

देना पड़ेगा। जैसे आदमी को दवाई की आवश्यकता है, जानवर की दवाई की आवश्यकता है उसी प्रकार कृषि के स्वास्थ्य के लिए भी दवाई की आवश्यकता है। लेकिन दवाई की इतनी ऊंची कीमत कर दें तो क्या हम उसका उपयोग कर सकते हैं। गरीब किसान उसका प्रयोग नहीं कर सकता है। केवल अमीर आदमी ही उसका प्रयोग करते हैं। वे करते रहें। लेकिन वह दवाई भी एडवेंटेड होती है। कृषि के लिए तीन विशेष चीजें हैं, खाद है, बीज है और कीटनाशक दवाइयाँ हैं। उनके मूल्य आप कम करें। आपके देश में नेशनल सीड कॉर्पोरेशन 500 रुपये विन्टल पर पंजनगर यूनिवर्सिटी का जो सीड मिलता है वह किस भाव पर बेचती है क्या उस भाव पर गरीब आदमी उसे खरीद सकता है? क्या अलाभकर जोत का किसान उस भाव पर बीज खरीद सकता है? मान्यवर, मुझे कुछ दिन उत्तर प्रदेश के कृषि मंत्री रहने का सौभाग्य मिला। मैंने पंजनगर यूनिवर्सिटी के वाइस चांसलर और नेशनल सीड कॉर्पोरेशन को कहा था कि मैं किसी भी हालत में यह नहीं चाहता कि सीड के ऊपर भी मुनाफा कमाया जाए। तो प्रापित तो लाल पर गरीब आदमी को आपका उत्तम बीज पहुँचे। इसलिए मैं यह भी विनम्र निवेदन करना चाहता हूँ कि आपकी यह कोशिश होनी चाहिए कि खाद, बीज और कीटनाशक दवाइयाँ उन गरीब आदमियों तक भी ठीक ढंग से पहुँच जाएँ जिससे वे उनका प्रयोग करके हरित क्रांति में सहयोग दे सकें।

इसके अलावा मान्यवर, मैं चंद बतें और कहना चाहता हूँ। लोगों को बड़ा मज़दफहमी है कि ट्रैक्टर का इस्तेमाल बड़े किसान करते हैं। जिस जिले से मैं आता हूँ वहाँ आप देखेंगे कि 5 एकड़ तक के किसान के पास भी ट्रैक्टर है और वह उसका सिंचाई के लिए इस्तेमाल करता है। खेत की जुताई करता है, मंडी में सामान ले जाता है, ट्रांसपोर्ट का काम भी करता है और दूसरों की जुताई भी करता है। ट्रैक्टर मल्टी-परपज काम करता है। लेकिन उसकी कीमतें क्या हो गई

हैं? फिर मान्यवर, हरियाणा में आप जाइएगा, पंजाब में देखिएगा और उत्तर प्रदेश में देखिएगा, ट्रैक्टर की रजिस्ट्रेशन के लिए हरियाणा में क्या व्यवस्था है, पंजाब और उत्तर प्रदेश में क्या व्यवस्था है? पंजाब और हरियाणा की प्रो-किसान है और उत्तर प्रदेश की एंटी-किसान है। इस प्रकार के जो खर्चे किसान पर डले गए हैं रजिस्ट्रेशन आदि के वे समाप्त किए जाने चाहिए। किसान कर्जा लेते हैं, किसान का ट्रैक्टर पूरा मॉर्टगेज होता है और जमीन भी मॉर्टगेज हो, जब उसे वापस लिया जाय तब और पैसे देने पड़ते हैं। तो किसान इतना मालदार है कि क्या ट्रैक्टर भी मॉर्टगेज रुपये के अग्रेस्ट, जमीन भी मॉर्टगेज रुपये के अग्रेस्ट और रुपये भी देने पड़ेंगे रजिस्ट्रेशन के 4000/- रुपये अलग और मान्यवर, जब मॉर्टगेज वापस करने होंगे— तब भी रुपये देने पड़ेंगे... (समय की घंटी)... मेरा तो रह रहा है अभी बहुत।

MR. DEPUTY CHAIRMAN: This Resolution will lapse.

श्री बोरेंद्र वर्मा : लेफ्ट हो जायगा ... (व्यवधान)... तो ठीक है अगली में बाजा बजाएँ।

HALF-AN-HOUR DISCUSSION

On points arising out of the answer given in the Rajya Sabha on the 23rd July, 1986 to Starred Question 85 regarding opening of Navodaya Vidya-layas

MR. DEPUTY CHAIRMAN: Now, we will take up half-an-hour discussion. Mr. Parvathaneni Upendra.

SHRJ PARVATHANENI UPENDRA (Andhra Pradesh): Mr. Deputy Chairman, Sir, on the 23rd July, 1986 the hon. Minister for Human Resource Development, while answering Starred Question No. 85 by hon. Members Shrimati Kanak Mukherje, and Shri Vithalrao Madhavrao Jadhav, gave

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I an outline of the Navodaya Vidyalayas which the Government of India -wants to set up in various parts of the country. This is an important scheme. Therefore, we wanted more information from the Minister and due to paucity of time on that day we could not get all the details we wanted.

Sir, there are many apprehensions and doubts in the minds of the people about this scheme. There are some good features too. Our anxiety was that this scheme should not suffer due to inadequate information or unfounded apprehensions, so, I thought a small discussion might be useful which would enable the Minister to clarify the points raised by the Members.

Sir, first, I would refer to the doubts which are lingering in the minds of the people about this scheme. Sir, are Navodaya Vidyalayas a brain-wave of the Prime Minister to have Doon school type system in various parts of the country leading to the establishment of elitist schools in the country? It is reported that the Government of India is going in for elitist type of education and there will be two types of schools in the country. First one is special type of schools, and second one ordinary schools. The criticism is based on the fact that most of the existing schools in various parts of the country run by the State Governments and even Kendriya Vidyalayas run by the Central Government have no good teachers, buildings are dilapidated and lack equipment. If the present schools are in such a condition, I do not know why the Government has come forward with a new scheme to spend nearly Rs. 500 crores during the Seventh Five Year Plan which will benefit only a small fraction of the students in the country. That is another complaint heard about the scheme.

There is also an apprehension that the Government of India is going in

for a parallel activity in the education field, particularly in the primary and secondary education stage, along-with the State Governments. Sir, having taken education in the concurrent list during the emergency, the Government of India is gradually making inroads in the sphere of the State Governments in the educational sector. That is another criticism. One more doubt is also there, that is regarding the medium of instruction and there is a feeling that to impose Hindi on various parts of the country probably, this scheme is conceived and it is the duty of the Minister to clarify these points and remove these doubts.

