" and "shiksha", that is, "to impart". I believe that the nuclear core of the challenge that we face today in the field of education is the challenge of synthesising these two—synthesising "educare" and "shiksha"—and imparting a moral basis, not merely in a limited Occidental sense but moral as derived from "dharma". "Dharma" is not faith, is not limited or shallow in its concept. Limited to one single category of faith. "Dharma"

is a way of life. And that, Sir, is the precise challenge—synthesising "educational" and "siksha" and imparting to it a moral basis of "dharma".

Now I come to some specific suggestions that I have. I believe that having brought this subject on to the Concurrent List, which is a right step, there is need for instituting an autonomous national body, not consisting of you or I or of politicians but of educationists. I do believe that the ultimate would have been achieved when there was no Ministry of Education in the Government of India and the whole field of education in the country was governed and run by an autonomous body of educationists for education. You may call it the National Foundation of Education; you may call it whatever you will. But there is now no escaping the need for an autonomous national body which oversees all the aspects of education and attempts to synthesise not only what I have said but synthesise in real terms the federal aspects, the federal aspirations, the linguistic aspirations and the various aspirations of the diversity that is the beauty of this country.

My second suggestion is that the one great failing of the previous education policy following upon the Kothari Commission, which is admitted in this document, which was also admitted in the Approach Paper, which everybody admits, was about implementation. Therefore you will have to try and evolve some method, some machinery for implementing what you today call the policy. We would have debated and this would have become a policy, but like the 1968 education policy, this, too, would get relegated to dustbins if you do not have an implementing mechanism. Please think about that.

My third suggestion is this. I would not go into the question of the new schools being proposed or the controversy about it. The essential, crucial aspect of it is that wherever you have existing facilities, along with introducing new facilities, please consider

very seriously, improvement of the threshold facilities which already exist. By that I am sure you understand what I am saying. Whether it is at the primary level or it is at the secondary stage or it is at the university stage, you must improve that which is there. In our preoccupation with expansion, if the existing lack of quality in that which is existing is not paid heed to, we would be committing a grievous error.

My next suggestion relates essentially to what I have just said about existing threshold facilities at the primary stage, etc. You talk of the institution of model schools. Do introduce a criterion for admission to vocational National Policy on Education. It is other people for elitism. Along with introducing what you call model schools, please consider developing the existing, improving the existing. In your preoccupation with introducing only model schools, don't for heaven's sake, give up on the existing because a great deal has been created and if you gave up on the existing, in your preoccupation with model schools, no matter what name you will give it, we will be committing a grievous error.

Now I come to vocationalisation. My single greatest difficulty with vocationalisation is that criterion for admission to our vocational training schools and colleges is negative. If you are unable to come up to paragraph 3, then go to vocational course. Please convert this because the negative criterion for admission to vocational training imparts to it a value which is somewhat detrimental to the other side. There is no qualitative judgment in vocationalisation as against others. You must, therefore, find a criterion which is not negative, 'if you cannot get through such and such, then you go to vocational training—that is not the approach. Secondly, equally important, like other aspects of education, please review the implementation of your past policies on vocationalisation—what have you done? What have you achieved by your policy on vocationalisation in the past and what did you want to do? Unless you review that, the

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whole and vital component of vocationalisation would not be approached right.

Then there is need for accelerating the introduction of Indian languages. I am not referring to Hindi or Bengali or Tamil or any one particular language. I am referring to the introduction of Indian languages at higher level of education. We seem to have presumed that Indian languages as such are incapable of imparting higher levels of education when it comes to engineering or science or such other subject. Indian languages are thus pushed aside. We feel that we have fulfilled our obligation only at the primary stage. We have paid only lip service. This is a grievous shortage in the indigenisation of education.

My next point is about effective regulatory measures for non-grant institutions. Non-grant institutions are autonomous. Still there must be effective regulatory measures in respect of their admission, service conditions of teachers etc. I do not want to elaborate all this. In respect of non-grant institutions please look into the admission aspect and the aspect of service conditions of those who teach.

My next question is—the document talks of an institute rightly—about accountability of teachers. That is a welcome statement. I would suggest to the honourable Minister, please consider accountability of the whole institution as such, whether it is the institution, whether it is the college, don't just look to the teacher alone because thereby by implication you are suggesting as if the teacher is to blame and the totality of the institution is not to blame...

SHRI P. V. NARASIMHA RAO: The institution only.

SHRI JASWANT SINGH: Thank you. I would like a clarification from the Government about two or three things, how it wishes to go about them. Take the question of appropriate technology. We cannot probably take shelter under it. The determination of that which is app-

ropriate for India is a job requiring great expertise, great insight, and I would be happy if the Minister expounds a bit about it.

Then about television, the use of television and the misuse to which it can be put for partisan purposes; whether your party puts it or my party put so it, but in the use of education the misuse of television for partisan purposes.—please elaborate a bit about it. Also define how you wish to achieve the actual delinking of job from degree. It is a very valuable suggestion that has been made. We all approve of it. I am wholeheartedly with you. But how do you wish to implement it?

I started by speaking about the human resource development. I would, therefore, conclude with just two brief quotations. As I had started by speaking of human resource development and had said that we would be emasculating a profoundly thrown up if we limit it to only education. If it were only education that you thought of without the corresponding benefits of the rest of the social development that India must involve itself with, then the whole concept of human resource development will flounder. You cannot remove even one brick of the concept of human resource development, and think that by merely concentrating on education we will achieve all. That is not possible.

I will conclude, Sir, by what I find was a very moving sentence from a very eminent Indian who gave a Convocation Address recently at the Delhi University, and he concluded his Convocation Address to the Delhi University by this sentence-

"Our aim to implement this document will depend critically on our will to implement it. The trajectory of implementation should combine the apparently contradictory but in the long run mutually supportive pull of expansion

and excellence, of efficiency and equity, \ of autonomy and accountability."

Thank you, Sir.

THE VICE-CHAIRMAN (SHRI M. P. KKAUSHIK): Prof. B. Ramachandra Rao.

PROF. B. RAMACHANDRA RAO (Andhra Pradesh): Mr. Vice-Chairman, Sir, I would like to participate in this debate especially on a subject which is dear to my heart, the draft National Policy of Education. Our hon. ^Minister who is a scholar an^ an able administrator, and above all, a humanist, is the author of that policy. And I feel rather happy to s^{ee} that t^{ins} document has covered many fallacies and many defects that were exi ting in the earlier policies. Many of my friends have mentioned that I the implementation details are not given in the policy document. I do not expect anyone to expect detai's of strategy and other deta'ls of economics to be given in a policy document. If you look at our Science Policy, it is the briefest document I have ever seen, I am happy that our hon. Minister has clarified that detailed implementat'on strategy will be forthcoming very soon.

Education, Sir, should be, and ought to be, a joyful process of se'f-discovery ary self-realisation. The Kothari Commission Report has been widely referred to by many of my predecessors followed by the Na'ional Policy of 1968. This Policy has all the ingredients necessary to make a success of our educational strategy. But what were th_e achievements of this during the last 18 years? I would 'ike to say that the most notable achievement of our 1968 Policy was a large proliferation i_n both the school and higher educational system. A beginning was made in the restructuring of all courses at the under-graduate level. Ten + Two -f Three system was introduced. As an educationist I want to say that 10+ 2 + 3 is not a major reform, but in a country as vast as this we must have a uniform structure to enable mobi- j lity of the students from one part of the | country to th* other and the best strategy j was to have 10+2+3. My only regret I

was that we have not been able to implement th_s especia.ly in some of the northern States; the southern States already had this system even before the 10+2+3 system was introduced. I would like to mention here— I would not like to go into great details—that our greatest failure was in not being able to implement Article 45 of the Directive Principles of State Policy enshrined in the Constitution to give free and compulsory education to all the people in this countiy. It is no mean achievement when we come to consider the fact that 90 per cent of the rural population is within one kilometre distance of a s^{cn0o}]- 90 per cent is not a mean achievement. But the trouble is how to take the children to the schools. It seems that one hundred *per* cent of the children in this range are not going to the schools. Out of those who have gone to the schools, 77 per cent have dropout. Now wh'at has to be gon_e into is the reason for this. Why these 77 per cent of the children dropped out before they reach the 8th class? Is it because they have rejected our school system or is it becau.e economically they are unable to continue because they have to provide succour at home? I would like t_o ask a few questions and I am sure that our hon. Minister is competent enough to answer these. Can we take the country forward if ou_r illiteracy rate is continuing to grow? How can we make these 77 per cent dropouts to continue in the school education? One of the most crucial problem is how to impart compulsory primary and middle school education °f reasonably good quality throughout the country. At present, the range of variation in the quality i_s very large. Can we reverse the trend of the percentage of expenditure from 43 per cent to 23 per cent from the year 1950-51 to 1976-77? It is very necessary. I am also a part of it in the sense that we in the higher education have robbed the funds meant for the school education. Can we reverse this? Can we spread education to the rural areas and see that the amount of money spent will reverse the situation? Can we impart good education to rural masses if almost on-third of our primary schools are single teacher schools

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almost without a roof? Can we inert the quality of education if our school teachers are so untrained? Can we educate the poorest of the poor in the remaining 10 per cent areas which are outside the reach of one kilometre of a school? Can we reach the tribal and impart good education to them? To cover those 10 per cent is the most difficult task. I am sure our hon. Minister will find a way out. *Hit*, he has mentioned in the document that the social well-being comes out of the school education. Is the Government in a position to provide all the inputs that are necessary for this input?

I have deliberately chosen not to speak on higher education for obvious reasons. The higher education is already overcrowded and expanded unlimitedly. All of us as teachers including myself feel responsible that we have not been able to achieve very much in the field of higher education. My friend, Prof. Lakshmarma, is also a Professor of 30 years' standing. He has no business to talk ill of education or to criticise it because all of us are part of the system. We have spent our whole life. Why should we look to the Government so much? The universities are autonomous. They are completely free and there is never any interference in academic matters from the Government either in the Centre or in the States. I feel ashamed that we have not been able to achieve success in the field of higher education.

Lastly, I would like to plead with our hon. Minister two points. Can we have a Navodaya school or a model school, at least one school not in a town or in a city but in a rural area or a rural environment so that we can give best education? Can we have a good college not in a town and not in a city, but in a rural environment for every district? Can we have 300 and odd best colleges.

The last point that I would mention on the National System of Education is this. There are five or six steps. But I would like to put it in a nutshell like

this. What we need in education today is quality, equality and relevance. These are the key words if education is to give the best to our people. Our hon. Minister knows all that has to be done. And I am sure he will be able to deliver the goods.

Before I conclude, I would like to say that Winston Churchill once remarked that "I would like to learn but I would not like to be taught." It is the teacher who is the crucial person, and what we are missing today in our educational system is not blackboards, is not facilities but good teachers. Unfortunately, our pay structure is such where an expert teacher is necessary, whereas the most difficult thing to teach in our educational system is to the young child, and that is where we have neglected, and we have provided the highest emoluments at the universities but not the schools. I would like to mention that the untrained mind is like a bottle without an opener. It is a kind of a knowledge, expertise which we have not allowed to be opened.

Before concluding, I would like to mention here last but not the least that education is what remains in our minds after burning our books in our colleges, and after forgetting what the teachers possibly taught us; education is what remains in our minds by retaining the relevant as distinctly different from the irrelevant by understanding the principles and discarding the vast data and analysis, by acquiring the skills and forgetting the instructions, and above all by acquiring great wisdom from the vast world of experience.

Thank you very much.

SHRIMATI SUDHA VIJAY JOSHI
(Maharashtra): Mr. Vice-Chairman, Sir, I rise to speak on the Draft National Policy of Education. Sir, in the words of our hon. Prime Minister, Shri Rajiv Gandhi, "education must promote national cohesion and the work ethic." He had mentioned that programmes would be formulated to open up on a large scale the new

communication technology in our school systems." He has also emphasised education's organic link with the productive forces of society.

Sir, the above points were made by hon. Prime Minister in his broadcast to the nation on 5th January, 1985. The new education policy which has been formulated is in conformity with the same thinking.

Sir, the Draft Policy envisages a common educational structure. 10 + 2-3 is the basic element of this structure which is now adopted. Here I would like to observe that it took two decades for different States to adopt this pattern. Kerala was the first to adopt this pattern in 1964 while, as late as 1982 8 States had not adapted this pattern. Since this is a very vital aspect of education policy, there has to be commonality of approach and adherence to a time frame. Otherwise, it would result in lopsided development. I would urge the hon. Minister to keep this in view

Sir it is a really hearkening feature that the system would be based on a national circular framework which would contain a common core curriculum along with other components that are flexible. The common core has included very important rational features, and it is quite good that observance of small family norm and inculcation of scientific temper have been added.

Sir, Navodaya Vidyalaya concept is the need of the time. It would promote equality, social justice and national integration. It would provide unique opportunities for talented children since there will be plenty of scope for innovation and experimentation. This would also act as a catalyst for nation-wide school improvement programme. Sir, the emphasis in the new policy to promote equality, is not only in terms of opportunity, but also in terms of conditions of success. In addition,

certain specific policy directions are available, in the Document in respect of education for women's equality, which has been termed as an act of faith and social engineering. Being a mahila worker, I am particularly interested in the implementation of the concept in reality. Here I would like to make one suggestion that for preparing text books training and orientation of teachers, help of prominent women educationists and thinkers should be taken and they should be actively involved.

[Mr. Deputy Chairman in the Chair.]

The special emphasis on Scheduled Caste and Scheduled Tribes is a very important pronouncement, and the central focus has rightly been placed on equalisation with non-S.C. population. The policy Document also takes into account the special needs of the S.C. and the S.T. in regard to providing infrastructural facilities.

In this context, I would also like to focus attention of the Hon. Minister to the problem of migratory and seasonal labour force such as involved in construction activities, agricultural labour or stone quarrying labour, who migrate from place to place and who do not have permanent residence. In case of facilities for education for themselves or their children some special facilities would have to be provided and some arrangements either in formal or non-formal educational streams would have to be made at the place of work.

Sir, I am really happy that it has been embodied in the policy document that every primary school will be provided certain minimum facilities like two classrooms, usable in all weather, toilet, etc. The most important thing is that each such school will have a minimum of two teachers, out of whom one would necessarily be a woman teacher. These steps will drive the implementation of Blackboard* would be undertaken for this purpose.

Sir, it is my submission that in respect of dropouts the problems of girls is more

[Shrimati Sudha Vijay Joshi]

complex. Depending upon the needs of the family, the first casualty is the girl's education. However, brilliant the girl may be, she is the one who has to sacrifice. In this context, I may mention Gandhiji's famous observation. If a male is educated, only one individual is educated, but if one woman is educated, then one family is educated, and when all families get educated, the entire community and through that, the society gets educated.

Here I may make a mention of Savitri-bhai Phule Dattak palak Yojana formulated by the Maharashtra Government. The scheme provides for adoption of a girl by a person, who would pay Rs. 25 per month to her and ensure that she continues her education. This can reduce the problem of dropouts to some extent.

Sir, as regards vocationalisation I would urge that the country must also have a broad identification of manpower needs. It should be our endeavour to forecast our manpower needs 15—20 years from now on a national perspective for various skills and trades and that should be synthesized with infrastructure facilities, for vocationalisation of secondary or higher secondary stages of education.

Sir, as regards higher education, I welcome the statement that urgent steps would be taken to protest the system from degradation. The affiliation system, of Indian universities has left much to be desired. The universities have become to a large extent affiliating and examination conducting bodies with very little academic control over affiliated colleges. The inspecting teams visit once in a couple of years and once a permanent affiliation is granted, there is hardly any academic control. *(Time bell rings)* Please give me two or three minutes more.

MR. DEPUTY CHAIRMAN: Two minutes only.

SHRIMATI SUDHA VIJAY JOSHI: To improve the standard of education, more and more research facilities and incentives should be provided to the college teachers. Teachers should be invol-

ed in college and university management in larger proportion. On university senates and executive councils, teachers should have larger representation. On the proposed Central and State councils also, due representation to academicians should be given.

As regards higher professional education, such as engineering and medical courses, admissions should be fully merit oriented and donations based admissions should be totally banned. In terms of investment, per student expenditure incurred by the Government is maximum in these faculties and while so much investment we make on these students, they ultimately migrate abroad in lure of monetary benefits. We have to evolve a methodology for their retention. I do appreciate this problem is not directly related to subject under discussion. But we have to ponder over it since it is a related issue and it has a bearing on the resources.