Sir, on the whole I welcome this scheme and despite the inherent weaknesses and some of the doubts about the efficacy of this scheme, I welcome this scheme on several grounds. One is: there is already this system of Kendriya Vidyalayas in various parts of the country. There are Sainik schools also which are run by the Central Government and this will be one more type of schools to be run by the Central Government and therefore, to that extent, the States educational plans are not upset. Therefore, there is nothing much to take exception to this. Even accepting that these are elitist in nature, I take solace in the fact that for the first time, elitist education is being made available to the rural boys because the scheme itself provides for three-fourth of the boys from the rural areas to be given education here while one-fourth will be taken from urban areas. That is one good point I see in this scheme and the entire expenditure including hostel charges will be free. If the scheduled castes and scheduled tribes boys and the boys from rural areas get this kind of specialised education, I think, we should welcome it and, therefore, though the Andhra Pradesh Government also had some reservations in the beginning, today, the Chief Minister Of Andhra Pradesh has sent a message to the Minister for Human Resource Development, indicating the

areas and districts in which these schools can be opened and he has requested the hon. Minister to take action *On* that.

Sir^ there are certain suggestions which I would like to give to make this scheme more useful and to give maximum benefits to the students. The^{nrst} point which the Minister mentioned is about the objective of the scheme—the objective of excellence coupled with equality to promote national integration, provide opportunity to the talented children to develop their full potential and to facilitate the process of school improvement. I think, this is a laudable objective and all steps should be 3f taken to achieve this objective. In the outline of the scheme, the Minister also mentioned that the buildings to be constructed under this scheme will be more functional, simple and economical and I would add here, as far as possible, you should adopt a uniform design for these schools so that they will have a particular characteristic and will be known by their design and their appearance.

Then, there is a suggestion to have a core-curriculum for the entire country, for all schools. Sir, this is good but only the apprehension is that in the name of core-curriculum, the subjects or the ideas pertaining to particular region will find dominance here at the cost of other regions and there may be twists and distortions also while preparing the core-curriculum. To avoid that, I suggest—I hope the hon. Minister also may be feeling on the same lines—that there should be a Committee with people from various parts of the country so that they will be aware of the cultural traditions of various parts of the country. While framing the core-curriculum, they will do justice to the entire country.

Now, the most important point to be clarified by the Minister is about the medium of instruction on which there are genuine doubts in the country.

The outline says that the regional language will be the medium of instructions from Class VI onwards, that is the admission stage. It says that the regional language will be the medium of instruction up to Class VII or VIII. But I suggest to the Minister that it should be up to Class VIII. He should make it firm because the junior high school is up to Class VIII and, therefore, it is better that we should have three years of regional language coaching. Class VI, VII, and VIII. It should not be up to Class VII or VIII"; it should be "up to Class VIII". Later the scheme provides that the medium of instruction will be 'Hindi|English'. Since here? are genuine apprehensions about this medium of instruction and about imposition of Hindi, I suggest that it should not be "Hindi| English" but it should be "English or Hindi" whatever language the students may choose, because the Kendriya Vidya-layas are already following the system of both Hindi and English. Whichever student would like to study in English can have English and whichever student would like to study in Hindi, can have Hindi. From Class IX to XII, they can have the medium of their choice. Therefore, it should be made very clear.

Then there is a very good suggestion about migration of 20 per cent students from one language area to another language area. This is really a good idea which will promote national integration—students from one part of the country going and studying in another, part of the country, along with the boys there. But the only difficulty I find is whether at that age, the parents would like to send these students far away into another linguistic area to live in hostels, whether it will be popular or not. I do not know whether it will be welcomed in its actual operation. That has to be considered. Here also I would like to give a word of caution. In the southern States it may be possible—it is being taught—to teach Hindi and English also so that when the boys from the Hindi area go to places in the Southern States, they will not have any difficulty in conversing with the students there because they would have learnt Hindi by that

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time. But can you ensure a similar arrangement in non-Hindi areas? In the three-language formula, it is stipulated that the northern States would teach one of the southern languages. But, except Haryana, no other State is implementing that scheme. So if the northern States do not teach one of the languages of the region from which the 20 per cent students will migrate, and if 20 per cent students from Andhra go to U. P. or Orissa or Bengal, unless those boys also by that time, have at least a working knowledge of the language of the migrating students there will be two sets of students in each class conversing only among themselves and idea of national integration will be frustrated. Therefore, you must ensure that the language of the students who migrate is taught in those schools also. That is very essential.

Since you are contemplating stay of the students in hostels, the hostels should be of a high standard with all facilities, including facilities for extra-curricular activities, because we have experience of these hostels. Most of the student hostels are in a very bad condition; the food is bad; and there are no facilities for extra-curricular activities, etc. Therefore the hostels should be self-contained and they should be ideal.

Sir, there should also be scope for cultural activities because when they migrate from one State to another, they should have some taste of the culture of the other areas. There should be scope for cultural interaction.

We are accepting this as a pace-setter, as a model institution because on the functioning of these schools will depend the general education also. The States also may emulate the schools tomorrow if the standard of education is high. The States should be fully associated with the selection of teachers also. The best thing is to take as many teachers as possible from the States on deputation. You should not contemplate sending teachers on an all-India basis to all the places. It

is always better to take the best teachers, who are already available in the State*, on deputation.

Then in the location of schools, the scheme contemplates that private philanthropists and private organisations can also offer sites and the State Governments also can suggest sites. But I feel there should be only one agency to suggest the things for better coordination. It is better to leave to the State Governments concerned to suggest suitable sites. And you must insist that these should be in the rural areas only, not in the cities and urban areas, because the scheme contemplates their location in rural areas*. You must insist that they must be located only in rural areas.

With these few suggestions I commend the scheme, I welcome the scheme. I would only request the Minister to allay the fears in the minds of the people so that we can make a good beginning and make a success of the scheme. Whatever may be the origin of the scheme, I think it will lead to great benefits to the downtrodden sections of the society. From that angle I welcome the scheme and I hope the Minister will make it a success.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P. V. NARASIMHA RAO): Sir, I am grateful to Mr. Upendra for having brought out the good points of the scheme as well as what, according to him, are the doubts lingering in the minds of the people. I would be very happy to clear in whatever manner I can doubts that have been lingering. I do not have to dwell upon the good points have been very well brought out by him. If there has been one subject during the Education Policy debate on which concentrated attention has been bestowed in Parliament, it is this. We have produced a self-contained note on the Navodaya Vidyalayas, circulated it to Members, and I welcome this opportunity of discussing this once again just by way of recapitulation although each one of these points has been ex-

plained by me in both Houses of Parliament. What do we understand, what do we mean, by elitist, is one thing we have first to decide. If elitist means a kind of superior education, education of a superior calibre which is not generally available, then I would say that for the first time education of a better calibre is being made available to those to whom it was not available so far. But if elitist is taken to mean that we actually change the class of the boys and make them feel like such high-class to which they do not belong, I would like to say that the intention is exactly the opposite. These schools merge with the surroundings, these schools are in the midst of rural areas. The students learning in these schools, studying in these schools, are from the rural areas. The teachers are from the rural areas mostly because we are taking teachers on deputation and most teachers would be on deputation although we do not rule out the possibility of recruitment. This year, for instance, we have taken decision that all the teachers, all the headmasters, all the principals, would be on deputation, because if we take on deputation, we can watch him; if he is not up to the mark, he can go back to his parent department or from wherever he has come. That flexibility being there we have taken a decision that it will be only on deputation. So, where does elitism come, elitism in the sense of high-brow or some aristocracy, here? And there is no possibility at all. They belong to those schools. They have studied in those schools. No one from a city can be transplanted there because we insist on the student having studied up to Class 5 in the rural schools. Only then we will take him. If he is from a city school, although he may have some land in the rural areas, he will not be allowed. So, we have taken as much care as is humanly possible to see that the kind of elitism which smacks of aristocracy does not come. The elitism which means better education will come on the basis of which we can say that what was not available to these boys and girls so far is being made available to them for the first time.