In paras 8.16 and 8.17, there is a specific mention of teaching of mathematics, which enables a child to think, reason, analyse and articulate logically. A discipline of statistics is also important. This further helps the child in analytical ability, trend study model building exercises etc. This is an important tool not only in pure sciences but also in social sciences, agricultural sciences and in research studies. Hence, introduction of this subject, at a suitable level, may please also be considered.

Suggestions regarding examination reforms, contained in paras 8.23 to 8.25 need to be introduced on urgent basis. The existing system has been abused and has resulted in deterioration of moral values in society, on a very large scale. Mass conviction, physical assaults on individuals, leakage of question papers, manipulation of assessment of answer books and existence of mirk-fame for consideration, play havoc with future of children, by tinkering with marks in public examinations.

Sir, the creation of India Education Service, is a very welcome move. This

service should have a fair mix of academicians and administrators. The academicians could be in the service on a tenure basis and could return to their academic pursuits after a while.

Another suggestion is that examination functions in a university should be entrusted to a specialised statutory organisation within overall control of the university and not as a part of the university's general administration.

With these observations, I commend the draft policy, which is a very important policy formulation of this Government. Thank you.

श्री सुरेश चंडोरी (मध्य प्रदेश) : उप-सभापति महोदय, माननीय मानव संसाधन मंत्री जी ने राष्ट्रीय शिक्षा नीति का जो प्रारूप प्रस्तुत किया है, मैं इसके लिये उन्हें बधाई देता हूँ और इसका स्वागत करता हूँ। दिसम्बर 1984 के आम चुनाव में माननीय राजीव जी ने इस देश की महान जनता से वायदा किया था कि वे शिक्षा नीति में तबदीली लायेंगे। शिक्षा में व्यस्त असंगति को मरदानेजर रातों रात सदन में पिछले दिनों शिक्षा की चुनौती नामक दस्तावेज प्रस्तुत किया गया जिस पर काफी सार्थक बहस हुई और बहस के उपरान्त विभिन्न क्षेत्रों के विशेषज्ञों और शिक्षाविदों से सलाह मशविरा लिया गया और उसके बाद यह प्रारूप प्रस्तुत किया गया है, जिसके लिये आने वाली पीढ़ी राजीव जी की वादा करणी रहेंगे क्योंकि यह प्रारूप काफी चिंतन और मनन के बाद प्रस्तुत किया गया है। माननीय उपसभापति महोदय, संविधान के अनुच्छेद 15 में यह स्पष्ट रूप से परिभाषित है कि 14 साल की उम्र के बालक-बालिकाओं के लिए निःशुल्क शिक्षा का इंजुअर होना चाहिए और 1960 तक यह लक्ष्य पूरा हो जाना चाहिए। साक्षरता का जो आंकड़ा जलज्वर है उससे स्पष्ट है कि 1951 में साक्षरता 16.67 प्रतिशत थी जब कि 1981 की जनगणना में वह 36.23 प्रतिशत हो गयी। इस प्रगति के बावजूद यह स्मरणीय बात है कि 1981 में देश की कुल 69.30 करोड़ की आबादी में साक्षरों की संख्या 23.79

करोड़ थी अर्थात् कुल आबादी में निरक्षरों की संख्या 44.6 करोड़ थी। यह बहुत चौंकाने वाली बात है कि हर जनगणना में निरक्षरों की संख्या बढ़ती जा रही है। 1951 में देश में 29.8 करोड़ निरक्षर थे, 1961 में 33.4 करोड़, 1971 में 38.6 करोड़ और 1981 में 44.6 करोड़ निरक्षर थे। इन आंकड़ों से यह स्पष्ट रूप से जाहिर होता है कि सन् 2000 तक विश्व में सबसे अधिक निरक्षर भारत में होंगे अर्थात् विश्व की निरक्षर आबादी का लगभग 54.8 प्रतिशत भाग भारत में होगा।

मान्यवर, नयी शिक्षा नीति में नवोदय स्कूलों की स्थापना, माडल स्कूलों की स्थापना, अप्रेशन ब्लैक बोर्ड आदि स्वागत योग्य कदम है जिसके अनुसार हर प्राइमरी स्कूल में ब्लैक बोर्ड, नक्शे, चार्ट, खिलौने, दध्यापक और पीने के पानी की व्यवस्था की बात कही गई है यह अपने आप में एक अभिनव प्रयास है। शिक्षा की प्रक्रिया को पूर्ण होने के लिए शिक्षक, भवन और उपकरण का होना जरूरी है। इस बात पर बहुत ज़रादा स्ट्रेस इस नयी शिक्षा नीति में दिया गया है जिसके लिए सरकार को बधाई देता हूँ।

इसी प्रकार, मान्यवर, 10 जमा 2 जमा 3 जो इंट्रोड्यूस किया गया है, आज पूरे भारत में यह अंगीकार हो रहा है। यह एक स्वागत योग्य कदम है। 10 वर्ष को हम रूप में विभाजित किया गया है, पांच वर्ष प्राथमिक शिक्षा, तीन वर्ष माध्यमिक शिक्षा और दो वर्ष हाई स्कूल शिक्षा। भारत के स्वातंत्र्य आन्दोलन के इतिहास, संस्कृति और सांस्कृतिक विरासत पर ध्यान देकर पाठ्यक्रम को एक राष्ट्रीय धारा पर आधारित किया गया है। यह एक स्वागत योग्य कदम है। साथ ही अली चाइल्डहोड केअर और एजुकेशन को प्राथमिकता दी जायेगी यह एक अभिनवनीय प्रयास है। इंडस्ट्रियल और कर्मागल इम्प्लाइज को एजुकेट करना भी बहुत जरूरी है ताकि वह सच्चा रूप से और सब्यवस्थित ढंग से काम कर सकें। यह प्रयास भी नयी एजुकेशन पालिसी में किया गया है।

मान्यवर, काफी दिनों से यह उद्घोष किया जा रहा था कि हमारे एग्जामिनेशन

[श्री सुरेश पचोरी]

सिस्टम में तबदीली लाई जाए और अब इंग्लिश सिस्टम को बजाय सिमेस्टर सिस्टम को इंग्लिश किया गया है। यह अपने आप में एक स्वागत योग्य कदम है। क्योंकि पिछले काफी दिनों से यह अनुभव किया जा रहा था कि विद्यार्थी रट-रटा कर गैस पेपर को आधार पर नम्बर ले कर मात्र 33 प्रतिशत नम्बर प्राप्त कर के पास हो जाया करते थे जिससे उन्हें पूर्ण रूप से शिक्षित माना जाए ऐसी बात नहीं मानी जाती थी। सिमेस्टर सिस्टम इंग्लिश करने के साथ साथ जो ओब्जेक्टिव प्रश्नों पर बहुत ज्यादा जोर दिया गया है वह काफी सार्थक और उपयोगी साबित होगा। ऐसी मेरी मान्यता है। महात्मा गांधी का मूल मन्त्र था मानसिक व शारीरिक कार्यों में सामंजस्य पैदा किया जाए और शिक्षा को सीधा जीवन के साथ सम्बद्ध किया जाए। इसे मद्दे नजर रखते हुए रूरल यूनिवर्सिटी की स्थापना पहली बार भारतवर्ष में की गई है। जो महात्मा गांधी के सपनों का प्रतीक है। ऐसी मेरी मान्यता है। इस रूरल यूनिवर्सिटी में स्वदेशी, आत्म ज्ञान, सत्य के प्रयोग, मातृ-भाषा की उन्नति और चरित्र निर्माण पर ज्यादा जोर दिया जाएगा। ऐसा मेरा विश्वास है। क्योंकि जैसा पढ़ो वैसा समझो और वैसा ही आचार करो ऐसा महात्मा गांधी का मूल मन्त्र रहा है और इस रूरल यूनिवर्सिटी में रूरल डेवलपमेंट पर, एग्री-कल्चर एजुकेशन पर बहुत ज्यादा ध्यान दिया जाएगा। ऐसा मेरा विश्वास है।

मान्यवर, जैसा कि काफी दिनों से अहसास किया जा रहा था कि यूनिवर्सिटीज में एक अनियंत्रित भीड़ होती जा रही है एडमिशन के लिए और उसको एजुकेशन देना सम्भव नहीं हो पा रहा है। इसको दृष्टिगत रखते हुए इन्दिरा गांधी राष्ट्रीय खुला विश्वविद्यालय की स्थापना इस नयी एजुकेशन पालिसी में की गई है जिसमें कि सेंट्रलाइड इंस्ट्रक्शनल टेलीविजन एक्स्पेरिमेंट के द्वारा उन्हें एजुकेट किया जाएगा यह एक अभिनन्दनीय प्रयास है। सपोर्ट्स एक्टिविटीज को प्रोग्रेड करने की दिशा में हमारे भारत में सपोर्ट यूनिवर्सिटी की स्थापना किया जाना बहुत जरूरी है क्योंकि खेल के मैदान में अनेकों

मतभेदों को शांतिपूर्वक तरीके से वातावरण में प्रतिबिम्बित होता है।

और एशियाड की मिसाल ने दिल्ली और देश में खेल के क्षेत्र में एक स्थायी ज्योति जलाई है। इसको मद्देनजर रखते हुए एक स्पोर्ट्स यूनिवर्सिटी की स्थापना होना बहुत जरूरी है ताकि फिजिकल एजुकेशन, योग की एजुकेशन पर भी बहुत ज्यादा ध्यान दिया जा सके।

पिछले दिनों प्रधान मंत्री श्री राजीव गांधी जी ने आदिवासी क्षेत्रों का भ्रमण किया था जिसमें उन्होंने आदिवासी लोगों के मन की तड़प को जाना था, उनकी पीड़ा का अहसास किया था, इसको मद्देनजर रखते हुए उन्होंने इस नयी एजुकेशन पालिसी में जो आदिवासी क्षेत्र हैं उन पर जोर देने के लिए कहा शिक्षा में आदिवासी विद्यार्थियों को सुविधाएं दी जाएं, उनके होस्टल अलग हों उनके छात्रवृत्ति में बढ़ोतरी हो, एन. आर. ई. पी. और आर. एल. जी. ई. पी. के प्रोग्रामों से लाभान्वित किये जायें, यह सब इस नयी एजुकेशन पालिसी में सन्निहित है। यह एक अभिनन्दनीय प्रयास है। पर्यावरण की जानकारी इस देश की तरफाई को मिले और जल प्रदूषण तथा वायु प्रदूषण से वे प्रभावित न हो सकें इसको मद्देनजर रखते हुए पर्यावरण ज्ञान व प्रदूषण के सूधार को काफी प्राथमिकता के आधार पर रखा गया है। यह एक अभिनन्दनीय प्रयास है (समय की घंटी) मैं मान्यवर, मध्य प्रदेश से हूँ। मध्य प्रदेश में प्राइवेट हायर सेकेंडरी स्कूल चलाये जा रहे हैं। पूरा अनुदान शासन देता है, विद्यार्थियों का मासिक शुल्क शासन देता है फिर भी मरम्मत के नाम पर अन्य चीजों के नाम पर विद्यार्थियों से पैसे वसूल किए जा रहे हैं। इन ठेकेदारों का अंत होना बहुत जरूरी है। जहां हम नयी एजुकेशन पालिसी पर विचार कर रहे हैं वहां इन सारी विसंगतियों ब्राइडों पर भी विचार करना बहुत जरूरी है... (समय की घंटी) जो डिग्री को जाब से डीलिंग करने की बात की गयी है और एक नेशनल टैरिस्टिंग सर्विस शुरू की गयी है वह भी एक अभिनन्दनीय प्रयास है और साथ ही व्यवसायीकरण को मद्देनजर रखते हुए मेरा यह विनम्र अनुरोध है कि इंस्ट्रुक्शनल एजुकेशन और सोलर एनर्जी एजुकेशन और कंप्यूटर एजुकेशन पर बहुत

ज्यादा ध्यान दिया जाये और साथ ही हमारे देश में जो 5 आई. आई. टी. तथा 17 रीजनल इंजीनियरिंग कालेज हैं उनके फंड्स में पर्याप्त वृद्धि करी किया जाना बहुत जरूरी है तभी हम 21वीं सदी में भारत में प्रवेश कर सकते हैं (समय की घंटी) जहां तक पुस्तकों और पुस्तकालयों का संबंध है, गरीब विद्यार्थियों को बहुत ज्यादा फ्री-लिटीज दिये जाने के सिलसिले में जो बक-बैंक्स की स्थापना की गई है उसमें पर्याप्त धनराशि बढ़ाये जाने की जरूरत है साथ ही जो टेक्स्ट बुक कारपोरेशन स्टेट लेवल पर बनाये गये हैं निश्चित रूप से उनसे छात्रों को राहत मिली है लेकिन इनकी बृद्धि करी डिस्ट्रिक्ट लेवल पर भी की जानी चाहिए। मुझे विश्वास है कि यह प्रारूप पत्र जो मानवीय संसाधन मंत्री जी ने रखा है वह अपने निश्चित लक्ष्य की प्राप्ति में सफलता अर्जित करेगा और इसके पीछे जो मंशा है कि भारतीय शीर्ष स्तर पर हों तथा सर्वोत्तम हों और भारत विश्व के विकसित देशों में गिना जाये, इसमें निश्चित रूप से हम सफलता अर्जित करेंगे। इन्हीं भावनाओं के साथ मैं इस प्रारूप का समर्थन करता हूँ।

SHRI SANKAR PRASAD MITRA (West Bengal): Mr. Deputy Chairman, Sir, most of the points I wanted to raise have already been raised by the previous speakers. I would try to finish within five minutes. The brunt of the attack on the new education policy appears to be that education should remain in the State list and not in the Concurrent list. To my mind! this attack is unjustifiable. The real weakness of this document is that the strategy of implementation has not been spelt out, but the hon. Minister has given us an assurance a little while ago that in the next session of Parliament this strategy of implementation would be placed before the House. In paragraph 3.13. at page 6, the Centre wants to be a partner in the efforts of the States in coordinating education throughout the country in the larger interest of the nation. In paragraph 3.4 at page 4, a common core has been suggested. The common core includes common cultural heritage, inculcation of scientific temper, the history of the freedom struggle and the constitutional obligations and other essentials for our national identity. I

agree that there should not be any rigidity in shaping out this common core, but in every part of the world today it is accepted that unless we can preserve and protect the heritage of the past and take that to be the foundation of our culture, no future culture can ever be built up in conformity with the country's notional requirements.

There is one point which I want specially to mention.

In paragraph 5.29, this policy speaks of linguistic competence. It is well known that the average student is weak both in English and in his mother tongue.

I remember in this connection one of Bertrand Russells observations in his Book "on Education" at pages 146 to 147 that in childhood it is possible to learn to speak a modern language perfectly, which can never be achieved in later years. I could have quoted one authority after another but time does not permit me to do so. Both in the capitalist world and in the Communist world, this policy is rigidly adhered to and apart from regional languages, foreign languages are taught even in the primary stage and in the secondary stage also. There is a proposal, Sir, that medium of instruction should be the mother tongue. I entirely agree.

But there is a further proposal that English would be compulsory only from classes VI to XII. In classes VII and VIII a third language would be taught and the third language would be optional from class IX onwards. I have a difference on this issue and on the basis of observations made by Bertrand Russell, followed throughout the advanced world, I submit to the hon. Minister that teaching of other languages should be started at an earlier age.

SHRI NIRMAL CHATTERJEE: How early?

SHRI SANKAR PRASAD MITRA: If you want to know about Communist countries... Sir, he is prolonging my speech.

MR. DEPUTY CHAIRMAN: You don't listen to him now.

SHRI SANKAR PRASAD MITRA: So far as China is concerned, foreign language is taught from the primary stage. So far as the Soviet Union is concerned, in non-Russian schools, Russian is I

[Shri Sankar Prasad Mitra] from class I and in Russian schools a foreign language is taught from class V.

I can give the authorities if you want them. . . . {Interruptions}. . . Then I shall quote the authorities, Sir.

MR. DEPUTY CHAIRMAN: You need not. Time is not there.

SHRI SANKAR PRASAD MITRA: I am also glad, Sir, that in paragraph 5.33 at page 16 emphasis has been laid on the teaching of Sanskrit and other classical languages without which, according to me, our knowledge of our mother tongue, our knowledge of regional languages, can never be perfect.