Sir, there is no question of making any inroads on the powers of the States. This again has been discussed. The policy very clearly states that it is a partnership and it has to be a partnership after Education became a Concurrent subject. Now, Sir, the Central Government *taking care of the quality aspects of education, by and large. This is the deviation. All other aspects like management, day-to-day, running of the schools, colleges, etc. continue to be in the State sector as they were before. What we are really doing is what we did when we set up the UGC, when we set up the NCERT. This is the kind of work that we are doing and we would like to do it in a greater measure now and as we have been running some schools, a few schools, say, the Kendriya Vidyalayas, the Sainik Schools, etc.. We are now going in for another type of schools which! has some features which the Kendriya Vidyalaya does not have, which the Sainik School does not have, and all the features* that have been listed out here, about which I have fully explained in the debate, are the features the combination of which you do not find anywhere. There may be some features in some schools and some other features in some other schools. But this kind of combination where you have—(1) students from different parts of the country living and learning, (2) students from predominantly rural areas, (3) the system based on merit with reservations for the Scheduled Castes and Scheduled Tribes, (4) free of charge completely. (5) completely Indian atmosphere with emphasis on national integration, (6) teaching of three languages, and (7) learning of non-Hindi languages as per the formula in the Hindi region—you do not have elsewhere. Now, Mr. Upendra said rightly that except Haryana State, the other States in the North do not follow that formula, may be for financial reasons, or may be for other reasons. But now that question is not going to be there. We are going to pair the districts as I have explained earlier. One district in a non-Hindi State would be paired with a district in a Hindi State and between them students will migrate. That district may be Madurai or it may be Guntur

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and the language of that district would be taught in the Navodaya Vidyalaya of some Hindi districts, may be Bareilly or some other district in the Hindi region. And, Sir, we are going to recruit teachers right now. I have written to the Education Ministers of the States, the non-Hindi States, saying that right now we are going to approach them to help us in recruiting these language teachers. So, there is no question of imposing a language or allowing Navodaya Vidyalayas in any State to have only two languages and not go in for the three languages given in the three-language formula. So, right from the start, the design is this, the pattern is this, and no one can go counter to the pattern. The State Governments since they are not spending any money, would have no objection. No one could have any objection because the three-language formula is something which we have agreed to.

SHRI PARVATHANENI UPENDRA; Sir, can I interrupt you for a minute? You say you are going to pair the districts. But my suggestion would be for pairing of the States rather than of the districts and I will explain why I suggest this. Suppose in a particular State, in twenty districts, you start teaching 14 or 15 languages and, tomorrow, if you are short of teachers, you may have to transfer some from one district to another and this may pose difficulties.

SHRI P. V. NARASIMHA RAO; But the point here is that the number of Hindi speaking districts in this country is more or less equal to the number of non-Hindi-speaking districts. Therefore, instead of one big State, say, 57 districts of U.P. being given one language and districts in a small State like Haryana being another language, it would be more practicable and feasible to have it on a district-to-district basis. We have already started the exercise in pairing and I am sure there would not be any difficulty in having this. There may be a difference of ten or twelve districts between Hindi and non-Hindi on the whole. We will somehow manage those also. This is going to be

one in each district in the Seventh Plan. Now, I would like to submit that one feature may be available in another school but the combination of all these eight features is point to be available in the Navodaya Vidyalaya and no other school. Maybe, some other schools would follow this system. Maybe, some private schools would learn from us and say that they would also do it. This is welcome. This is the first time that this kind of pattern is being attempted.

There is no question of imposing Hindi. As I have said, Hindi;English is just the Kendriya Vidyalaya pattern that we have adopted. It is working all over India and I do not see any reason why it should not work in the Navodaya Vidyalayas. Both will be there. There is really no difference. This is just an argument which is being trotted out. Through the language you also learn a subject. Take any textbook. For instance, a primer says that a cow has four legs. That is not just learning the language. You are also learning something else, you are teaching something else, along with the language. Language is only a vehicle. So, many of the social sciences and humanities subjects also could go into the language textbooks and *vice-versa*. Only science will not be observed because it is very technical. In any case, Kendriya Vidyalayas teach science subjects only in English. So, there is no difficulty at all. The medium of instruction is no obstacle at all. I can explain to Members individually or collectively any number of times. I can compare books and show what amount of social studies goes into a language book. So if you want, you can have social studies and language go hand in hand. There is no difficulty about that. There is no great distinction and there is no need for any insistence on the question of instruction.

SHRI PARVATHANENI UPENDRA; The major objection to this scheme is only because of this medium of instruction because there are apprehensions about this thing. You should make it very

•fear I think from 9th to 12th, both Hindi and English will be the medium of instruction depending upon the choice of toe student.

SHRI P. V. NARASIMHA RAO: The Keadriya Vidyalaya pattern is going to be adopted. As I have explained to many people, we are still in the experimental stage of giving Hindi|English instruction for the 1st time in the first two or three years. We have said 'two or three'. Mr. Upendra said; "Why should it not be uniformly three"? It is because from Gujarati to Hindi he may not take a^ much time as from Tamil to Hindi. So this question we will ask the State Governments whether they also want three years. J If they want, we have no objection. We have made two or three just to bring in some flexibility and nothing else. This is the only idea. Otherwise, there is nothing sacrosanct about 'two or three'. When it is a question of learning Hindi, some boys from some region may have to put in a year more. Some boys may not need all the three years. If the State Governments and others say that they also need three years, we will have no objection. So, what we are doing in effect is that for the first time at class 6, we are starting something like a capsule course in English and Hindi so that at the end of three years or two years, as the case may be, that boy is able to go to some other school in some other region and he will have to learn through Hindi and English. There may not be Tamil or Telugu medium there. Migration of students is the crux of the matter. Without migration, I don't think the Navodaya Vidyalaya would be what they really are intended to be. So, it is this migration that actually leads to the other corollary that you have to have a common medium and that common medium, according to the Navodaya Vidyalaya scheme, is Hindi|English. Some subjects will be in English and other subjects in Hindi while the third language would be taught compulsorily. So, this is the pattern. And this pattern has been accepted all over India: in all States Kendriya Vidyalayas are functioning. And, therefore, I do not envisage any difficulty. In fact, my dif-

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ficulty is—I may take the House into confidence and say—whether we are able to give them that much English and Hindi within those two or three years that thereafter they will be able to take those languages as a medium. That is a question of expertise. I have already put the Central Institute of English on this job. I have told them that within one year they will have to produce a capsule course which gives a boy or a girl starting at say Class 6 an amount of English knowledge which will make him take English as a medium of instruction in some subjects at Class 9. Now, we have already started that. This task has been given. In the same manner, Hindi would have to be given. In the same manner when we teach the South Indian or the non-Hindi languages, may be Bengali, Tamil or Telugu to the Hindi boys, we are not going to say you learn or not learn. We are not going to bother. We are going to give them a grounding which will make them do well in that language when they go to the other districts. Going to the districts is the most important thing. And if that boy goes there and he is not able to articulate himself in Telugu or Tamil, he will not be able to manage there. That is why that amount of these languages is going to be imparted at that age. And that is the age when a new language can be easily learnt. Therefore, this is a well thought-out scheme. Let us give it a fair try. What I am really afraid is whether within two or three years we will be able to give them the knowledge which to-day we are not able to give within 8 or 10 years. That is the real challenge. I would like to submit that that challenge has to be accepted.

SHRI PARVATHANENI UPENDRA: The students from the Hindi area who will study Hindi from Class I onwards must have already completed 8 years of Hindi medium when they go to the other area. They are not at a disadvantage. If they go to Tamilnadu they will take Hindi and they can understand. But what about those Tamilnadu boys who learn Hindi or English only for three years from Class 6 onwards. You are giving capsule course when they go to Classes 6, 7 and 8. Will they

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be able to cope along with boys of the Hindi region when they came here? Will they be able to cope with three years of knowledge of the language.

SHRI P. V. NARASIMHA RAO : That is the intention of the capsule course. That is why I am saying there is the real challenge. What about English? It is the same thing. If he is not able to learn enough English, then he will suffer. So, we have to see that in the interest of the success of the migration scheme, migration part of the scheme, we give them other these languages in a measure that they can cope with learning other subjects in those languages. This is the experimental part of it. This is the part about which we all will have to think. I would like more and more persons like Prof. Lakshmana to tell me if there is anything that he could suggest. I am open to new ideas on that because I don't think that the last word has been said on the subject. But the point is that here is a combination of factors. Even according to me, I am not absolutely cocksure. But I would like to be sure in next two years or three years. We will find out whether within these two years this boy or girl, an average boy or girl of the Navodaya Vidyalaya is learning what we want him or her to learn or is there any need to make any change. There is a flexibility. There is nothing to go by. There is no model we have taken from. This is something which we ourselves have put together. And I would like to

- that it requires, it deserves a fair trial. And at the end of two years, if we find that another year is to be added or a few months are to be added or the subject combination is to be changed, all that can be done. The NCERT has been doing it for the last 20 years. And I don't see any difficulty on that score.

Sir. Mr. Upendra said something about the design, of the building. There are two ideas about the design of the building. There is one advantage in having one common design. But one common design in all agro-climatic conditions and in all areas would not be suitable. So, what we have done is to get in touch

with the CBRI, Central Building Research Institute and they have promised to us five, six or seven, types of buildings suited to different agro-climatic regions, and particularly in the tribal areas I would like that a big mansion like thing should not come up there because it jars on the landscape. So we would like to have something of an ashram type where it merges beautifully with the surrounding* and gives the idea that something beautiful has come up there. We are looking into all these matters. Very capable engineer* and architects are looking into this matter. We are not yet ready with the buildings. We have to start construction of the buildings. We are standing the school* where buildings of some kinds of accommodation is already available. In fact if those who call them elitist go to one of these schools, perhaps that would be the best way to correct their opinion that it is elitist. There is nothing elitist about it. It is just like any other school except that what happens in that school is of a superior order. That is all that I can say. When these things are ready I would like to take the Members of Parliament into confidence, have a look at them, and if you find that you can improve, let us by all means do that. There is no dogmatism about that.

Sir, I have covered almost all the points. There is no room for any misgivings of any type. Let me give it a fair trial. We are already being flooded with requests. Today the number of offers stand at about 120 or 125. But I will not be able to open more than 60 or 65 schools. So, I am already full. But I would like to say that if I cannot take any school this year, if the infrastructure available is not adequate to start it this year, I will take it right now, because it is run by a society, and not by the Central Government, that society will run it just like any Kendriya Vidyalaya, and start construction of the building right now and start the school next year. All the districts are going to get the schools, backward, forward, good, bad; in fact all. We have told the State Governments that while giving us their offers they may give a little preference where there is backwardness. How far they will be able to give that, I

do not know because it will depend upon the available infrastructure there. If there is a backward district, there may be nothing available there. You cannot have a school, under a free. Therefore, looking to all these things in the next three years all the districts are going to be covered. There is not going to be any difficulty on that score. Therefore, I would like to submit once again to the House that.

SHRI PARVATHANENI UPENDRA: I hope the recommendation of the State Government in regard to the sites of the schools will be taken into consideration.

SHRI P. V. NARASIMHA RAO: The only difficulty would be that if in a district we have got several offers, we have no doubt that the State Government would give us the best offer that is possible. If there is anything which is better than that, which is being given free to us, we are paying nothing, nor the State Government is paying, we would sit with the State Government and say what do you think?

SHRI PARVATHANENI UPENDRA: Let it be routed through the State Government.

SHRI P. V. NARASIMHA RAO : All the offers that came from private individuals, institutions, we have directed them back to the State Governments for their comments. It is quite possible that some of these the State Governments themselves may offer as their offers and we will take them as their offers. It does not matter who offers it so long as what is offered is good enough. So, Sir, I am again thankful to Mr. Upendra and whatever other hon. Members might have to say, I will be happy to make note of them. Thank you.

MR. DEPUTY CHAIRMAN: Members are requested to avoid statements and put questions only because this is a half an hour discussion.

SHRI CHITTA BASU (West Bengal): A little time for statement and then the questions. Sir, the House is quite well aware of the fact that the National Education Policy has been adopted by this House and the other House in May last.

Although we did not agree with the new Education Policy and we had our views expressed not only in this House but in different fora in the country, but we voiced our protests, on principle. Now one of the points the hon. Minister has taken pains to clear is that it is not the elitist concept, elitist in the sense, according to me, that there is no equal accessibility, of equal education to all. One kind of education is being provided for a selected few, and another kind— what you call inferior—is available to masses. There is a distinction. For example, I am speaking from my memory, there are about 54,000 or 50,000 secondary schools all over the country and the condition of those schools either in terms of the condition of infrastructural arrangement or in terms of quality of education, is far more inferior to the superior kind of education which is being proposed to be given to the selected few. In the explanation being advanced by the hon. Minister, it remains even an elitist approach, because it does not provide equal education to all. That is the most democratic concept of universal education. Anyway, that is the matter of principle.