Then, Sir, criticism has been made of pace-setting schools for meritorious students. I do not find from the document that these pace-setting schools are meant for the affluent few. Paragraph 5.15 at page 13 clearly lays down that special reservations would be made in pace-setting schools for Scheduled Castes and Scheduled Tribes. Secondly, Sir, there would be free hostel accommodation and these schools will not charge any fees. So far, model schools, pace-setting schools, colleges or universities are concerned, since our friends on this side are challenging me every now and then, I can inform them that in 1982 when I visited China as a member of a cultural delegation, all our delegates were informed by the Chinese academicians that the Universities of Beijing, Qinghua and Nanking were far more advanced than other universities and 30 other universities were endeavouring to come up to their standards. Therefore, model school, model college or model university or advanced students does not mean that it is meant only for the affluent few.

In paragraph 5.42 at page 17 and Part VI at pages 17 to 19, reference has been made to Gandhian basic education and technical and management education. . . (Interruptions).. I am supporting you. Don't disturb me anymore. I am in agreement with them as they hold the view that in India, in imparting vocational training advanced technology should be resorted to for labour-intensive and

local resource based vocational education, leaving aside spheres of sophisticated technology.

In conclusion, Sir, I say that you may introduce open universities and the electronic media for adult and non-formal education, but these can never tie substitutes for formal education.

Lastly, I support the de-emphasis of memorisation and the emphasis on originality which is the main criterion in western countries, in all advanced countries but, unfortunately, not the criterion in India.

With these words, Sir, I give my support to this Policy.

SHRIMATI AMARJIT KAUR (Punjab): Mr. Deputy Chairman, Sir, the National Policy on Education, 1986 is a Draft Policy of the Government of India, which conceives a progressive and ambitious plan to take forward the present sanguine personality of India into the rational imperatives of the 21st century. The very concept produced, has become a moral obligation of every citizen of this country to participate in its implementation and success because the results of this Policy guides our children and their children towards the natural but long forgotten paths of self-inspection, self-improvement, self-reliance, nationalism and internationalism.

This is not to say, Sir, that these concepts have not been tried by democratic and progressive countries over the world. They have been tried and with good results. Yet, at the same time, we see the contradictions of psychedelic reactions evolving in the form of 'hippies', 'punks' and assorted socially rebellious groups taken on by the self-same youngsters being educated under this modern system as practised in the Western World. This, Sir, has been so because the Western system neglected or lacked the fundamentals of nature's inner preferences for an orderly, self-sacrificing, disciplined and morally bound society knitted in by its cultural threads. This Draft Plan

(Shrimati Amarjit Kaur) has attempted to cover this aspect as stressed in clauses 10 to 15 of Part I.

It is laudable, Sir, to see that clauses 1 to 3 of Part II of this Policy on Education has made it clear that there can be no resting and concerted progress towards the economic and moral emancipation of the people of India as a whole, without every citizen being given the right to receive equal status in knowledge and education and an equal status in being allowed to perceive and pursue his or her lifestyle equal to their endeavour and accomplishment in this field.

It is the effort of this Plan, Sir, to create through education a casteless and single race of Indians for the eventual abolition of the concept of internationalism within our nationalism. It stresses on the quality of education playing its part in automatically removing the evils of sectarian attitudes, communal views, colour consciousness and economic chauvinism that exist in societies all over the world and more so within our societies in India. It stresses on duties and obligations according to worth and not by birth. It stresses on education bringing about the ultimate knowledge and the realisation that it would be inhuman to place woman in a lesser position than men that the wanton destruction of animals and vegetation amounts to digging the grave of one's own children, that it would be a retrograde movement to persist on past superstitious and misplaced traditions. In essence, Sir, this new Education Policy gives us a thrust forward towards an overall emancipation to move into subjects conducive to one's mental preference and specialised fields that will obtain gainful employment according to one's aptitude.

In the overall bright picture of this Plan, Sir, I would like to place the spotlight on the schemes made to enhance the status of the teacher as given in Part IX. To my mind, this is one of the main points that will ensure the success or the failure of this entire plan if the teachers of today

do not conform to the norms laid down by this Plan. It is an absolute must that a cadre of dedicated teachers and administrators have to be collected well in advance for the start of the implementation of this policy. From my observations, we have quantity but very little quality amongst our present teacher population—and I suspect that this is so, because teaching today is just an occupation, and not a profession as it should be. And because of this prevailing atmosphere within our teaching community, the student-teacher relationship in our country is close to the lowest in percentage in the world. I dare say, there must be exceptions and it will have to be these few exceptions that will provide the vertebrae to form the backbone of this policy.

In this context I would like the information from the Government on these points.

One—what modes will be used by these Teachers Training Institutes—which are yet to be created, to catch the actual professionals from amongst the thousands of teachers existing in the country?

Two—what does the Government visualise in terms of time, to build a strong enough cadre of teachers to just start the implementation of this policy and Three—Would it be practical to start the course of Teachers' Training in modern methods of teaching in all universities for students who wish to take up this profession immediately after passing their 10 plus 2 examinations?

Clause 1 of Part 9 ensures that the status of the teacher will be made on par with the best paid professions in the country. This, Sir, is as it should be. It has also been mentioned earlier in the Plan that the Teacher will also be held accountable for proper functioning of his students and his department. This again is as it should be. It is only thus that the student-teacher relationship will improve to the mutual benefit of both parties—and in the final analysis the entire country.

[Shrimati Amarjit Kaur]

I congratulate the Government for conceiving and drafting this sound National Policy on Education. It reads like an apostle of hope atone ec-essity. I am sure the day its implementation process begins that day will start a fresh era of Indianness. I support the new Education Policy of 1986 wholeheartedly.

DR. H. P. SH"ARMA (Raiasthan) First I would like to say that the few minutes—five or seven minutes—do not allow us to do any justice to the subject about which we are supposed to speak. The present Draft on the National Policy on Education is a courageous attempt at making literate a nation as big as ours and as diverse as ours and at the same time guide it along the path of modern science and technology and during the process not letting us forget our ancient heritage and culture. To get the idea of the magnitude of the problem involved, the Ministry has to go to the farthest hamlet of the tribal village. It must go and seek out the child of the school-going age in the remotest part of the. dessrt in India. The job is done not only with seeking out the child, but encompasses as hi, illiterate father, the village dropout or unlettered house-wife. All come within the ambit of this Policy Document.

From there on, the function of the Document proceeds to the most pres-tigious institutions of learning in the country where some of the most advanced works in nuclear and quantum physics, and advanced electronics is Photo-voltaics or lesser technology, fibre optics is being done. This is the very broad spectrum of the ground that has to be covered by the Ministry.

This is the scope and ambit of the draft. Sir, I would like to congratulate the Ministry for bringing the *two* excellent documents. Usually such documents try to cover up the ;aps, the gaps, lapses or the areas of dark-nes.. But here they cover the job

with refreshing with candidness and disarming frankness which bring out some of the most realistic eye-opening facts. I whl not go into those facts here. The House has covered those points such as that 9 per cent of our primary schools are without buildings or that 42 per cent schools do not have blackboards and lack facilities for drinking water. All those things I will not repeat. But I would certainly like to draw the attention of the Minister to the problem a very disconcerting fact of the drop-cuts at the primary education level. Here the drop-out rate is 17 per cent. In colleges it is no better. Where the drop out rate is 41 per cent. The nation with its meagre resources cannot afford to fritter away all its resources in turning out brigades and brigades of third divisions who not only swell the list of unemployed people but what has been aptly called become unemployable also.

Sir, I do not want to take much time of the House in recounting facts which have already been covered . I will only touch on the basic framework of national system of education like the 10-f2-f-3 etc, year system or attempt to cover universal education. They are all there. They have been broad'iy accepted by the whole country. But Sir, there are two points en which I would like to draw your attention. Even sober Members' like Mr. Upendra or Prof. Lakshman have objected to the core-curricula as well as the Concept of Navodaya vidyalaya. What is meant by core-curriculum. An attempt is being made to project this as a total complete curriculam which is manufactured in New Delhi and sought to be thrust down the throats of unwilling States. This is what they would like us to believe. But that is not the truth. We all know that core curriculum deals only with certain parts of national clejectives of national value and national integrity which promote the path of socialism and democracy. Certainly there should be

no ground for such objections. Similarly, the idea of Navodaya Vidyalaya, what faults can you find with these Vidyalayas. They are sought to be rural centres of excellence where an attempt would be made that with optimum inputs in a school in rural area what can be accomplished with meritorious students. That is all that they seek to do. How can you find fault with this? Since they have found fault with it, that is something which we have to see how even objective problems and solutions are open to suspicions in this country.

Sir, I will now come to four major thrust areas which the documents seek to project. One is the area of non-formal education. Sir, the non-formal education is an umbrella concept under which all the systems, besides the formal education, evening classes adult education, extensions courses, etc. etc., are sought to be covered. May I warn you and you must be aware and conscious of it that we are treading a very treacherous ground here, when we are dealing with these. They are very important, avenues of education. There is absolutely no substitute for these. They have to be implemented. But all the same a very, very careful monitoring and looking into these programmes will be needed.

Sir, the second major thrust area is the vocationalisation of education. We all know that there is no substitute for vocationalisation of education also. We cannot afford to fritter away our scarce resources. We must try to link in a meaningful way, education, acquired skills and employment. It is nobody's case today that the nation should keep on throwing away its scarce resources in churning out brigades and brigades of third divisioners. It is absolutely undeniable that some kind of screening of weeding out should be done at the gates of college education. And those who do not qualify to go in for higher education should be helped to acquire skills for

gainful employment at this stage. I will not take too much time. There are only two more points. Vocationalisation is not a new concept. They have been thought of, debated and pondered over for years and years. Mahatma Gandhi's name is associated with it. Dr. Zakir Hussain's name is associated with it. I would like to ask the Minister as to what exactly went wrong with the programme when it was put into operation at that time. Was it lack of inputs? Was the infrastructure lacking? Was the social climate not conducive to implementation? Or was it due to false values being attached to college degrees in the markets of employment in matrimony, etc.? Maybe that was one of the reasons which did not allow it to succeed. But I do wish that he will give a very close look to it because we cannot afford to fail a second time in taking to vocational education.

The third point which I would like to make is that we should keep the sanctity of our institutions of higher education intact through institutions like the UGC, the All India Council of Medical Research and the All India Council of Technical Education. These institutions must be kept away from any interference, political or any kind of interference.

The fourth area of thrust is an area which had already been pointed out, that is delinking of degrees from jobs. It is a very good idea, a very sound idea. But again I would like to sound a word of caution that it can also open the floodgates of corruption. We are all familiar with political muscleman or social muscleman who will try to push up their favourites, once you have delinked degrees from job opportunities- I just want to sound a word of caution because it is important and we have to go through with it.

Lastly, two more points. The most important thing is implementation. Unless we can implement these programmes nothing can be done. But

[Shiimati Amarjit Kaur]

I am heartened by the acceptance of the challenge' in the earlier document I just want to say that it was very refreshing to read on page 72—I will not quote it here—of the "Challenge" document where the challenge is accepted, so that the faults in the implementation can be corrected. I leave it at that, that it was refreshing to note it in the "Challenge" document.

Sir, we are standing on the verge of a tremendous explosion of knowledge today. Yesterday's computers are already obsolescent today. We simply cannot afford to fall back on progress on the path of science. The Minister for Human Resources Development combines a formidable amount of knowledge with a deep insight into our spiritual and cultural heritage. We can feel confident that under his stewardship this policy will be properly implemented and he will use all his wisdom to shape the new education policy into a viable tool for the transformation of our age-old society without losing our cultural heritage. Thank you.

SHRI S. W. DHABE (Maharashtra): Mr. Vice-Chairman, Sir this Draft National Education Policy is certainly an improvement on the original document which was circulated earlier. This is a result of much deliberation and discussion. I will pin-point where I feel the document is lacking in important particulars. First, the document does not realise or recognise the responsibility of State Governments. Now though education has been brought on to the Concurrent List, sports is still a State subject under Entry 33. Therefore, when the national sports policy was formulated by the All India Council of Sports 1980 it was discussed with the Ministry and it was found that the national sports policy cannot be passed by Parliament because sports is exclusively a State subject. Therefore in May, 1984 we had to contend ourselves with passing a resolution called the 16-point sports programme. I do not find any mention of it in the en-

tire document here. What happened to that Government resolution of national sports policy with a 16-point programme which was accepted as a policy to help the States and also to promote acceleration of sports in May 1984? Is it abandoned? I would like the Minister to reply to this. It is a big lacuna in this document that this resolution of May 1984 had not been taken into consideration. Therefore, unless you build play-fields and the other infrastructure, all this cannot be done without the cooperation of the State Governments. The document should say a coordinating effort is necessary between the Central and State Governments to achieve the objectives.

Secondly, about workers' education' Workers' education in the country has developed through the Central Board of Workers' Education. Trade unions are conducting classes for leadership development literacy, production and many other aspects of workers' education. It is a part of continuing education to industrial workers. But unfortunately in this document it has been left to the employers. It is there on page 10, paragraph 4.12, sub-clause (b)—"workers' education through the employers". I do not know whether it is a mistake or what—"workers' education through the employers and concerned agencies of Government". I have suggested that workers' education programme cannot be done by employers. Therefore it is necessary to add trade union organisation of industrial workers and rural labour and all other employees—otherwise.....

SHRI P. V. NARASIMHA RAO: We want the employers to participate, to discharge their responsibility of giving literacy to workers...

SHRI S. W. DHABE: How do you bring about workers' education through the employers? How will the employers be interested?

SHRI P. V. NARASIMHA RAO: ,
Through funding, through participation,
responsibility is put on them.

SHRI S. W. DHABE: It is never
done • . (Interruptions) My friend,
it seems that you
have
little knowledge of workers'
ers' education programme to which grants
are given. So far as I know, workers'
education programmes are generally
conducted by trade unions. Employers
only give what is called the facility of
leave and other such things....

SHRI P. V. NARASIMHA RAO: We want the
employer to do more. That is the whole point.
What is being stated what is being implied, is that
the employers should be more „, than what they
are doing now. That is why we want some
responsibility should be squarely placed on
them. j

I think there is nothing wrong in it.

1

(Interruptions)

What I am suggesting merely...

THE VICE-CHAIRMAN (SHRI M. P.
KAUSHIK): After the clarification by the
Minister, you continue further.

SHRI S. W. DHABE; Yes, I am
continuing further.

Then, Sir, the other point which I want to
make is about the management education. On
page 20 para 617 there is not mention about
trade unions workers' education. Merely
management education cannot be a part of
the educational system. Workers' education
which is under the Labour Ministry should
also form part of the discipline. In any such
system in other countries like U.S.A. and
other workers' education is given the same
importance. The workers' education courses
are not mentioned in this draft. My
submission, therefore, is that trade union
workers' education should form part of the
academic discipline.

Now, Sir the most important point is
about capitation fees. I do not

know what is the implementation part of the
policy. But the All India Technical Education
Council if it is to be given the statutory powers,
the powers must include to decide about running
educational courses, etc. Today the All-India
Technical Council has no power to interfere or
grant or refuse permission. Therefore, this
provision should be there for them to have better
strength.

Sir, paragraphs 24 and 25 3.20 and 8.21 speak
of sports and physical education. Now, Sports
and Physical Education which has been
mentioned here, is not a sufficient connotation
which can solve the problems of the country. In
fact, physical education is accepted as an
integral part of the
education. It has been decided in the Conference
of UNESCO 20th Session of the UNESCO
General Conference,
1978. (Time bell rings) I would like to know
from the hon. Minister whether the Indian
Government has accepted this Charter. Article 2
is very important. I quote:

•Physical education and sport as an
essential dimension of education and culture,
must develop the abilities, will-power and
self-discipline of every human being as a fully
integrated member of society...."

"The continuity of physical activity and the
practice of sport must be ensured throughout
life by means of a global, lifelong and de-
mocratized education.

2.2 At the individual level physical
education and sport contribute to the
maintenance and improvement of health,
provide a wholesome leisure-time occupation
and enable man to overcome the drawbacks of
modern living which is essential not only to
sport itself but also to life in society.

2.3 Every overall education system must
assign the requisite place and importance to
physical education and sport in order to
establish

[Shri S. W. Dhabe]

a balance and strengthen links between physical activities and other components of education."

I would only like to mention one aspect and then I will finish. Though there is some mention of physical education and sports in the draft B is no mention at all of recreation. The famous authors of "Community Recreation" Mayor and Bright bill say;

"Recreation takes its place with ; education, health religion, and work as an essential process moulding individual personality and creating abundant community living."