And now, the model school itself is not an island. It is an outcome, rather it is the offspring of that new education policy which has been described by us as elitist, and to that extent, I am not convinced by the arguments of the hon. Minister. It remains elitist; it continues to remain an island; it does not provide equal education to all; it provides inequality in education. Even after the scheme has been modified and the strategies have been indicated by the action programme, there are certain features which, according to me, is again the basic principle of our concept of education.

The new education policy concedes only a coordinating role for the Centre in the sphere of education. You go through the action plan; you go through the scheme. Everything appears to be controlled by the Centre. State has been relegated to the background. As a matter of fact, State in the sphere of education, has been

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pron a backseat. I still reiterate, on principle, education should be a subject within the States's jurisdiction. It should not be in the Concurrent List; it must be in the State List. This demand has been raised on many an occasion from different fora. But the Government, because of reasons known to them, have unceremoniously shelved it, despite the fact that demand has been raised by several State Governments, by teachers' organisations, students' organisations, as a matter of fact, by all democratic sections of our people. You may say, No, they are not democratic; only we are the people who understand democracy. It may be your position. But my position is that education should go to the State List as has been earlier, before the amendment.

Again, in the scheme and action programme, as I mentioned earlier, States have been given a backseat. Is there not a proliferation of Central agencies in the sphere of education? There is also a shift, to be marked, towards privatisation. Education should be nationalised. The Central Government particularly, should take more and more responsibility in spreading education. (*Time bell rings*). My point is that this is being shelved and the State Governments are spending more money than the Union Government on education. There are many State Governments—I do not have the time to give all the figures—there are many States which have spent or are spending about one-third of their annual budget on education, whereas, you spend hardly two per cent. Therefore, Sir, the responsibility of spending is still with the State Governments and you have the role of monitoring them. Anyway, I would now put certain question for seeking further clarification even after listening to you.

Now, in the scheme you have proposed, which was appended to the answer to this Starred Question, in paragraph 1, you have mentioned about the evolving of a core curriculum. I want to seek a clarification here. In the matter of evolving *the* core curriculum, what is the role to

be played by or what is the role assigned to the State Governments? Have they any role to play? I have great apprehensions that you want to impose certain curriculum. If you do that without COH* suiting the States, without getting the consent of the States, the core curriculum will not be an integrating force but it will be a disintegrating force in a country like India with so much diversity.

My second point is, I think, the hon. Minister is very well aware of the recommendation of the Kothari Commission in respect of the medium of instruction which insisted or recommended that the mother-tongue should be the medium of instruction at all levels of education. In this context, may I know from the hon. Minister, what are the compelling grounds in this country, at this stage, in the eighties, to give up that very valuable recommendation that education can be successful only through the mother-tongue at all levels. This scheme abandons that. They have accepted either Hindi or English. I would seek a clarification on this point, what are the compelling reasons for not giving effect to the recommendation of the Kothari Commission in respect of the medium of instruction?

Thirdly, there is the question of admission tests which is mentioned in paragraph 8. Again the question arises, what would be the role assigned to the State Governments in the matter of admission tests and in all matters relating thereto? Again, ... (*Time bell rings*) there is the question of teachers' recruitment. This is mentioned in paragraph 15. I would again ask whether the State Governments have any role to play in the matter of recruitment of teachers? Then, you have mentioned about an autonomous organisation in paragraph 16. Here again the role of the State Governments comes in. This should be clarified.

Lastly, I would like to know whether any private agencies will be allowed to open or set up this kind of schools outlined in this scheme? The whole burdens of my speech is what is the actual role

between the Centre and the States having regard to the fact that we require a restructuring of Centre-State relations not only in the other spheres but in the sphere of education as well.

MR. DEPUTY CHAIRMAN: Shri Ajit Jogi.

SHRI CHITTA BASU: It would be better if the hon. Minister replies to me first. I have been brief.

MR. DEPUTY CHAIRMAN: This is just the procedure. The hon. Minister will reply at the end. Shri Jogi please.

SHRI CHITTA BASU: We have to go by your order.

SHRI AJIT P. K. JOGI (Madhya Pradesh) : Mr. Deputy Chairman, Sir, education is the most important national activity because it tends to develop the most important national resource—i.e. the human being. These Navodaya schools are being contemplated to bring about a quantum change in the quality of education. They would be, as has been stated, the centres of excellence, the residential pace-setter institutions. I do not for a moment say that they would be elitist but the goal of 'quality for all' although it sounds good, is almost impossible to achieve.

With this background I would like, through you, Sir, the hon. Minister to clarify a few misgivings which I have. The first one relates to the mode of selection. It has been stated that there would be a competitive test in which all those boys who have studied up to the fifth would be able to compete. As you know, there are regional imbalances even within a district. There would be areas in the interior, in the tribal belts, in the scheduled caste* ma backward classes dominant belts, which would be less developed than the others and naturally the primary schools there would have less facilities. Now if you hold a test in which you provide equal opportunity to all the boys, it is but natural that these schools would be swarmed by boys who come from the

better schools—those which are near towns, those which are in the plain areas—and the boys studying in the interior, in the tribal belts, in the backward belts, would be doomed for good.

I would suggest that this criterion must be changed. You could perhaps think of dividing the entire district into two or three categories; depending on the facilities that exist in the various schools, you could have category A, category B and category C and then reserve a certain percentage of seats for each of these categories. If that is not possible, you could perhaps in each district, identify the most backward area and as you have reserved seats for scheduled castes and scheduled tribes, you could reserve seats for that most backward block or area. Or if these two are just not possible, or you think are not worth implementing, the least you can do is to insist that the school must be located in the most backward area of the district, because, as you say, these schools would be the pace-setters, would be the focal points and if you locate them in the most backward area, the advantage would be that the schools surrounding that area would be benefited and boys from that backward area would get admitted.

My second apprehension is about the location of the school. The paper which has been circulated does not clearly mention any yardsticks on the basis of which you are going to locate the school in a particular village. What the paper says is it would be located at the district headquarters. If that be so, then again an area which is more affluent than the rest would take the benefit and the backward area would just not get this school. The school would naturally get located in an area which is close to a town, which is in a town, which is close to an industrial belt, and those areas which are really backward would get neglected. So, my suggestion in this regard again would be that you must formulate yardsticks. Do not go by the offers because offers would always be made by the affluent, and the areas which are backward within the district would get neglected. So, please formulate guidelines and say that only i»

[Shri Ajit P. K. Jogi]

ch and such an area you would be cationg the Navodaya Schools. Other ise, what would really happen is that we ill have another set of 40 or 50 Central ;hools in developed towns which are mot strict headquarters, and the areas which jght to really benefit from this would :t neglected.

My third apprehension or misgiving is bout the nature of these schools. Al-tough, as I said, I do not agree that in le scheme of things these schools would urn into elitist schools, a lot would epend on how we implement it. (*Time ell rings*) I have just two, three more oints.

If we are going to have a massive luilding as we have in the towns or, as he paper mentions, if we are going to lave a swimming pool with the school, *foVL* are certainly going to create public ichools for the poor. And that certainly s not our idea. You must not go in for (uch buildings. You must think of hav-iig something which merges with the snvironment. You must even think of compelling the teachers to reside in the same village and not in one separate locality. And also the teachers and the students must become a part and parcel of the village and the village life. They must partake in the development activi-lies. Whatever social and cultural activities take place in that village, all of them should be involved in them. If that is not done, we would be creating an isolated island of school which would really be elitist although that is what is not our intention. So, we must take all these precautions so that the school does not turn out to be a elitist school.

Another lacuna which may not be there and also not clear from the paper circulated, is about the curriculum. Not much emphasis is given to moral education. As we know, the biggest crisis today is the decline in the moral values. The curriculum just does mot mention about the moral part of education. Perhaps the secular angle of the Constitution has

been kept in view. What ' *tu* saying is this. Let us not give them religious education, but we must give them a very heavy dose of moral education.

Another point that I would like to mention about the curriculum itself is— it is a point of general observation—that we tend to overload our children with a lot of curriculum with a lot of teaching) in schools. We should think of ways and means of avoiding that kind of curriculum where a child of ten years of age has to carry a lot many books or a lot many note books and the curriculum i* really devised in such a way that it is a big burden on him. Kindly keep in view when we think of the core curriculum that it is not heavy in nature.

6.00 P. M.

Lastly, I would like to say that the concept of Navodaya schools is very good. What is« more important is the implementation part of it; and we must focus all our attention on that part.

SHRI M. VINCENT (Tamil Nadu): Hon. Deputy Chairman, Sir, I thank the hon. Chair for the opportunity given to me- for this maiden speech. My mother tongue is Tamil. Let me at the outset pay my tribute to my leader, Dr. M.G.R. who has piloted me into the political field.

On this subject the statement of the hon. Minister at page No. 3, para 6 says:

"In the non-Hindi regions, Navodaya Vidyalayas will follow the normal three-language formula, namely regional language, Hindi and English with Hindi and English as medium from Class VIH and IX."

The Tamil Nadu Education Policy has only two-language formula. We are a hetrogenious country. We have diverse cultures. We ar, maintaining unity in the midst of diversity. On the basis of the language spoken in different provinces we had created linguistic States. We respect the Lingua Franka of each State. We have accepted them as part of our rich heritage. Now we cannot

abolish linguistic provinces. We can not arrest the growth of the different languages used in the country.

We Welcome the proposed model schools to be opened by the Central Government. We do not oppose them, but we take strong exception to Hindi as the medium of instruction in the schools. We feel it is a cunning and crafty attempt and an indirect way of imposing Hindi in Tamil Nadu. We apprehend the danger of Hindi language taking the place of Tamil language in Tamil Nadu. This is my humble appeal to the Central Government that the medium of instructions be Tamil in Tamil Nadu. This alone can preserve our national unity; this alone can ensure our national integration; this alone can lead to the harmonious relationship between the Centre and the States; this alone can be the proper way of implementing the new educational policy. We are determined to see that our mother-tongue is protected. Our children shall not be deprived of the rights and the privileges. This House must know at what cost we had protected our mother tongue. It was In the year 1965 that the Tamils felt Hindi was being imposed upon them. The Tamilians took it as an insult to their language. Battles were fought. More than 20,000 people, young and old, men and women, courted arrest. More than 200 people laid down their lives. More than 60 persons ended up their lives by self-immolation. They did all this to safeguard the pristine purity of our mother tongue. Will the same history be repeated. I hope the Government will not allow such a history to repeat itself. Steps taken in the name of integration shall not lead to disintegration. I would like to recall the assurance given by very first Prime Minister, Pandit Jawaharlal Nehru that Hindi would not be imposed on other States until the non-Hindi speaking States willingly ask for it. So we cannot follow blindly the Centre in such vital issues like language. Unless and until Tamil is also accepted as the official language of the country, we will not accept Hindi.

Our hon. Prime Minister is a young, energetic, dynamic and peace-loving leader. In short, a span of time, he has done great deeds. He has solved many problems—the Assam problem—the Punjab problem—the Mizoram problem and so on. He has earned a name and built up a reputation for solving problems. The whole world admires him for his inimitable-style of functioning as the leader of the Nation. I am sure, he will not be the cause or source of problems. He is a leader who has been solving problems shall not become a leader for creating problems. I hope our beloved Prime Minister will not do that.

I would like to live as an Indian and die as an Indian. But I like to be an Indian who gives the greatest regard for Tamil—my mother tongue. Our slogan is Tamil—Tamilian—Tamil Nadu then Indian my beloved country. That is our breath, because Tamil is the expression of our culture, life, tradition, customs and conventions.

Sir, national unity cannot be preserved by giving troubles to States by depriving the rights, privileges and prerogatives of States. There cannot be a more fitting example for national integration than the hon. Chief Minister of Tamil Nadu Dr. M. G. Rama-chandran. He is the noblest embodiment of unity. I am proud to say that. He has always respected the norms of the Central Government wherever they are just and good— wherever they do not affect the interests of Tamil Nadu and wherever they contribute to national solidarity.

I invite the hon. Prime Minister and the Central Ministers to kindly come forward to learn Tamil. It is the mother of all Indian language—the oldest of all old languages. If only the hon. Prime Minister mastered Tamil, he would be tempted to give Tamil the status of official language.

We cannot afford to lose Tamil. We cannot lose its rich culture. We cannot lose its literature. We cannot lose its heritage. We cannot lose its charm.

[Shri M. Vincent]

Sir, I would like to recall, once education was in the State list. Now it is in the concurrent list. The proposed model schools appear to be a prelude "to taking it to the Central list. It is a retrograde step. I think it is not a step towards progress.

In Tamil Nadu, we have already implemented the recommendations of Kothari Education Commission and the new educational policy. "We have already introduced the 10+2 + 3 system with emphasis on vocational education.

The proposed model schools cannot be a model for us. Already we have introduced the model pattern 7 years back. Our Chief Minister has laid an example to the Nation. Sir, we want the model schools. We want the due share of funds and also we want Tamil as the medium of instruction in these schools. I am reminded of a famous quotation from Pandit Nehru:

"Action without thought is folly But thought without action is abortion."

Sir, as far as- new system of education is concerned, the medium of instruction Hindi—in Tamil Nadu is "action without thought". Sir, it cannot happen and Tamilians will not allow it to happen.