Recreation has been accepted as a major force in social well-being moulding the life of non-student population. If the Human Resource Development Ministry has got responsibility for proper and continuing education, then they must take the responsibility of continuing programmes of recreation, community recreation and community well-being. From that point of view, the draft gives us no idea of what should be done in our country. It is a serious lapse. Both cities and rural communities need organise a recreation. Congestion in the city and isolation in rural areas call for effective recreation planning. In a modern society programme for urban rural and industrial recreation is a must.

Sir, the Convention of All India Physical Education and Allied Teachers Federation was held at New Delhi between 22nd and 23rd March, 1933. A number of resolutions have been passed here. I will refer to only one. Sir, it is very unfortunate that physical education is not given much importance. There are 130 institutions. Unless the physical education programme is taken up at all levels of school right from primary level, we cannot think of having National physical fitness and at the national level of producing physically fit outstanding sportsman. For that purpose, even the institutions or schools where physical teachers are there, they are not given proper pay scales. They are

treated as second class citizens. The Medical and Engineering Colleges do not come under the purview of the Ministry of Education. They are paying the scale of Rs. 400—900 much below than UGC pay scales of lecturers. There is no uniformity in pay scales—I would request the Minister to go deep into the problem so that a proper infra-structure is created for Physical Education Programme unfortunately the U.G.C. has no separate cell for physical education. Even the NCERT and AIU don't have such cells. Since there are no such cells, there are no units manned by well-qualified persons in the field of physical education. They don't have experience in the field of physical education. The result has been that physical education as a faculty and discipline has been ignored at the university level and educational planning. I therefore, appeal that you should do this. You have said something in your statement. It is a welcome but incomplete statement. I will suggest that physical education and sport are important parts of educational system and the process of learning and it should be taught as a subject in schools and colleges. There is no forum today for such as a Central Advisory Board of Physical Education to advise Central Government. It should be constituted as demanded by national convention. Even all India council of Sports is abolished, council of Sports is abolished. Therefore, I would appeal to the hon. Minister that it is very important that more attention is given to this important aspect of our life without which life is incomplete. It is said in Sanskrit that

"नायम आत्मा बहिर्ने जम्भः"

(weak person cannot attain salvation)

I need not tell all this to the learned Minister who is piloting the Resolution. I hope he will do justice to this matter.

THE VICE-CHAIRMAN (SHRI M. P. KAUSHIK); Prof. (Mrs.) Asima Chatterjee.

PROF. (MRS.) ASIVTA CHATTERJEE (Nominated); Thank you, Sir. Please allow me to speak at least for 10 minutes.

THE VICE-CHAIRMAN; Yes, Madam

PROF. (MRS.) ASIMA CHATTERJEE: Mr. Vice-Chairman, Sir, I would like to thank you for giving me an opportunity to speak on the National Policy on Education. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Even more important is the role of education in achieving social and national integration and in developing human personality.

In this context, Sir, it would be worth while to learn the views of Swami Vivekananda. He was a nationalist no doubt but he was a combination of a modern man and a social reformer. His views on modernisation and on the reform of the colonial education system left behind by the British Government are even today beyond the comprehension of many Indian politicians. The views expressed by Swamiji about a century back are quoted even today, and I quote: "What we need is to study different branches of the knowledge that is our own and with it the English language and Western sciences. We need technical education and all else which may develop industries." Swamiji dreamt of an India—a rare synthesis of the best of the East and the West, Western science with the Buddhist philosophy of humanism, Panditji shared the same views. In this perspective, 1985 may be considered a watershed in the history of Indian development, a sharp departure from the path of stagnation to the path of rapid modernisation and progress as dreamt by Swamiji and Panditji. In this perspective National Policy on Education has been prepared and presented before this august House for our approval.

Sir, in this connection, it deserves mention that the National Policy on Education of 1968 had to be reoriented and restructured

because we could not achieve the desired objectives. And the Education Policy has been well drafted, and the hon. Minister for Human Resource Development is to be congratulated for such an impressive Draft. It was a tremendous task but it has been possible for him because of his wisdom and vast experience on the problems of education in this country as he was an Education Minister in Andhra Pradesh.

Sir, the most striking feature in the Policy Document is the jump in education technology which will have to go to the villages. Another interesting feature is the 'Operation Blackboard' which is designed to assist the proliferation of education to eradicate illiteracy. The major thrust of the policy is the universalisation of elementary education with the necessary measures for the continuity in education, specially for the drop-outs, and the emphasis has also been given on vocational courses for the higher secondary stage. And efforts will be made to upgrade vocationalisation at the same time delinking jobs from degrees, making such education relevant by aligning it to industry, agriculture, communication and other productive sectors of the economy. Other changes include expansion of Central Schools for which there is a great demand.

Sir, Navodaya Vidyalayas are going to be established, and this is a new adventure and will require experiments for their successful operation. Another significant aspect of this Document, Sir, is the creation of Open Universities, namely Indira Gandhi National Open University to make school education and higher education accessible to all, including weaker and backward sections, even for those residing in remote places and in remote villages.

Sir, the Draft has been prepared on the basis of the recommendations of Kothari Commission and on the basis of Gandhian Philosophy of Basic Education. Sir, I am very happy that after so many years, the

[Prof. (Mrs.) Asima Chatterjee] recommendations of the Kothari Commission have been finally implemented. The hon. Minister has really done a wonderful job by accepting education as Concurrent Subject with effect from

3rd January, 1977. And this will help to improve the situation in the schools, colleges and universities in various States where the academic atmosphere has been polluted by the politicised fee-Chancellors, teachers and employees. The Document has also made provision for women's education and women must be educated not only for their welfare but also for the welfare of the nation because birds cannot fly on one wing. Men and women folks must have equal opportunities for education.

t Sir, as the time is very short, I will just touch upon six important issues with my comments. First in the language policy, medium of instruction, school syllabi on higher education, electrification of teachers and moral education, and spiritual education. We must admit that the present language Policy, i.e., the three language formula has failed very badly as indicated in the Policy document. A more pragmatic approach should be the adoption of two-language formula. Obviously, one of the two languages should be the mother tongue or the regional language (which would be the medium of instruction) and the second language would be English which has the benefit of giving us maximum information and knowledge which is being generated in the field of science and technology. Sir, English today is not only the mother tongue of the English speaking world but it is also the mother tongue of science and technology and is now an international lingua franca.

Sir, coming to the curricula for school children, the courses should be restructured and reoriented depending on ethnological, geographical and anthropological factors. The curricula should be framed so as to develop their traditional culture. Since 80 per cent of the population resi-

des in rural India where the percentage of illiteracy is maximum among the rural masses, I am very much concerned about the syllabi for school children there. The courses must be attractive not only to the children but also to the parents. The parents must realise that the school education of their children will help to meet the needs of their future life. The parents must be given incentives for motivation. In rural areas it is necessary to build up the infrastructure which is lacking there and the children should be provided with midday meal and other facilities. (Hindustan Times Bellur).

Sir, I would like to recommend the appointment of a psychologist in schools in order to study the children and assess their aptitudes to find out what sort of training interests them and they need. I emphasise on this particular point. The courses in school syllabi must have a provision for the study of our culture and literary and artistic heritage and they should also study environment and Nature and natural resources in their locality. Besides they should be taught history, geography and arithmetic, arts and crafts. Sports and games and physical education should be included in the curricula. Pioneer camps for students should be organised during vacation as this will promote fellow feeling and community feeling. This I have noticed in the Soviet Union.

Sir, the high school courses should include some of the methods and insights of the social science and some of the concepts of pure science some study of the present achievements of technology. The ultimate aim of a course of this nature is flexibility. This will impart realistic attitudes to the students. Though the school curricula will include the history of freedom movement and the lives of freedom fighters, I would add that they should also study a few important chapters from the books written by the great men of India as also the teachings from scriptures of different faiths so that the children can learn tolerance.

Coming to higher education specially the university education, the apex of education pyramid, we must be critical because the products of the universities will percolate down to the primary level as the universities feed the school? and colleges with competent teaching personnel. Teaching and research in the University must be of high standard and the courses should be modernised.

7 p. M.

Coming to teachers issue I would say that the teachers are the heart and the soul of any educational system and, therefore, it is very necessary to recruit competent teachers who are really dedicated and who are able to instil new ideas and new thoughts in the minds of their pupils. The teachers must have the ability for innovating new subjects. Teachers at all levels should be given in-service training every three years and whenever there is a change in the curriculum.

Some of my esteemed colleagues, apprehend that in the name of moral and spiritual education, the Government will make abject surrender to religious obscurantists and superstitions. They have misinterpreted the term 'religion'. I would request them to study the book on "What Religion is" written by Christopher Isherwood. Religion in the true sense means service to humanity and selfless work and it is a medium to promote universal brotherhood, which is so essential for national integration and unity.

Now, the new Education policy would have to be translated into a strategy and then a plan of action to be evolved before a line of programme implementation with constant monitoring can be put into effect. Let our new educational policy serve as a model to the nation and let future Indian education provide a basis for the national unity and integration with this concept that would be one and in *potentia*.

With these words I welcome the Draft National Policy on Education and I support it wholeheartedly. Thank you. 1

DR. R. K. PODDAR (West Bengal): Sir, I hope you will be kind enough to give me just sufficient time to make 3 or 4 points.

THE VICE-CHAIRMAN (SHRI M. P. KAUSHIK): You finish in ten minutes.

DR. R. K. PODDAR: Since August 1985 when the document 'Challenge of Education—a policy perspective' was released, some of its very negative and retrograde tendencies have met with strong disapproval in various quarters. These included, among others, virtual abdication of our commitment towards universal and compulsory primary education, unscientific and disruptive language policy, promotion of model schools for the elites, encouragement of privatisation of the education system at all levels, and strengthening of the centre's authority with concomitant restriction of State Governments' role in educational matters. We were hoping against hope that the Central Government would finally see reason and remove these obnoxious tendencies from the final draft policy. But, Sir, our hopes have been belied to a large extent except for some minor concessions here and there. Not only most of these features remain, but some more dangerous recommendations have been included *de novo* in this final draft policy. Just because these are now clothed in high-sounding phrases, more suitable for sales promotion literature than a serious academic document, these have not become less harmful for the interests of the nation.

True, Sir, the promise of 'Operation Blackboard' with commitment of a minimum of 2 large-size rooms and two teachers, one of whom would be a lady teacher for each primary school or the common school system is, of course, welcome. But unless the necessary Central funds for these are made available to the States, these promises like many similar promises will remain largely on paper only.

The overall impression that the draft policy tries to make is that the spectrum of our educational system from primary to university stage has apparently been

[Dr. R. K. Poddar]

spread too large and too thin; and, therefore, there is a need for its further expansion. And the new slogan is 'Consolidation'. No, Sir, we are not against consolidation. But this draft admits in section 1.5 that about 10 per cent of rural habitations do not still have the luxury of even a roofless primary school. There are still innumerable villages which cannot boast of a high school within a distance of 3 km from them. Are we not going to build primary and secondary schools in these villages even when we enter the 21st century.

With a pitiable 34 per cent of our people having some sort of literacy, only 4.8 per cent of our youth in the eighteen to twenty-three years age group are studying in the higher educational institutions, while the corresponding figure in some developed and not so developed countries runs as high as 25 per cent. Even then, our 150 universities and 5,000 colleges seem overcrowded. If we ever reach the goal of universal literacy by the year 1995 as promised in paragraph 5.12 would we not feel the necessity of more colleges and universities? As an example, let me cite the case of Great Britain. With a population of the size of West Bengal, it has 43 universities, whereas, West Bengal has only 9. Sir, the urge for higher education among our people is a healthy one. We should respect it. If we wish to hold our head high among the comity of nations, it would be suicidal to commit ourselves to a position that there will be no expansion of schools, colleges and universities in the near future.

Sir, the ghost of 'model school' seems to have a permanent residence in the pigeonholes of the Education Ministry. It first appeared in a Education Ministry document in connection with the Third Plan. Then, it lay dormant for about a decade, but reappeared in the Airaist 1985 document. Faced with the near-unanimous criticism, it has now metamorphosed itself into the 'Navodaya Vidyalaya'. Contrary to the claim in paragraph 5.14, sane educationists all over the world have never accepted the position, that more talented students should be segregated or alienated

from the general students and taught in high-quality schools. What is recommended is that such students should be encouraged to take additional subjects or topics at a more advanced level. There is also a hint in this paragraph that high-quality education is available only in costly private schools and the Government now plans to set up such schools in the public sector. Private school system is a legacy of the British days. The Kothari Commission recommended the upgradation of the general schools so that the private schools would gradually wither away. Government is now, in fact, rejecting the bold and democratic approach of the Kothari Commission at the behest of the elitist pressure groups. These Navodaya Vidyalayas will siphon off most of the developmental funds "for general school education leading to a situation exactly opposite of what the Kothari Commission envisaged, namely, our general school system in all likelihood will wither away because of lack of Central assistance. Proposals have been made for delinking of affiliated colleges from the universities allowing them to evaluate their own students in the name of autonomy and freedom, thus making the public examination system almost redundant and replacing them with the so-called National Testing Service. These steps, if carried out, would spell disaster for the dignity and authority of our universities. Sir, we have survived the extremist challenge at the destruction of our university system from outside. Now, it seems, we shall have to fight out this State-sponsored attempt towards internal subversion. In all humility, I would request hon. Members of both sides of this House not to give their final seal of approval to this draft but allow a threadbare discussion about its long-term implications at all levels of our education system. I hope, the hon. Minister would kindly accept my humble suggestions. Thank you.

SHRI GHULAM RASOOL MATTO (Jammu and Kashmir): Mr. Vice-Chairman. Sir, I am a Member of the Consultative Committee on Planning. We have plans to discuss threadbare the education policy. In fact that was I who had suggested, I said that we should discuss the subject of

ister of Human Resource Development.] vocational education. We will have ample time to discuss it with our hon. Min- I ster of Human Resource Development. But I would like to make three or four points here and then We can discuss the other points there.

1

The most important paragraph in this Draft document is 11.5 which reads as under:

"The implementation and parameters of the New Policy must be reviewed every five years. Appraisals at short intervals will also be made to ascertain) the progress of implementation and the trends emerging from time to time."

In other words, this policy is not rigid. It is not what we call in Urdu "Saheefa-i-Aasmani". (God's Book) It can be changed, it can be varied, it can be modified after due experimentation and review.) I think it is a very good provision which will also meet the requirement as put forth by Dr. Poddar and others that dur- ' ing the course of implementation of this policy we come across certain hurdles, we can rediscuss and redefine those aspects. To my mind, this is a very important (provision in the document

As I said we discussed other aspects in our Consultative Committee meetings but my weakness is with regard to vocational education. A seminar was held in the NCERT for the Consultative Committee members last month. Three points emerged there which I want to pose to the] hon. Minister. The first was the level at which vocational education should be introduced, especially whether it was possible to introduce vocational courses right from the fifth or the eighth class. It was felt that it would help if vocational education could be introduced after the primary stage. The second was, how to give a sense of honour to those who go through vocational course. And the third was, how to find resources for the proposed vocational courses in the context of the resources. I would like the hon. Minister to reply to these three points. We

have also to see what vocations can be taught in schools. For instance, the present system of stenography is outdated, out-moded. There are no trained teachers in our training institutes. The classification of stenography has also not been done so far in any three branches of humanities, science or social science. Ph.D. degree has been awarded in stenography but the course has not been specified. These are some of the things to which the Minister has to pay full attention.

My second point is, a few days back the nationalist Muslims held a seminar in the Capital. The seminar was on 'New Education Policy & the Minorities' and was attended among others by Dr. Raees Ahmed. Dr. Moonis Raza, Vice-Chancellor of Aligarh University and others. Since nobody has raised this point, I would like to raise it. In the policy statement itself it has been clearly stated that there are certain pockets where minorities need to be helped. I would like to bring to the notice of the House and the hon. Minister that the consensus in the seminar was that the minorities need some sort of protection in this direction. The recommendations are:

(1) The new education policy should take cognizance of the uneven spread of education in various parts of the country and among various people; (2) Muslim localities and their vicinity should receive preference in the matter of location of new schools under the VII Seventh Plan; (?) Very low female literacy plagues the Indian Muslims. Government should give special instructions on the opening of schools, with hostels in and around Muslim localities.