Sir, I would like to know from the Minister: Is the Government going to impose Hindi on us through the model schools? Why the medium of instruction, is not permitted in the regional languages in the model schools? That is Tamil in Tamil Nadu. Sir, I want a categorical assurance about this from the Minister: Thank you.

PROF. C. LAKSHMANNA (Andhra Pradesh): Mr. Deputy Chairman, Sir, while speaking on the new education policy, 1986, I had occasion to raise certain doubts and reservations about the new education policy including the new Navodaya Schools scheme. How-

ever, as things stand today, the Navo-days Schools have come to stay. Therefore, under these circumstances, our efforts should be to make the best of what has come to stay. With that spirit behind, I would like to ask some clarifications, make some suggestions for the consideration of the Minister so that this scheme, perhaps, would ultimately serve the purpose for which the Union Government thought it fit to serve. Sir, the thrust of the New Education Policy had been touring about, as it is claimed, quality with equity. Now, one reservation which was expressed earlier and which is also there now is about the possibility of elitist but the hon. Minister explained that these schools will have some specialised content by which a group of people, who would have been denied an opportunity will have an opportunity. If that is the case, this could be a possibility on three or four conditions. Sir, these schools, as far as possible, should be exclusively for the categories of students as stated below:—

1. They should be only for the students drawn from rural areas. Sir, what happens when once a school is established in a particular district, a majority of the urban population who are today living in urban areas always can claim a place in the district. Therefore, there could be a possibility of taking advantage indirectly of those school facilities by these urban oriented people. It has to be guarded against. If it is to be guarded against, there has to be a provision whether made specifically or tacitly that admission will be restricted only for a student who is drawn from rural area. (Interruption). r

SHRI P. V. NARASIMHA RAO : Only those students, who have studied for five years in the village school, would be eligible for admission.

PROF. C. LAKSHMANNA: If such criteria is adopted this way, perhaps, it will meet the requirement. Then, secondly, it has been stated that there will be seats in proportion to the population, reserved for the

Castes and the Scheduled Tribes students. I would like to add that there should also be seats reserved for socially backward classes which are known as other backward classes and economically backward classes within that area. If that is done, perhaps, the opportunity which has been denied to this section of the society, who could be considered as weaker sections, will have, in future, some opportunity in a limited extent. There is only one school in a district. This is a suggestion which I would like to place before the hon. Minister for his consideration. When we come to economically backward or even other backward classes, I would like to suggest to the hon. Minister to think about some ceiling on the income of the parents whose child could be admitted into the school. Either it is for the other castes who are otherwise backward economically or even among the backward classes, who are necessarily poorest among the poor. Therefore, if these three criteria are put into practice effectively by the new school system, to that extent, perhaps, the elitist nature, which otherwise is apprehended, would not have there in these schools. As he stated, the whole purpose is to give specialised education. Then there would not be much of an argument against it.

When it comes to the question of location, the Minister stated one thing which I request him to reconsider. He said that in a backward district where the school has to be located, there may not be any facility except the tree and therefore, we may have to go in for other places where such infrastructural facilities exist.

SHRI P. V. NARASIMHA RAO ; I did not say that. You see, there are 10 districts asking for schools this year. Where do I start? I start with a place where some infrastructure is available. Next year I take the other school. It may be in the most remote part of the district because there is no difference between one part and another. In any case, I am giving preference to remote

parts. Therefore, I get land and I start construction right now. This is the idea. Only for this year we will have to start schools where some amount of infrastructure is available because I just can't start a school under a free. This is what I said.

PROF. C. LAKSHMANNA: In fact, I think there is a meeting of minds. I was about to suggest that this programme should be spread over a period of four years and if areas where facilities exist are taken up this year, you may kindly see that areas where there are no such facilities are taken up for these schools later. That is what I wanted to suggest. Therefore, there should not be any problem here.

Now, it is said that these Navodaya Vidyalayas have to be pace-setters. They have to be pace-setters in what respect? To my mind, these schools have to be pace-setters in such a way that the products of these schools do not simply add to the existing unemployed persons in the country. Therefore, the hallmark of pace-setting of these schools should be guided by the principle that when a child studies in this school till the 12th class and then comes out, he should not be a burden as others are tending to be because of the general nature of education that is being offered. My point in stressing is that the Union Government in implementing this programme should see to it that the course content, the curriculum and so on and so forth are such that they will create capabilities for the students to be self-employed or to be employed in sectors where there is need or that he will have an opportunity of serving the society in different ways.

Finally, I would like to ask the hon. Minister: how does he propose to bring about the core curriculum which may be common for all? What is the mechanism he is having in mind? Is it through creation of a body which will represent diverse interests, representing different States? Or is he only thinking in terms of the body which is already in existence - which, he thinks,

[Prof. C. Lakshmana]

is capable of doing it?, Therefore, if the Minister kindly elucidates this point as to what will be the methodology of the preparation of a common core syllabus, which can bind the students to migrate, as he said, from one place to another, I think perhaps some of the problem which have been expressed and experienced earlier regarding the implementation of this scheme might not be there.

SHRI VITHALRAO MADHAVRAO JADHAV (Maharashtra): Sir, actually I am thankful to Mr. Upendra who has raised a half-an-hour discussion on my Starred Question No. 85 answered on the 23rd July. I do not want to tax more because the half-an-hour discussion has already become a one-and-a-half hour discussion. But I would take the privilege of congratulating our hon. Minister for the fact that through the Navodaya Vidyalayas, our Government wants to develop the allround personality of the rural students of this country. That is why our Government deserves to be congratulated. Now I would directly go to seek my clarifications. The first clarification is: How many Navodaya Vidyalayas will be opened in Maharashtra in 1986 and what will be the total number of Navodaya Vidyalayas for 1990? What is the criterion to open Navodaya Vidyalayas in different parts of the country? By criteria I mean either we are going to start Navodaya Vidyalayas on the basis of backwardness, on the basis of infrastructure available today, or, if it is not available today, considering the educational and developmental backwardness of a particular district, whether you are going to create the required infrastructure %The next year and what efforts you are making to start that infrastructure in the backward districts of the country. Second: Is it not a fact that only one Navodaya Vidyalaya is opened in Ramtek constituency of Nagpur? ...

SHRI P. V. NARASIMHA RAO: No, not opened.

SHRI VITHALRAO MADHAVRAO JADHAV: It is your constituency although Nagpur is our region. Anyway, it has been reported to me that one school is opened..

SHRI P. V. NARASIMHA RAO: No, we have not opened.