The policy paper refers also to the apparently intractable problem of the high drop-out rate. Here again the largest contributors are Muslims. This should be looked into. Very strict monitoring of the prescribed books particularly those relating to history and other social sciences should be done so as to prevent inclusion of material offensive to the sentiments of minorities. The Central Government

' [Shri Gulam Rasool Matto] cognition of the minority character of may lay down guidelines in respect of re-schools. Representatives of minorities, particularly the largest and most backward minority, may be associated with the Boards of Education and with the Committees dealing with text books and recognition. In areas of Muslim concentration with Urdu as their mother tongue, books in Urdu script should be made available. The madarsa system for imparting Primary education should be encouraged and given financial support Madarsa curriculum could be modified and madarsa timings should be adjusted. Training in local crafts/trades should be introduced at the elementary school stage to the extent of about 15 per cent of the school time so that the usefulness of the curriculum be appreciated by the community. In the selected educationally backward districts the model schools should be so located that Muslim children have access in matters of admission by prescribing appropriate criteria of residence and means. Lastly, 80 per cent of the seats in ITIs should be earmarked for artisans children. And census figures relating to community wise literacy should be published in due course not only for the 1991 census but also for the four preceding censuses. Adequate grants may be given to reputable educational organisations for assisting bright but needy students from the backward minority community. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. There should be facilities for imparting instruction in mother-tongue at the primary stage. These are the points which I want to bring to the notice of the hon. Minister with the request that he should look into these.

Lastly, I happen to agree with the amendment suggested by Mr. Nepaldev Bhattacharjee. Dr. R. K. Poddar and Shri Mostafa Bin Quasem which states:

"While knowledge is fast expanding its frontiers, two-thirds of our countrymen, an appalling 470 million, remain illiterate. Both on the count of equity

as well as keeping pace with the technological revolution, it is imperative that eradication of illiteracy must be accompanied by compulsory and universal elementary education as a pre-condition for making education the Fundamental Right of the people. The present policy directs itself to achieve this goal by 1990".

I hope the Minister will find no difficulty in accepting this amendment and also the suggestions of the Minorities seminar. With these observations, I conclude. Thank you.

DR. SHYAM SUNDAR MOHAPATRA (Orissa): Mr. Vice-Chairman, Sir, this is my last speech today in the Rajya Sabha, notwithstanding a Special Mention tomorrow. I bid farewell to my colleagues present here.

I come from a teaching community and as such I have some experience which I would like to place before the hon. Minister who himself is an erudite scholar. Sir, there is no philosophy behind this national policy. In every country, whether it is USSR or China, because I have read the educational policy of most of the socialist countries—Hungary, Yugoslavia, Czechoslovakia, Bulgaria—there is a philosophy behind the educational system at to where the country is to go or the way the children have to be brought up. We are neither socialist—though we have included the word "socialist" in the Preamble to our Constitution—nor are we capitalist. So we are in the halfway house. We have no philosophy behind this national policy which Mr. Minister should have in his discretion and knowledge elaborated in the preamble. If it is Plato who said in the Republic that education is a means to harness development of mind and soul, this is something like the Gurukul school of thought. There is another thought which makes the country bigger than by building up the children. And Harold Laski, to see how the Communist education is taking steps requested Sydney and Beatrice, founders of the British Labour Party, to go there. Coming back from the USSR they wrote t*)

I have served for 30 years as Deputy Commissioner or Collector, I have no heme and I cannot pur chase an inch of land.", This is what they have said. Of course, this is not the occasion to talk about it. On! because you mentioned it, I sail that it has some impact, may be on our officers, may be on our administration, may be on our bureaucracy and all that. But this thing is there. However, immediately we are not cpneerned with it. What we are immediately concerned with is your calling-attention motion through which you want to attract the attention of the Govern ment to the state of affairs in Jammu and Kashmir. I think personally that the State is all right and there is nothing wrong there about it. The decision of the Governor has been perfectly all right and the people who have been elected as Members of the Assembly for six more years

Now, why to deprive them, why not to allow them to serve for six years. ? I do not know the logic of Mr. Dipeu Ghosh and people like him. Why the election should he held. We should try to sort out things. You know how cumbersome, how expensive an election is. You say yourself that elections should not be held frequently. In this very House the Opposition parties have said this. And you want an election where it does not suit you ? If it does not butter your side of the bread, you want election every day ? This simply is not possible. I think there is nothing unusual about the situation pievailing in Jammu and Kashmir as has been given in the statement itself. Everything is almost normal. You say that communal passions were there. No one was injured; that is the beauty of Srinagar. So many were injured elsewhere but not a single man was injured in Kashmir during communal disturbances, although people like those belonging to Jamait-e-Islami are there, although people like Mir Waz and Maulana

Rasool or something like that are there. They pour out venom all the time against India. They hoist Pakistan's flags on tops of their buildings. They cheer up Pakistan's players in the cricket match. We have to deal with these elements.

The success of the administration lies in the fact that it is able to identify such persons and to punish them for their anti-national and terrorist activities. Should forget that the Punjab terrorists' camps were held mere ? the Minister replied to all that. What has not been held there? The animated suspension of the Assembly, in the circumstances, was perfectly in order. There is no abnormal situation calling for revocation of this rule, irrespective of the fact that the Assembly has to stay for three years. I, of course, wholeheartedly support the stand of the Government and the policy of the Government regarding Jammu and Kashmir, and I want that my friends on the Opposite should rea-the gravity of the situation and just for petty political ends they should not put at stake the very unity and integrity of the count-Thank you.

श्री भुलाम रसूल कार : जनाब डिप्टी चेंबरमैन साहब, मुझे इस बात का जबर्दस्त अफसोस है कि अपोजिशन के मेम्बरान ने काफी हद तक गवर्नमेंट के स्टेटमेंट के बाद काश्मीर के प्रश्न को ऐसे उभारा है कि जैसे वहाँ कांड कयामत आ गई है। काश्मीर को हिन्दुस्तान के फेडरल स्ट्रक्चर में बाकी स्टेट्स के साथ एक नजर से देखना मैं महसूस करता हूँ कि नामुनासिब और गैर-जस्सुरी है। काश्मीर का जहाँ तक ताल्लुक है, मुअजिब मेम्बरान इस बात से देखवर नहीं हैं कि हमारी सरहद पाकिस्तान के साथ मिलती है, चीन के साथ मिलती है और बिनउत्तक़्वामी तौर पर बराबर पाकिस्तान काश्मीर के मुसल को उभारता रहा है। मुझे इस बात का अफसोस है कि प्रोग्रेसिव ब्यालात के लोग जो

[Dr. Shyam Sunder Mohapatra] ray life as a teacher, I can tell you. They went for imparting vocational training to the students. No laboratory no scientists, no training for the teachers. It flopped. Then why did you go for 10 plus 2 plus 3? During the last 20 years so many times you have changed the curriculum, the examination system, putting the children and the parents and the teachers in agony. In your country you have not been able to do away with the capitation fees. I know students got admitted into the engineering and medical colleges by paying Rs. 50,000, Rs. 1 lakh, Rs. 1.5 lakhs, Rs. 2 lakhs. What a shame for this country that the students have to pay the capitation fees! Who goes there? A rich man's son. A brilliant student cannot go to an engineering or a medical college. But a rich man's son goes there by paying the capitation fees.

Sir, this nation has to be built up. I advocate compulsory military training as it was in the U. S. A. in all the socialist countries the children have to go for the training. That is why I say you are neither a socialist nor a capitalist. Your rrsdnd is in a half-way house. You have to build up the new generation. This lethargy has crept into the vital of our nation and the vital of our body. You ask a student to do something he will say, "I wiH do it tomorrow." The teachers will not go to schools and colleges in time. I have trained many IFS and IAS boys in the university training classes.

SHRI R. MOHANARANGAM: Only two persons are not going to schools— one, the student and the other the teacher.

DR. SHYAM SUNDAR MOHAPATRA; Today your IAS and IFS officers are incompetent fellows in writing. I have seen some of the letters sent to me by them, because, I think I know English, and they pre de] Ing horrible standard. They are administration because they have no personality. Nor have they com-

mand over the subject. Mr. Minister you are an erudite scholar. You, will appreciate. Have a refresher course for them, and then you will find out to what extent, to what abysmal depth of hollowness they will go down. You need not be an IAS officer, to be an able administrator or to serve your nation. You have to be a man with courage, with distinction, with knowledge, with vision to build, up this country. You don't have to be an IAS officer because what is their job? To beat up people, to look after law and order. What is law and order? To cstch thieves, to catch, dacoits, to go for intelligence. This is the job of an IAS officer. This is spoling the talent, spoiling the inner growth and inner desire to b_e great to do something for the country of these younger people.

About the Scheduled Castes and the Scheduled Tribes, Mr. Minister, in the National Policy, has elaborated many shings. Sir, Gandhiji thought of ashram schools. Your child goes to a public school, to the Dehradun School, the Doon School. But a tri-bal's son goes to that *ashram* school. That is the difference we have been marking for the last 37 years. And

I what are these ashram schools? They are devouring all the money that the Government is giving the teachers, the school committees, the management, the President, the Secretary devour the whole money. So, have a consensus among your IAS, IPS people, Ministers, MPs, MLAs that all children should be put into one school. I tell you how many IPS, IAS and IFS officers have come from the Doon School or your Model Schools which you are advocating. Sons of poor people, middle-class people go for the IAS. They top the list, not a i rich man's son or a Doon School boy.

So, I think what is important If the training which the parent; to their children and the teachers give to the children. And this we

find in the village schools. "When the school master, unclad, not clad properly, without food but with sincerity to impart education to his pupils comes, the pupils say that this is a man who has the sincerity. So, I say that when we have education, it should be for you, for me, for the Scheduled Castes and the Scheduled Tribes, for everybody. Don't reserve a quota for the Scheduled Castes and the Scheduled Tribes, give them proper education, bring them up to the standard. They are match to everybody.

He has written about the handicapped. I am president of two institutions for the handicapped. Whenever a handicapped boy goes for an interview, the officers will not take him. In spite of your directive, the Government's directive, handicapped children are rotting in distress. No officer will take them. They will not be even called for an interview. So, if the policy is given, try to implement that. Be very hard if an officer does not take your¹ policy very sincerely.

About the three-language formula, with deference to you, my friend, Hindi should be the language for all the States and the local language I have not come from a Hindi-speaking area, but I speak Hindi as well as my friends from the Hindi-speaking area. I tried to learn it. Let us have a State language. "Why have English, as foreign language, to integrate the whole country? It is a shame. Have some other language, I do not mind, but certainly not English.

SHRI B. MOHANARANGAM: Can you have some other language other than English?

DR. SHYAM SUNDAR MOHAPATRA: Yes, make it Tamil as in Tamil Nadu. I am ready to learn it Sir.

SHRI R. MOHARANAM: You will not accept it. You can only shout.

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THE VICE CHAIRMAN (SHRI M.P. KAUSHIK): Please do not interrupt.

DR. SHYAM SUNDAR MOHAPATRA: Delinking of degree from job is a fantastic thing. I was talking to a professor in Cambridge only last month. He said how can we delink the degree from the job as propounded by the Government? Tell me one country where they value experience more than the education. Nowhere "in the world people go beyond secondary education. Our system here is such that we have to have degree and we have to go for the job. If you delink it I may like it, but then it would be a socialist education. They did not press more on the degrees in the Cultural Revolution in China. The real exponent of the cultural Revolution did not want the degree to be associated with job. Of course, cultural revolution took them backward, but that was what they propounded because they wanted the social resurgence, the boys and the teachers and all the communities to be part of the total resurgence. So, they did not want the degree to be associated with them. But in our country it will only be a slogan, but you cannot break it.

Thank you, Sir. With all this I say that I give support to your Bill because you are a scholar, but what I urge upon you is that your implementation should be perfect. Merit policy will remain a policy.

DR. SHANTI G. PATEL (Maharashtra): This Draft National Policy on Education is a very good document. The formulations, the approaches, the policies which have been enunciated have been written out in a very lucid manner, but it leads one to believe that if they are implemented in right earnest then probably we can work wonders in this country. Not that there are, no deficiencies or drawbacks, but all the same if they are implemented, I think a lot of good can be done to this country. The whole question that arises is what has been our experience? If

Dr. Shanti G. Patel] we look minutely through the document we find that several ideas which form part of the education policy enunciated in this House right back in 1968, They find their place also in this very Document. May be the words are different, may be the phrases are different but the core and the ideas remain the same, what happened to all this? If we look at the history of the last nearly two decades, we find that we are almost at the same place where we were. As it has been pointed out in the field of illiteracy we are still moving round about 70 per cent. What do we find as far as the various stages of primary school education is concerned. There also we find as far as the base of education structure is weak, It has to be very strong. If the base is weak, no structure can stand on this particular base. The buildings for primary schools, over 50 per cent are those structures which can never be considered buildings. As far as blackboards are concerned, 40 per cent schools have no blackboards. As far as children's books are concerned, there are 70 per cent of children who have no books to read. Even facilities like lavatories are not available to 80 per cent of schools. Even after 36 years of this particular constitutional directives in the form of fulfilment in 15 years of universal education, we find that we have about a large per cent in the age group of 6—14 years Standard (X to VIII) still illiterate. We shall have a billion people to be taken care of by 2000 A.D. If things are to move at that pace. We have to do something drastic. According to the World Bank estimate by the end of the century we shall have 55 per cent of the world population illiterate in the age group of 15 to 19. I am referring to these not with a view to criticise. What I am trying to say is that here is a document which is comparable to a railway goods train standing on the platform to take off. There is no engine to make the haulage, go further and deliver the goods. This is the crucial issue. Here we have been enunciating nice policies. But unless

there is a will, unless there is a method and unless there is an approach to implement those policies, they are of no use. I learn this is going to follow after some days, may be in the next session! Let us aim at small things and see that we are able to achieve what we want.

In the context, I would also like to refer to the philosophy and purpose. I would like to emphasise what my predecessor has said that there has to be an emphasis in a country of our type, where millions of people are poverty-stricken and starving, unprivileged, illiterate and ignorant, on philosophy of social transformation, having primary emphasis in education that we give. I know there are other aspects of this philosophy, but I do not want to go into all those details. But this is something which has not been focussed to the extent it should have been focussed.

Sir, another aspect which I find missing in this document is the matter of spiritualism. With respect to number of friends in this House who are very learned and talented, I would like to say that this country alone can provide a new dimension to the education along with materialism. In this context, Sir, may I refer also to what is called religious education. Sir, I would like to make one point very clear when I am referring to religious education. It is not education of one religion or study of one religion only. What I feel is that instructions should be given in all religions as Kothari Commission has differentiated. Sir, what I am trying to say is that there have been a number of commissions right from the University Education Commission in 1949, the Secondary Education Commission in 1952, the education Commission, that is, Kothari Commission in 1968 and then Prakash Committee in 1959. All these have referred to this aspect in unhesitating and unambiguous words. When I talk of instructions on religions. I am for ins-

tructions for all religions. I do not say that any dogma should be preached as I want along with these religions, the various philosophies may be Socialism, Ghandhism, Marxism etc. have to be brought in so that people are imbibed with all these ideas and become real instruments of the social change. In this context, Sir I would also like to quote Gandhiji, because this is one point which need to be emphasised and has not been emphasised to the extent it should have been. I quote:

"A curriculum of religious instructions should include a study of the tenets of faiths other than ones' own... There is one rule, however, which should always be kept in mind while studying all the great religions, and that is, that one should study them only through the writings of known votaries of the respective religions. . . . This study of other religions besides one's own will give one a grasp of the rock bottom unity of all religions and afford a glimpse also of the universal and absolute truth which lies beyond the dust of creeds and faiths."

Sir, while coming to the next point I would refer to the vocational education. Again the performance here has been very tardy, rather dismal. What we find is that when we wanted to have the education for 50 per cent of our population, our achievement has been just 2.7 per cent.

There have been a number of deficiencies in various spheres of vocational education. I won't like to go into all the details. But I would like to emphasise that this must be started from the primary school itself. We may call it pre-vocational education or by whatever name we want. There are schools for imparting this particular type of education in this country, and with success. There is one school right in Delhi called the Springdales School which involves the children in scrubbing the floor in sweep-

ing the floor etc. That is how the value of labour as an important thing is being inculcated in them. Work is the pivot of Ghandhian education. I would also refer to what is called pace-setting or "Navodaya" type of schools. Again this is a matter of fact. Not that one is opposed to the school system, but before we go to this stage, the primary stage, the secondary stage of education must be improved. If we have to move to the 21st century, let us start with just a few well-educated people with many millions in the Dark Ages. That is what we have to take care of. We have to march together. There is what they call, in Indian terms, Socially Useful Productive Work. (SUPW). I do not want to mix into all that. I would put it in simple language, what is called "life experience," that has to be right from the beginning. The question is probably we can achieve this.

Then the survey, the course of man-power institutions these things have to be properly integrated. At the same time attention should be focused on this aspect so that we are able to give the right response for this particular type of education, apart from giving the status and reward system in the whole scheme.

Another aspect which, in my opinion, has not found emphasis is vocational education. Eighty per cent of the population drop out, which is a very serious problem. If half of our population is going into the education system, must have, how can the system be built up? How can the progress be made? So a well-directed approach has to be made so that we are able to get over this problem. What we find is a backward system. I am very sorry to say—let me just register note this—that as far as the State award scheme for doing good work in women's education is concerned, it has been withdrawn. As the Integrated Child Development Scheme is concerned, there is no portion in it for non-formal education and this has scrapped now.

LDr. Shanli G. Patel]

in the National Council of Education-Research and Training, there was a unit to go into the curriculum of women's education, but it is no longer here, it has been removed. So, we are moving in the reverse direction. I am sure Durgabhai Deshmukh, who headed a committee on women's education must be watching all this with tears in her eyes.

I would refer to another aspect, and that is regarding the corruption in the present educational system. It is something which is increasing day by day. We are trying to have a nice picture, a nice dream before us, but what we find in reality is something different. What happened in the city of Bombay in which I live is a matter of shame not only for the city but for me also. The Chief Minister of the State gets involved in the examination bungling and I happen to belong to the medical profession. I remember the days when persons who appeared for M.D. or M.S. and who were not found up to the required standard were asked not to appear for two years. And what do we find today? Now influence comes into the picture to see that such persons are declared passed. Similarly at the admission stage also, the same thing happens. What we find in this country is that there are two Indians, one India of the rich and one India of the poor. In education also we find this division--education of the rich and education of the poor. The rich, with all the financial means at their disposal can get wherever they want and can get education of the type they would like to have.

There are various facets of education and I have no time to go into all the details. But what I would like to emphasise here is about the education of Scheduled Castes and Scheduled Tribes. Sir, we are giving reservation. Very good, welcome. But what are we doing to raise their real standard? There is no reference. I would like to suggest there should be special coaching classes, apart from financial

incentives, so that the standards are lifted up. It is no use just making a reservation and leaving it there. What is to be done is supplementing it by coaching. I would like to refer, in all the cities, may be, Delhi, Bombay, Calcutta or other cities children of the poor people have no place to read--leave aside light and other facilities. Possibly you can give them study rooms, maybe, locality-wise maybe in the schools themselves or such other places so that they are able to sit and study properly and they are able to make progress which otherwise they are unable to make.

I would also like to refer to the education being on the Concurrent List. I am one of those who believe that if the scheme on education were to succeed in this country, it should be 'decentralised'. The more you centralise it, the more failures you invite. Though coordination is necessary and coordination does not mean control, all control, in one's hands. Along with coordination you have to make decentralisation. All the States should be allowed to participate in the formulation of these schemes, not merely at the policy level, but even at the implementation level also; right from the centre to the district level there has to be an amalgam of the structure so that things can properly percolate and also "move up to every level that is how things can be done in a good and proper manner."

Coming to non-formal education, the impression that one gets after reading the document is that this is something which is given secondary importance. It has become an appendage of formal education. It has become an appendage of formal education. It has not been put on its own track. Like the railways have two tracks, here also there have to be two tracks. But unfortunately the things are sought to be put on one and the same track. I would therefore, suggest, let there be another far as non-formal education is concerned. There are other details which I do not want to touch now due to shortage of time. But certainly this needs to be gone through.

One more aspect and that is the teacher. We have been talking a lot about the teachers, that they are the nation-builders, character-builders and what not. But when it comes to treating them on proper level everybody tries to ignore them, whether it is a matter of payment, leave or their involvement whatever in educational Programmes. I am reminded of an experience, when, as a Congress party leader in the Bombay Municipal Corporation, I insisted that they should be given the same pay as that of a clerk in the Corporation. If opposition, even

illustration itself. How can this be done?

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•cation. The teacher has rather an additional qualification, educational qualification-

pedagogic qualification. Ultimately parity was established. Unless you give them the the basic results, it is no use appealing to their sentiments. Then there are other aspects of the teachers which I do not want to go into at this stage.

I am very happy to read in this document one of the things which impressed me most and that is wherever TV, radio, and films come in direct conflict with educational objectives, the Government will put its foot down. I wish the Minister very well. I wish he does it. I wish he means it and I am sure he will do it. If he does it, I think he would have done the greatest national service to the country, because the lot of the value systems which is sought to be spoiled through these media can be set right if this is done.

Coming to the investment part, it has been rightly stated and in this regard, I would like to refer to the Kothari Commission Report of 1966 which was accepted later on by the House in 1968 it was 6 per cent of the national income, what do we find now? We are just over 3 per cent and that is where we have been almost stagnating. As far as per capita expenditure at constant prices is concerned, compared to 1960, as Rs. 100 it is 16.6. With this expenditure we cannot have the type of education or the standard of education which we are trying to have through this particular document. This has to go

up. This is not an investment in education. As has been pointed out in the document and other authorities, it is an investment in science and technology, an investment in nation building, why more funds have to be given for it. As pointed out in

"The deleterious consequences of investment or inadequate investment in education are indeed

That is why I would like to see this.

Sir, I would like to refer to workers' education. A resolution was made, but I would certainly emphasize. This has been adult education. This has been through the employers and agencies. May I submit and request the Minister far as this aspect is concerned

Sir, 25 years back a team was invited in this country, Government of India. They have in which they have said in terms that this is something to be done by the workers the whole concept of workers' spell out or as referred to, the implementation is faulty and needs that proper implementation are able to have trade unions, a healthy nature, you are good citizens out of the workers, not very literate. Here the communication has to be different, the method of education has to be different. Approach has to be different, why it is very necessary.

Lastly, Sir, though it has been now all over the world and trying to learn from the west has learnt from the western I would certainly start from the beginning. From the stage, some lessons to be given so that there is no helps in keeping both the shape in good shape.

[Dr. Shanti G. Patil]

With these words, Sir, I wish the Education Minister very well because this document needs to be implemented I think he needs the wishes of all of us. .

Thank you very much.

THE VICE-CHAIRMAN (SHRI M.P. KAUSHIK): Mrs. Bijoya Chakravarty. Last speaker.

SHRIMATI BIJOYA CHAKRAVARTY (Assam): I thank you, Mr. Vice-Chairman, for this opportunity to speak.

Sir, the New Education Policy of the Government of India creates a sense of insecurity and doubt in the minds of the people. So I feel to suggest that the goal of education must be spelt out in clear-cut terms in the context of the Preamble and the Fundamental Rights guaranteed in the constitution. As a matter of fact, the new education policy is sort of digest of the recommendations of the previous Education Commissions. If we can call the Kothari Commission as a Magna Carta of Indian education, the present education policy is a super Magna Carta of Indian education—of course, in theory. Moreover, one is clear that the new education policy will simply push up the rural people to the darkness of ignorance. The new education policy is full of platitudes and hyper patriotic intention. This policy will never deliver the goods owing to its unrealistic contents, although it is written in superb language, which deserves to be praised. Moreover, Sir, ever since independence India, education policy has been marked by top dressing. The Government put more premium on the education of the privileged few. Universal primary education always remains in the papers. There are hundreds of primary schools all over the Country where there are no roofs or walls, not to speak of blackboards. If we cast a glance at the schools of Assam, Meghalaya and Naga-land, and all the eastern parts, we will find a sorry picture. And this still prevails in spite of the recommenda-

tion of the Government committed to democratic socialism. Sir, if we cannot do justice to the teeming millions in the backward villages by way of providing the basic needs of rural education, the country is bound to face an explosive situation. Huge manpower in the rural belt will clamour for outlet. In the absence of constructive channels, these people will turn out antisocial elements and create law and order problem in the country. In this context, I want to say that our leap into the 21st century may ultimately be a myth and may not lead us to the pavilion of light and learning, but will lead us to a situation of chaos and disorder. It is my firm conviction that the new education policy is bound to flounder on its own rock if rural India is not roused up through pragmatic educational planning.

We cannot appreciate Government in respect of pace-setting schools. What we presume is that these pace-setting schools will, eventually turn into Doon type schools for the children of privileged and resourceful people. Rural primary schools will hardly get as feed for these Navodaya Vidyalayas. '

It is a pity that Government would never take the entire responsibility of the primary schools all by itself. By keeping the setup and up-keep of primary education open to individuals and agencies, the Government is making this primary education a subject of dual responsibility. It is a very sad commentary on the part of Government that the Primary education has to subsist on public sympathy. So, the gap between operation Black Board and Navodaya Vidyalaya will remain always unbridgeable and consequently the cream will flow to the privileged few.

The regional languages, already in use as medium of instruction, deserve more emphasis and should not be undermined. But a little flexibility to suit the regional requirement is necessary.

The tuition fee must not escalate to put the poor students at great disadvantage. Institutions must not be left free to charge higher tuition fees. The fee structure

should be decided by the State Government alone.

Educational planning has to be a continuing process to meet the emerging challenges. Only a comprehensive institutional planning can ensure desired result. Sir, I request the hon. Minister to give due consideration to the suggestions given by me. Thank you.

SHRI DIPEN GHOSH (Wist Ben-sal): I want to make a suggestion before the Minister replies. In the first sentence of the Draft National Policy on Education, it is said: "Education is a continuum." So let it continue. Education of the Members of Rajya Sabha should continue. Let the Minister reply tomorrow morning Sir, I had a talk with the Minister of State for Parliamentary Affairs, Shri Sitaram Kesri, also.

THE MINISTER OF FINANCE (SHRI VISHWANATH PRATAP SINGH): It can be continued provided there is any hope of education.

SHRI DIPEN GHOSH: Sir, the Minister's reply will be very enlightening and altuminating. Let all the Members be educated. Therefore, let the Minister give his reply tomorrow. There are some amendments also. Those amendments have to be moved and some Members, if they so desire, would speak in connection with the amendments. They have to be given that right also. It will continue. Then let it continue tomorrow morning. This is my submission. Already it is 8 o'clock. What is the use? In any case, you are sitting tomorrow.

SHRI NIRMAL CHATTERJEE (West

संसदीय कार्य विभाग में राज्य मंत्री (श्री सीताराम केशरी): नहीं, यह आज ही खत्म होगा।

Bengal): It is true that the Minister of Human Resource Development is a very enlightened person. It is also true that we learn when the lamp burns. There is no doubt about that. If the Leader of the House feels that we cannot be educated further and if this is also true that the Members of the ruling party need no

more education—they are so educated—it is much better that we stop it today and try it tomorrow.

8 P.M.

SHRI S.W. DHABE: Sir, I have a suggestion to make. The Bill was moved by Shri Vasant Sathe. The Mines Labour Welfare Fund Bill was listed for tomorrow. Two and a half hours were allotted to that. We have to move it and, therefore, there is ample time tomorrow. And it will be done. The hon. Minister replies. (Interruptions) Let the Minister reply tomorrow.

श्री सीताराम केशरी : मान्यवर, सभी दलों की ओर से जो भी बोलने वाले थे वे बोल चुके हैं। हमारी अपनी तरफ से जो बोलने वाले थे मैंने उनको विचार कर लिया। आज चेंबरमैन साहब ने भी कहा था कि यह आज ही खत्म हो जाए। इसलिए मेरा भी यह निवेदन है कि यह आज ही खत्म हो जाए।

SHRI DIPEN GHOSH: As an line to the Business Advisory Committee. The Coal Bill was to be taken up tomorrow. But....

श्री सीताराम केशरी : इसी समय जो समय था वह मैंने विदंडा कर दिया। आपका जो समय था वह आपने खत्म कर लिया।

SHRI DIPEN GHOSH: You had agreed. Why are you insisting?

श्री सीताराम केशरी : बल्ले, आप ने 20 स्पेशल मन्शन है वे डेबेट कर लेंगे। आप कौसी बात कर रहे हैं। 11-20 स्पेशल मन्शन है, इसलिए मेरी प्रार्थना है कि यह आज ही खत्म हो जाए।

SHRI R. MOHANARANGAM: A week ago, when we had discussed the Business Advisory Committee, I had said to take up all the Special Members' Bills as the Bills that are pending. I am just postpone this for tomorrow. I personally feel that it will take about an hour and a half, and it would be done at 12.30 p.m. I do not want to face the impossibility if we take up all the Special

[Shri R. Mohanarangano]

Mentions and the Bills and allowing the Minister to give his reply tomorrow. I think, it is better to take up the reply today itself.

SHRI P. V. NARASIMHA RAO: Mr. Vice-Chairman, Sii-j we have had a i very constructive and enlightened de bate on the New Education Policy and J I would like to express ray gratitude to all the Members who have not only spoken on the subject but have also spoken with ample preparation. What-e\er points they made, I must say, . were solid. Whether one agrees with them or jot, I mus_v ray that the debate has been constructive.

Sir, we know the history of this. For seven or eight months a nation-wide debate has been going on, based on the facts revealed in the Document, which was released by the Government in August, 1985. It is true that very often the figures quoted by us have been quoted back to us, and many, speeches have contained nothing but a rehash of the figure given by us. Even so, it shows how intensely Members and also others who are working in the educational field feel about these figures, about the shortcomings which we have, been pointing out and which we have pointed out in August in one Document. And that is why the amount of frustration or anger for not having done enough for education in this country has surfaced, and we have taken note of it. I would like to assure the House in the first instance that this Policy has not bee_n brought out lightly nor was there any great demand for a Policy. Probably, the whole country had" more or less come to the conclusion that education will go on just like that and reconciled oneself to that prospect but it is the Pime Minister who has re- \ ally thrown a spanner in the works in the sense that sense of complacency or reconciliation to which everybody had come was disturbed by him and disturbed very effectively with the result that the Ministry, including the Mucationists, including everybody !

who is concerned with education, began to sit up and think about education for the first time after many many years.

[The Vice-Chairman (Shri Saatosh. Kumar Sahu) in the Chair]

So, this is not a document which has come out lightly or which has come out just to please somebody or to mollify the feelings of people or educationists Or Members of Parliament. This is a document which is an earnest of the Government's desire and sincerity in a matter which concerns the furture of the country, the furture of generations to come and therefore we have taken i: seriously. There was one question which was raised several times here and elsewhere. When we came out with the Challenge Document? it was said *whM* is the use, what is the point in this Document. We know all this. We know that all this is happening. Although *I* ant not quite sure that we knew what was happening. Generally we know but the way the Challenge Document brought out the facts, I am pretty sure that not many of us knew all the facts. But it was said that we should have come out along with a policy along-with the Challenge Document. Wow we told them respectfully that these are the facts and that we did not want to come out with a policy, with a predetermined policy without hearing the entire nation. That is how the debate started. After seven or eight months, the feed back that we got was tremendous, both in content and in volume and also in intensity. Ifow, people held very strong views about certain aspects of education. Everybody did not hold the same views. That was quite natural and the feedback that came when we started to analyse it, it first came to 14 volumes. Then we started analysing it point-wise, topic-Wise and we found that there was so much of profoundly in the thinking of those who took part in the seminars, i_n the thinking process and "s' are grateful to all of them. T would like to express my gratitude to all those hundreds and thousands of

people starting from grass roots level . coming up to Parliament, everyone was concerned in this debate and I would like to express my gratitude to them because each one of them did count, each one of them did contribute in his or her own way to the Government presenting the Policy Document. Now, where do we go from here? Here again there has been a criticism that this is a Document full of platitudes. What you' have said is something which no one can object to. It is unobjectionable. Therefore, there has been no very sharp criticism of the content of the Document. But where do we go from here? We have a do- I cument but we did not see anything j happening because you cannot see . anything by way of a programme in ^ the^ Document.

Now, Sir, again I would like to submit respectfully that unless the Policy ' is finalised, it would not be proper for me to come out with an Action Pian. If such a plan were appended to the Document, then Members would say, what is the point? Why should we discuss the Document if you are already coming' here with an Action Plan based on the Document? Therefore, we did not allow ii to become a *fait accompli*-although I cannot say that our minds are completely blank there are certain directions in which action is being contemplated, action has been started for instance, on teachers' trainnig. Now the teachers' training programme, whatever one's opinion on the Document or the content of the Document, the teachers' programme is something which cannot b_e objected to. So, we have not waited for the approval of the Document, for the disposal of the Document, because by that time it will be too late to start and finish it in this summer vacation. It is a time-bound programme and, > therefore, we have started it and it is going on. There are some other items also on which certain action needed to be taken. We are pursuing that action and I am glad to say that on none of these points or items we have had to reverse the ac- !

tion we have taken, So we are pursuing and it will go on and from tomorrow it will be accelerated. In the ession, I propose to bring before Parliament a full action plan. Now it wih be action in the short term, action in the medium term and action in the long-term:, and in the very nature of education it has to be so because if a child enters' schools today, what the school and college are doing to him you will know only- after 15 year^ . It is a 15-year crop. So, it is difficult for us to think only of short-term mea-trn education. Necessarily, they will have to merge into medium-term and long-term measures and it will have to be again one whole spectrum, of measures in terms of time. There-tore, I would like to say that when Parliament would discuss the action plan in July for August, some time during the next session, we would be in a position to draw more sustenance, more suggestions from Members of Parliament because we all know where the shoe pinches. Apart from funds, there are many things which are needed and which unfortunately did not receive all the attention they deserved. This is admitted. So, there is no need of belabouring this point. We have to see where you apply your first priority. Now, the document is very clear on this point and that has been brought out in the very last para, that we have two points to take care of. One is the base, the vast base of the pyramid; and the other is the top. These two are equally important because we just cannot wait for 15 or 20 years until the boy or the girl at the base reaches the top. If you have to strengthen the base, you will also hav_e to strengthen the top because you will be left behind in the comity of nations, where there is so much of competition today if we do not take car_e of the top simultaneously. So, these points have been very well brought out in the last para of the document and it has also been said quite symbolically and significantly that in our own culture these two points have always been taken care of. We have had two methods of education always; one is Desi and the

[Shri P. V. Narasimha Rao]

other is Margi. These are very well known, whether it is poetry, whether it is the folklore or literature; we have two streams co-existing; both the streams at some point merge with each other. But these streams are still continuing. Whether it is Eamayana, whether it is Mahabharata, or in Shastras or sciences, there are two ways of learning. We could learn by going to the original Sanskrit texts; most of the texts in Shastras are in poetry. We do not have the method of writing down Shastras or preserving them in prose. Prose was unknown or more or less not considered to be useful enough. So we have it in poetry, whether Ayurveda or any of the Vedas, whether it is the sciences, they were all in poetry and they came from generation to generation handed down in their pristine purity. We know it. But what happened in the villages? We had the same sciences and same wisdom handed down to ordinary people in their own language, in their own folklore. I can cite any number of poems, small songs, sung by women of villages in their language which are not only beautiful as songs, which are not only splendid as pieces of literature, but they also contain certain wisdom which if it had been written in prose, nobody would have read. These songs are remembered. The wisdom goes directly to the person who sings the songs and it percolates all over to the community and that is how the desi and the margi methods have been maintained in this country and there should be no hesitation in our harking back to this desi method because it is a scientific method after all is said and done. This is how this country has continued to maintain its wisdom, maintain its treasures of wisdom through thousands of years. I am not saying that all that is going to come back or should come back. May be, so much has changed through the mil-lenia that we cannot really bring it back as it was. But we can certainly bring back something from the past which is good for us today. Today, if a textbook is to be read by everybody,

it is quite possible that you may not have as many textbooks as are wanted immediately, but there is a method of giving the same story through a representation. Today, we can make use of the television. Today, we can make use of the computer. Today, we can make use of puppetry. I have seen puppetry in some areas in this country which are not only entertaining, but very greatly educative. Where has all that gone? All that has gone because through the years of imperialist rule, not only they took away our wealth, but they also took away, they also scuttled, they also destroyed the well-springs of our cultural wealth. These well-springs were far under the surface, they were not visible, because they were embedded in our heritage and that is why, what they have destroyed we have to bring back now. That is why we consider culture being fully integrated with education as the utmost need of today. I can even wait for education. But I cannot wait for culture because culture is the real life of the people and, in fact, I consider, personally speaking, education as part of culture and not the other way round. Therefore, we have to bring back the original form of education as we had. Not only siksha but vidya. We use both words for education. There are no two words in English that we could say there is a cultural hiatus between India and the West. The word 'God' is understood in a different way in the West. The word 'Brahman' is understood in a different way in our country. They are not the same. You may find in the dictionary one word given as equivalent to another, but they are not the same, because our approach is different, our idea is different and our understanding is different. Therefore, our cultural understanding needs to be restored and that is why we consider this very very important; that has been brought out in this document. After the action programme comes as I said, we will have a debate and we will also give what kind of approach strategy we are going to adopt. Something has been said about the strategy in the education process. Something has been said about the

regular, formal] and non-formal types of education. Now, all this cut-and-dried logic I feel is misplaced because you have to innovate. I have no doubt that there are any number of methods of giving the same knowledge to the child, depending on his surroundings depending on our surroundings and depending on the circumstances and that is why, the intelligence of a child cannot be measured by the same test. I will go into this in a little more detail when I deal with the Navodaya Vidyalayas. But one thing is certain, to which I will refer right at this moment. When you want to really gauge the intelligence of a child that a child has to be put questions based on his knowledge and his experience rather than based on the experience of a child who has been brought up in a different atmosphere. So, that is another science of devising tests for children so that you understand to what extent the child really is intelligent and to what extent he needs remedial instructions. That is also very important. Remedial instruction has come in the document. On more than one occasion it has been said that remedial instruction will be given to those who are in need of it. So, this is how we have been thinking of giving the same amount of education knowledge, that is vidya—that is what comes from vid, to know. Knowledge is given to different children in different ways, but the knowledge is the same. That is why non-formal education in that sense becomes a very important factor in our education. It comes directly from our cultural heritage, it is not something of an inferior nature as is being supposed by many. I would like to submit that in the native States where the then governments did not find it convenient to have schools, we did not have any school in our villages, we were brought up in the non-formal system. We were taught by, say, our parents, our brothers, our cousins. Only after attaining the age of 12 years or 13 years, we went out and I for one

would say that I directly appeared for an examination and passed it, without having had any schooling for four-five years. All that was done at home. These are examples where non-formal system has worked and I am sure there are many more examples. • we have had these documented. I can show them, maybe, in the next session. I would give a description of the non-formal system in vogue. I would like to take members to places where non-formal system is functioning. Well, I am not saying that ah those can be replicated in five lakh villages, that is where the difficulty comes in. We will have to take recourse to the formal system we will have to strengthen the formal system, we will have to remove the difficulties in the formal system and finally the main dependence will have to be on the formal system. But I would like to say that we should not brush aside the non-formal system as something inferior, that view is not correct. In some respect, the non-formal system also has its very good points and we should not brush it aside. So, both the systems would have to be looked into, both the systems would have to be undertaken and I am sure that that is the only way of really dealing with this magnitude of the problem in the short term and, maybe, in the long term also. I do not see any time when non-formal system will become totally irrelevant for this country. If schooling according to a given curriculum is given in the formal system, there will always be something which will be given in the non-formal system. Professor Lakshmana is here. He will bear me out, I do not know whether all these things were there in his times, but in our times, in the old text books written by the great Viresh-lingam we had a small portion which was not supposed to be text but which was supposed to be read all the same. It was full of very good niti sukta, as we call them, and also some Sanskrit poems, some Telugu poems. These were not supposed to be part of the syllabus. We were not sup-

[Shri P. V. Narasimha Eao] posed to be examined, nobody was going to ask us whether we knew about that but all the more we knew this before we knew the text. This is what happened in the cases of hundreds and thousands of students who read those text books. So, there is a non-formal side for formal education also and this is going to continue. Even after you formalise the entire education there is going to be a non-formal side, non-formal aspect. It will never be obliterated, it will have to continue and it is good for the students. Sir, the main thrust of the policy is equalisation. Again I would like to say that the disparities that have appeared in the educational field are well known. They have been pointed out in the Challenge document and we also know them. But today we have taken a decision that this will not be so, this will not be perpetuated. That does not mean that overnight every thing is going to change and those schools which are in a bad shape are going to become first-rate overnight. No. We have undertaken this "Operation Blackboard" because we consider this the most important single act which can bring about certain equalisation; at least it can arrest further increases in inequality, let me put it in a negative sense. Even that is an achievement. Now we have made a calculation and we felt that on the whole the cost of this "Operation Blackboard" is not going to be prohibitive. Let us say we can manage, it will take a little time, it cannot be done overnight. Even if you have the money, you can't do it because ultimately it is the man that counts. Educational standards have fallen in this country primarily because the demands for expansion were so great in the '50s that we could not even train teachers. I know that in my State, most of the teachers—95 per cent of the teachers—were recruited first and trained later. They came, they got the job, after that they found themselves so secure that some of them got trained and in the training

some whiled away their time, other got good training and became good teachers. But those who did not become good teachers continued as teachers nevertheless. So the demand, the pressure of expansion was too great in the '50s. Now we can take it easy. Today we do not have to be breaking our neck on expansion. There are certain areas where consolidation is needed. There are certain areas where expansion is still needed. For instance schools in the hamlets—the small hamlets with 10 huts or 15 huts or 20 houses. There are no schools there. We have to think of those hamlets. But saying that 90 per cent of the habitations have been covered, have been given schools. But what kind of schools? A single-teacher schools, or a no-teacher schools because in most cases a single-teacher school is a no-teacher schools. He hardly goes to the schools. Now this is one of the complaints. But who is to look into these complaints? If there is no management, no proper management at that level, who is to take responsibility to see that the teacher teaches and the student studies? Nothing is going to happen. The Prime Minister of India is not going to see that the schools are open and the teachers teach. What we can do is we can improve the schools.

[Mr. Deputy Chairman in the Chair]

We give the schools all that is needed, all that the schools want. But at the same time someone there at that level will have to go into this, he will have to be held responsible to see that the schools are kept open, that the schools run and if the schools do not run, someone has to pay for it, someone has to be held accountable for it. That accountability has been missing throughout the gamut of education starting from the primary going up to the highest level. That has been there for quite some time. We have to bring it back." It is not going to be easy. We have to take certain decisions which are not going to be pleasant. But we will have to take those decisions and we would like to tell Members of Parliament

that their blessings, their support | would be needed to a very large extent because they will get complaints from various sources that some kind of strict observance is being done and therefore some people may be inconvenienced. I am prepared to say I as Minister-in-Charge that I am; going to be quite deaf to complaints which I am not Correct. We will go into the complaints but we will see that accountability is restored to some extent because without that nothing is going to work, no amount of money is going to work, no amount of effort is going to work. That is one point which has been very clearly brought out in the Policy document. It almost looks self-evident when the policy document says that the teachers should teach and the students should study. Maybe in some other countries they would say this is something like a banality: "What are you talking in a policy document? That the teachers should teach and the students should study?" But the fact remains that the teachers, many of them, are not teaching and students are not studying. It is because of this that this document has to also mention that very very rudimentary point, self-evident point, that teachers should teach and the students should study and the system should work. The fact of the matter is that the system is not working as it should has not been working for some years as it should have worked. Not that it is not working at all. But we would like it to work much better, as we want. That is one of the things which has been very clearly brought out, and accountability has been at least restored as a very important factor.

Now, Sir, we have talked about a national system of education. We do not have a national system of education now. I am not blaming anyone. But I know the situation in the States. In my own State I had been Education Minister for longer than many others and I know what happens. I know the pressures to which

we are subject, I know the difficulties which confront us. I know that whenever there is a cut, it falls on education. This has happened. This has happened in the States, this is still happening and, therefore, the States have their own limitations. There is no point in wishing that away. But there has been no national system because no national system could be evolved by the States. It was just not possible. Each State evolves its own system. Take English for instance. It was introduced in class III in one regime. It went up to class V in another regime. It came back to class III in a third regime. And one doesn't know where it landed in a fourth regime with the result that the future of students has been affected one way or another. I am not saying it should be third, fifth or eighth. What I am saying is that the fluctuation, this constant change, whimsical change, capricious change, has brought catastrophe all this on the students. Take Hindi. Now we do not know in which class it starts. We used to start it in class V or class VI. I am told it is being started in class VIII in some States. Even if you fail Hindi, it does not matter. I do not know why you should introduce it if you are not going to assess it. But just for what is called technical compliance, we introduce Hindi and say, "All right; you don't read Hindi; it does not matter; you don't pass Hindi; it does not matter; we will promote you." This kind of introduction also has taken place. In some States they do not want Hindi at all; the two-language formula reigns supreme there. So there has been so much of heterogeneity. It is just not possible to know what is happening where and when because it is not happening all the time. It goes on changing from year to year, every two years, every three years. Every Education Minister brings his own innovation, every Chief Minister brings his own innovation. This is what has been happening, this is common knowledge. This

[Shri P. V. Narasimha Rao]
is not a question of criticism. It is a statement of fact.

Now we must have a national system. Today very few students know anything about the freedom struggle, anything about National Integration—again I am not blaming anyone—because we have become localized. What happens in my village, if I am living in the village, is much more important to me than what happens in Assam or Punjab or Delhi. So, I am engrossed in my local matters. This is what is happening and this is bound to happen because in the context of development it is much more important to me to get a bridge or a tank or a road or something than to be really motivated by national sentiment and say, "All right, let a border road come; let my road wait." How many are prepared to say this? We have seen this spirit in 1962-63. During the Chinese aggression what was the psychology of the Indian people, what was the psychology of the State Governments? Suddenly every body started thinking of making sacrifices. Until that time it was only grab. But when there was some national emergency we thought of sacrifice. The emergency passed off. Again we went back to the old game of State against State, district against district, taluka against taluka, block against block, man against man. So this kind of tendency has developed in the country. I am not blaming anyone for it. I am not saying that it has developed wrongly because it is a question of local pressures, and it has developed. Now we have to get over this, get above this. How do you get the younger generation above this? The only way is to give them an idea that he is a proud citizen of a great country. He need not think always in terms of his own village although he must think in terms of his own village ultimately because if he has to serve there he has to be quite conversant with the village, with the taluka, with the district. But at the same time, something which is above all

this will have to be inculcated in him.

Mr. Mohanaragam yesterday was very emphatic in saying that the core curriculum should be prepared in consultation with the States. How else is it to be prepared? It has been prepared, it has been discussed times without number by members from all States participants from all States, and only then it was brought out.

I do not now whether the hon. Members have visited the Parliament House Annexe in which the NCERT has held an exhibition during the last few days while we were discussing this. They have brought out the history of the freedom movement, a pictorial presentation and also a textual presentation. Now I can reel off a number of patriots from the South who have been referred to. I do not think anyone has been left out who is of that level, because we cannot leave anyone out. How can we say Satya-murthy, and Maulana Abul Kalam Azad were different? They were working for the same cause. So, there is no question of any history of the freedom movement being so written that it is lopsided in its presentation or it is partial or incomplete in its territorial coverage. This cannot be. And it will be done it is being done only in consultation with everyone. Another aspect of the substance or content, I am quite sure that just as we used to study the Ramayana and the Mahabharatha in different classes in different degrees of detail, again, the same subject you study in different classes in different proportion. History of India in class 6 is different; History of India in class 12 is different. When you go to the university, History of India or one part of India is again different. But it is History all the same. In the same way what is a part of the national struggle within the comprehension of a child of 6, a child of 10, a child of 12 would have to be inculcated at respective age so that later on his mental horizons widen and he is able to

understand the national perspective of the freedom struggle. So, all these points have been taken care of, and whatever misgivings have been expressed on this score I would like to say very humbly, are not justified. I would like to disabuse the minds of the hon. Members of these misgivings.

Sir, a great deal has been said about vocationalisation. Yes, this is an area of near-total failure. Again, the reasons are not far to seek. There is only one State which has done much better than other States and still may be not done enough. But since it has done much better far, far better than other States, that is the only one we can cite, and that is Tamil Nadu. They have introduced certain vocational courses which have been found useful. Those who took those courses are in great demand. They get jobs almost immediately. And it appears that the vocationalisation programmes in Tamil Nadu has made some headway. Other States have not made any headway because most of them have not started at all. So, it is not the fault of the programme, it is the fault of someone else. -

Now in this policy we have gone into great detail on vocationalisation. We had a Committee in which some State- Ministers and other experts served. They have come out with a very practical Document which aims at a modest coverage about 10 per cent in the Seventh Plan and 25 per cent in the Eighth Plan, to be given vocational training. Others we cannot really cover because the infrastructure and money are just not available. So, being realistic they have given those targets and I hope that we will be able to reach them. We are taking it as a very high priority area and we will come back to you on what we think and what we propose to do in collaboration with the States, of course.

I would not like to go into minute details because generally there has

been an expression of good wishes for all sections of the House. Since we are embarking on something big and new, these good wishes will certainly take us quite far and we would come back to you if we have difficulties but one area which has persistently keen to be misunderstood is this area of NAVODAYA VIDYALAYAS. All kinds of epithets have been hurled at me and the Vidyalayas. I am really surprised at the persistence. We have said very clearly that the object of these Vidyalayas is to see that quality education is made available to those who cannot find the money for it. If I am a poor man, my child does not get that education. If some one is a rich man, his child can get that education—whatever education you call it, elite or highbrow kind of education. This disparity and injustice should be put an end to. This is the base of the whole thing. The moment a poor man's son is able to get the same education as a rich man's son buys, and the poor man is not asked to pay anything for it everything is found by the Government and the child is put in a residential school, he is given six or seven years of training and he comes out as a brilliant boy on par with any one who has studied in any of the high brow schools, how is this an elitist? I really do not understand. All details have been worked out. We have told every one that these are the main aspects of the school and there should be absolutely no hesitation in accepting this school. It is true that we may have only one on an average in each district. That does not preclude us from having more later. If we have the money and if we have the public cooperation coming and the States' cooperation forthcoming, we will in fact have more. But the point is that the idea should germinate and it should get accepted. I am sorry to say that the idea has been so constantly attacked, that it has not quite taken off in the public mind. We will have to actually demonstrate before the public comes to know what exactly it is. So far as Andhra Pradesh is concerned, again I have to say that the State

[Shri P. V. Narasimha Ron]

Government had undertaken this experiment long ago. M is continuing and it is continuing to give very good results and' no one who knows the working of these schools in Anahita Pradesh, can oppose this scheme. This is the long and short of it.

There is one aspect which has been referred to and I would like to deal with that aspect. It is not just good education in these schools. There is something more. You can get good education anywhere, but there is another very important factor which we generally do not get in the schools where our children study.

We had the great tradition of viharas. We had the great tradition of gurukuls. No gurukul was a local school. ' No vihara was a local school. It attracted students from far and wide. Not only within the country, but from outside the country as well. From many countries our viharas attracted students, because they were quality institutions. They would not have come here unless they had been quality institutions. This is the kind of tradition. we are trying to look back to I am not saying that there is going to be an old type vihara in every district tomorrow, because vihara in that form may not be possible, may not be feasible. But it should be possible at some point of time to consider the desirability of getting children at a young age to live with one another, to learn together and to really be come fully attuned to national integration which in later life they will put into practice. They will be motivated and that motivation, you will never get in a local school. Now, do you not want local schools at all. I am not saying that every local school will become a Navodaya Vidyalaya. But the point is that at least to some extent we will enter to the needs of those who are brilliant boys irrespective of the parents capacity to pay. That is the only rider which is all important.

So as he is getting the same education without payment it is a real equalisation. No one can deny this

Sir, a word about languages, we have talked about the three-language formula for 20 or 25 years now. Evidently nothing has happened by way of implementation. Now, I want to tell Mr. Mohanarangam something which I am sure he will appreciate. Whatever he says for the record he will appreciate what I am going to say. I am going to experiment, not experiment merely, it is part of the scheme. The Navodaya Vidyalaya scheme will not be complete without this aspect. It is a very important aspect. We have about 200 or 190 Hindi-speaking districts in this country. The number of non-Hindi-speaking districts is more or less the same, maybe, 20 or 30 more. Suppose I say the district of Bareilly in Uttar Pradesh is linked to the district of Tirunelveli in Tamil Nadu; according to this scheme the children of the Navodaya Vidyalayas are admitted at Class 6th, because they had studied through the medium of their mother-tongue or the regional language until then, they cannot study in any other language or through any other medium for two or three years depending on which State we are talking about. Marathi to Hindi is very easy. Gujarati to Hindi is very easy. Tamil to Hindi may not be so. So they will continue with the previous medium for two years or three years depending on the situation. Now, after that period of 2 or 3 years in which they will study Hindi and English extensively 20 per cent of the boys from Tirunelveli go to Bareilly. I have held a referendum among boys, not among MPs. The boys are very enthusiastic about it must say. Before you object you kindly consult the boys. . . .

SHRI R. MOHANARANGAM: It is very sentimental problem. Did you consult the Hindi Prachar Sabha student* of Tamil Nadu students?

SHRI P. V. NARASIMHA RAO: No. I have consulted students from non-Hindi States who do not know a word of Hindi. I have asked them: Are we prepared to go to Bareilly or some districts in Uttar Pradesh? The Government will fund you and you will be taught Tamil to 80 per cent of the students in Bareilly. This is the thing. How

do you implement the there languages? There is no other way of bringing in three languages. If there are about 50 school in Uttar Pradesh..

SHRI R. MOHANARANGAM: That is not the point. Just now you have said that they will be teaching Tamil in Bareilly. Did you ever tell like that for the past 38 years? Only now you are telling that they will be teaching Tamil. So far you have been telling that these persons will be teaching Hindi. Did you ever tell that 80 per cent of the students will teach Tamil here, for the past 39 years?

SHRI P. V. NARASIMHA RAO: The only difference is that Mr. Mohanarangam and myself have been saying the same thing for 30 years, but he has not learnt Hindi while I have learnt Hindi and said the same thing to the Hindi people. I have told them in Hindi, in rather harsh language as harsh as I could make it...

श्री सत्यप्रकाश मालवीय (उत्तर प्रदेश) :
आप अपना पूरा भाषण हिंदी में दे दीजिए ।

श्री पी. वी. नरसिंह राव : मेरे जितने भाषण हुए हैं, काफी कटू भाषण मेरे हुए दूसरी भाषाओं के सीखने के बारे में, हिंदी के प्रांतों में जहां संस्कृत सीखी जाती है, जहां इसी तरह से कोई न कोई बहाना किया जाता है ।

यह कोई अच्छी बात नहीं है । आप नहीं करेंगे न सही, नवोदय विद्यालयों में हम करेंगे ।

At least these 400 schools will have the three languages taught compulsorily. The result will be that..

SHRI R. MOHANARANGAM: What are the three languages?

SHRI P. V. NARASIMHA RAO: I will tell you. Let me explain, (*Interruptions*) Now for each district in a Hindi-speaking area, there is a corresponding district in a non-Hindi speaking areas. Now if we

make a linkage like this, you will find that in the entire Hindi belt, all the non-Hindi languages, languages other than Hindi, being learnt by the , boys in these schools. If they want to come to these schools, they have to come subject to these rules. Otherwise, they will go to the next school where Sanskrit is taught and so on.

SHRI R. MOHANARANGAM: That means, Hindi students from the Hindi-speaking area will be expected to learn one of the South Indian languages?

SHRI P. V. NARASIMHA RAO: Yes.

SHRI R. MOHANARANGAM: If you ask them, how many of them will come forward? They are not even tolerating me for one minute if I speak in Tamil here. Sir, you are a scholar. When I travel by plane from: Madurai to Madras—both are situated in Tamil Nadu—they say: "All the passengers are requested to fasten their seat belts" in English but not in Tamil. And both the cities are situated in Tamil Nadu. When this is the situation, How are you going to implement this language formula?

SHRI P. V. NARASIMHA RAO: Probably they think that the belt has no language.

SHRI KALPNATH RAO (Uttar Pradesh): Mr. Mohanarangam, "Parkalam".

SHRI R. MOHANARANGAM: We are the affected persons. We are second-grade citizens. Kindly have some soft corner for us.

SHRI P. V. NARASIMHA RAO: I understand. I have spoken to many Tamil friends; I have spoken to many Malayalam friends; I have spoken to other friends from non-Hindi areas. If we believe in the three-language formula, if we believe that every person in this country, at least in the impressionable age, should be given some minimum know-edge of three languages, then this is the

[Shri p. V. Narasimha Rao]

only way of doing it. And the Central Government will do it on its own responsibility. We are not going against any language. What we are doing is, we are finding the only possible way of implementing the 1968 policy. That is why he have not said so much—there is no rigmarole—about the language policy in this document. We simply said on one small para that the language policy adumbrated in 1968 is perfect. We have nothing to add to it. What we have to do is only the implementation. This is one of the ways of implementing it. So let us see how it works. I am sure it is going to work because we are not forcing anyone or asking anyone to pay. I have seen many students learn languages just like that. You take him to Tamil Nadu and make him stay there for two months. He will start speaking Tamil with Mr. Mohanarangam. I have no doubt about it.

SHRI R. MOHANARANGAM: What about students who come from Maharashtra? What will be the three languages? Marathi, Tamil and English?

SHRI P. V. NARASIMHA RAO: It is not like that. I will tell you. Maharashtra is non-Hindi, Punjab is non-Hindi, Bengal is non-Hindi, Assam is non-Hindi. Boys are going to come from all these areas.

SHRI R. MOHANARANGAM: That means, in all the schools Hindi is compulsory.

SHRI P. V. NARASIMHA RAO: You see, the three-language formula is the same.

But the point is there will be a lack of students at any given time in U.P., Bihar in the Hindi-belt who will be learning Tamil—maybe, 80,000 or 1,20,000 who may be learning Telugu and another lakh learning Bengali, Marathi, like that. That is real national integration in action. So, please consider this coolly any dispassionately. We have heard your rhetoric yesterday. I completely agree that the way the three-language formula has not been properly implemented so far.

SHRI R- MOHANARANGAM: We are just asking for a clarification. You are elder to us.

SHRI P. V. NARASIMHA RAO I have explained the position.

I have taken a lot of time. Now I would only touch on finance. The most important point that has been brought out and which has been the centre, another centre, of misgiving is the lack of finances. I understand that this has been so. But there is a ray of hope. I would like to give some good news to the House. In the National Development Council the Prime Minister has taken a decision with the approval of the National Development Council that in the NREP and RLEGP funds, school buildings will be the first charge. We have not asked for a percentage. If in a block no school buildings is needed, you need not give anything. But if a school building is needed, that gets money in the first instance. Now, this is not a small amount other-wise, in the name of school buildings it was almost impossible to get any amount out of this order. So, there is one amount shown, there is one programme shown in which construction of school buildings becomes an integral part. Now, the other thing is some Member asked; "Why did you not write this in this document?" We did not have the time; I think we will write it now. In the light of our discussions we are going to finalise the text. The final version will have it. From the Eight Plan onwards 6 per cent of the GNP which was recommended in the 1968 Policy is going to be adhered to. It will be above that. How much above that we cannot say just now, because that will have to be worked out. Eighth Plan is far off. In the Seventh Plan the Prime Minister again has given instructions that whatever is possible, whatever is possible to reach the 6 per cent—you cannot quite reach 6 per cent—but we will strain to the utmost to reach whatever in the point close to 6 per cent, and I am sure that from what I estimated we will have money to fund the programmes that we have in view. We are going to come with an action programme; we will also give you the cost, how much it is going

to require. And my own hunch is this:— I am not very dogmatic in the presence of the Finance Minister, but someone has to jump the gun sometime. I feel, fairly confident that our schemes, realistically formulated, for the remaining 3 1/2 years, of the Plan, will not lag behind, will not languish for lack of funds. This is what I feel.

Then there are many other matters which I need not dwell upon—examination reform, delinking of degrees, etc. These are all matters which have been discussed, I do not know from when, for a long, long, time. Now we will see the practical aspects of all these items. We will come back to you and in the action programme you will find all these things properly spelt out, what we are going to do by way of examination reform, by way of delinking of degrees from jobs. In principle everybody agrees with it; only nobody thinks that it can be done. At the moment there is a kind of disbelief rather than anything else; no opposition, only disbelief. I hope that disbelief will be dispelled when we come with the action programme and then you can tell us what you feel about it.

9 P.M.

Thank you very much. So far as the amendments that have been tabled are concerned, unless there are extra educational reasons for amendments, they do not hold water because what has been said in the amendments has been said in our own words in our own document. Now you are asking us to say the same thing in your language. This is not a fair thing to do. They have been covered in the document has been made in such a way that all these aspects have been taken care of. I beg of the Members, I request the Members, to withdraw the amendments and not to press them, because at least in the Rajya Sabha it should be possible for us to say that this policy has gone through unanimously.

Thank you.

MR. DEPUTY CHAIRMAN; Now I shall take up the amendments and...

SHRI S. W. DHABB: On a point of order. The hon. Minister has stated in the draft new policy on Education that the final policy has to come and that he will come up with an action plan. Then why is the Resolution necessary and...

SHRI MURLIDHAR CHANDRA-KANT BHANDARE (Maharashtra); The Draft has to be approved always.

SHRI P. V. NARASIMHA RAO: I want to accept it or I want to incorporate it. Do you think I am precluded from doing that?

MR. DEPUTY CHAIRMAN : Rules permit it also.

SHRI PAWAN KUMAR BANSAL: Sir, in case the friends opposite want to press them, I would like you to press this aspect that this is neither a motion nor a Bill nor a Resolution. Can the amendments even be considered or accepted as per the Rules.

MR. DEPUTY CHAIRMAN: Yes, our Rules permit this. Now, I shall put the amendment (No. 1)* of Shri S. W. Dhabe to vote.

The motion was negatived.

MR. DEPUTY CHAIRMAN; Now I shall put the amendment (No. 2)* of Shri Nepaldey Bhattacharjee to vote.

The motion was negatived.

MR. DEPUTY CHAIRMAN; Now I shall put the amendment (No. 3)* moved by Shri Chitta Basu to vote. » *The question was proposed.*

MR. DEPUTY CHAIRMAN; I shall take up the amendment (No. 4)* moved by Shri Satya Prakash Malaviya

The question was proposed

♦For text of the amendments See Col. 213-15, 215-20, 220-22 and 222 of ** Debate of the 12th May, 1985.

इस बात का है कि संविधान में इस बात की व्यवस्था है कि सभी को समान अवसर मिले। मैंने अपना संशोधन इसी बात का दिया है कि नर्सरी स्कूल से लेकर जो उच्चतर माध्यमिक विद्यालय है, वहाँ तक इस देश के प्रत्येक बालक के लिए एक ही प्रकार का स्कूल हो अर्थात् न मॉडल स्कूल हो, न सेन्ट्रल स्कूल हो और न नवोदय स्कूल हो। मान्यवर, एक ओर तो नगर पालिका के स्कूल हैं, ब्लाक के स्कूल हैं, देहात के स्कूल हैं, जहाँ पढ़ने की पट्टी नहीं है, ब्लेकबोर्ड नहीं है, जमीन पर बैठकर लड़का पढ़ता है... (संविधान)...

MR. DEPUTY CHAIRMAN: You have spoken about it. (*Interruptions*)

श्री सत्यप्रकाश मालवीय : तो मान्यवर, मेरा मंत्री जी से निवेदन है कि संविधान में चूंकि इस बात की व्यवस्था है सभी को समान अवसर मिलेगा। इसलिए नर्सरी स्कूल से लेकर उच्चतर विद्यालय तक एक ही प्रकार के विद्यालय होने चाहिए और जो विभिन्न प्रकार के विद्यालय हैं, उनको तुरन्त समाप्त करना चाहिए।

MR. DEPUTY CHAIRMAN: You have made your point. Now I shall put

amendment (No.4)* moved by Shri Satya Prakash to vote.

The motion was negatived.

MR. DEPUTY CHAIRMAN: I shall now put the amendment *(No. 5) moved by Shri P. Upendra to vote.

The motion was negatived.

MR. DEPUTY CHAIRMAN: I shall now put the Resolution moved by Shri P. V. Narasimha Rao to vote. The question is:-

"That the House approves of the Draft National Policy on Education, 1986, laid on the Table of the Rajya Sabha on the 2nd May, 1986."

The motion was adopted.

MR. DEPUTY CHAIRMAN: The House now stands adjourned till 11 A.M. tomorrow.

The House then adjourned at five minutes past nine of the clock till eleven of the clock on Wednesday, the 14th May, 1986.

*For text of the amendment See Col. 222 and 222-23 of the Debate of the 12th May, 1986.