SHRI VITHALRAO MADHAVRAO JADHAV: How many Navodaya Vidyalayas will be opened in Maharashtra this year? Then, what will be the Percentage of students from backward classes, Scheduled Castes and Scheduled Tribes, the percentage of local students in the Navodaya Vidyalayas? What will be the modern equipments placed in these schools? When we are thinking of bringing about an all-round development of the personality of rural students, what type of modern equipment, what type of instruction, what type of facilities, do you propose to provide to the students? Next: What will be the percentage of local student, and students from outside districts or outside the State in the Navodaya Vidyalayas? Then, Is there any proposal to give Navodaya Vidyalayas to private institutes if they come forward to accept the challenge? Because you know, in Maharashtra there are some siksha sansthas like the Vivekananda Siksha SaifaBla, which are private institutes which are running schools. This is done with a view to reducing the burden on the Government. Does the Government consider requests from some of the well-equipped institutes which are running good schools in their regions? If requests come from such institutions, what stand will Government take? Next: What will be the difference in the syllabus between the Navodaya Vidyalayas and other schools? "What will be the percentage of local employment of teachers? Now you are going to depute this time. But in future what will be the percentage of local teachers in the Navodaya Vidyalayas and how many will be brought from outside? Lastly, what will be the facilities proposed to be offered to the students like in sports, residential arrangements, and how are you going to develop the allround personality of th*

rural students who come to the Navodaya Vidyalayas? These are a few of my questions.

SHRIB MOSTAFA BIN QUASEM (West Bengal): Sir, you are aware that this concept of Navodaya Vidyalaya is a continuum—with very slight modification, of the earlier concept of model school enshrined in the body of the document called "Challenge of Education—A Policy Perspective". I would like to remind the honourable Minister when the Government came up with the proposal for model schools, there was sharp discussion in both Houses of Parliament, there was difference of opinion. Not only that. There was widespread criticism by academicians outside Parliament. Sir, I still hold the view that the Navodaya Vidyalaya, one in each district, will be catering to the needs of a very microscopic minority of the student community of that area. Now, Sir, the honourable Minister gave us to understand that meritorious students and meritorious students only will be admitted in the Navodaya Vidyalayas and better type of educational facilities would be provided to them. Most humbly I would like to request the honourable Minister to consider this aspect that accommodation of meritorious students of a particular district or area would be very limited in your proposed Navodaya Vidyalaya and still an overwhelming majority of meritorious students or students who may be equally meritorious by that standard would be studying in common schools. So, Sir, may I most respectfully put this question to the honourable Minister? What is your programme for catering to the needs of these meritorious students, not to speak of other students—for argument's sake, for the present, I am leaving aside that question—though, as a matter of principle, we should be thinking of them also? I say this because every citizen of this country, every child, every boy or girl of this country, has an interest right to education. So, what is your programme? Whether it is the "Challenge of Education—A Policy Perspective"

or the New Educational Policy or the deliberations of the recently concluded meeting of the Central Advisory Board as it has been reported in the Press, all these reveal that the entire responsibility of upgrading the common schools has been left to the State Governments. You know, Sir, very well that at present the State Governments of our country are spending almost beyond their capacity and on an average they are spending about 25 per cent of their annual budgetary allocations on education. So, you are not using a single word anywhere for supporting the State Governments in upgrading this large number of common schools, the hundreds and thousands of common schools in the country. Here, as a matter of principle, we continue to oppose this concept of Navodaya Vidyalayas because this system or this Vidyalaya system is going to deny equal opportunity of education to the student community and it is even going to deny equality in terms of merit. This is my point.

Secondly, Sir, regarding the medium of instruction in Navodaya Vidyalayas* I would say that this is also a moot point for discussion either inside the Parliament or outside. The honourable Minister just now gave us to understand that a student whose mother-tongue is not English or Hindi, while studying English as a language, will be knowing of history and other things. If I have understood the honourable Minister correctly, he told like that. He told that a student while studying English or Hindi would also be learning history, he would be learning geography or he would be learning other humanities.

SHRI P. V. NARASIMHA RAO: I did not say that he would learn only those subjects. What I said was that there is a distinction between a language book as a language book and the content of the language book. That is the distinction that we have to see. There will be a history book, there will be a geography book and there will be

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a social studies book. But, you see, when you call this the medium and the other as not the medium, I wanted to point out that this distinction is becoming more and more blurred because more and more social studies content can be brought into the language and while learning a language, more and more of that subject also he can be taught. That is what I said.

SHRI MOSTAFA BIN QUASEM: I would like to point out most humbly to the honourable Minister through you, Sir, one thing. The honourable Minister would kindly agree that for a, say, Bengali-speaking boy or a Tamil-speaking boy, learning English as a language or learning Hindi as a language and learning history through English and learning geography through Hindi are entirely two different things. These are naturally two different things. I apprehend the efficacy of the proposed capsule syllabus like that, I do not know how far this will result in good treatment or maltreatment. It is on record that after much consideration the Kothari Commission suggested that the medium of instruction must be in the mother-tongue or the regional language. So, all these things still continue to be considered. *(Time bell rings)* May I finally appeal to the hon. Minister that there should be more discussion on this subject? When this original starred question came up for discussion in this august House, so far as I remember the hon. Minister gave us to know that the Government is not in so much haste. The action plan for implementation is coming up. That will be discussed and approved and the thing will be implemented. May I appeal to you, Mr. Minister, that let there be more discussion because it is a hotly debated question? Let there be more discussion and more consultation with the State Governments. Let there be no final seal on this subject at the present moment.

SHRI SANTOSH KUMAR SAHU
(Ortega); Mr, Deputy Chairman, Sir, is

is an established fact in the world that the academic revolution is the pacesetter in the progress of a nation. In such belief, the Government of India has been moving for bringing in better changes in regional schools, central schools and Sainik Schools. Now, the Government has come forward with this new education policy as envisaged in the Navodaya Vidyalayas which are supposed to be the academic institutions par excellence for which we congratulate the Education Minister and the Prime Minister who had a very long dialogue with the different State Education Ministries and the academicians throughout the country which is expected in a democratic process, in a democratic way of thinking.

Now, coming to the main point, I would like to know from the hon. Minister what were the basic drawbacks in those earlier central institutions for the higher secondary education which have been improved upon in the Navodaya Vidyalaya curriculum or the syllabus which has been finalised. We have the NCERT as the final authority for regional schools. For Central Schools, there is a Board as the final authority. Now, for Navodaya Vidyalaya, the hon. Minister has told that they have formed another society. If we want to make it an institution of such brilliant excellence and if we give emphasis to national integration—we have given so much importance to it—how we are going to have a good academic authority so that it can monitor the development of these academic institutions. This is very fundamental and important.

Secondly, it has been envisaged in the Navodaya Schools, and he has already told us, that they will be residential type schools. If we go to the education system of India, it depends upon the Principal or the head of the institution or to what sort of idealism he subscribes. Whatever experiment we have done in the Higher Secondary Education, shows that the syllabus books—history or national history or present-day history—have not brought about integrated courses. Does the hon. Minister think that it is sufficient to

change some students from this State to the other State? What are the other Modalities which have been incorporated in the Navodaya Vidyalaya? I would like to know about these modalities from the hon. Minister so that it will be improved upon to fulfil our purpose of achieving progress for the whole nation.

Then, the most important thing which many hon. Members have asked and I would also like to know is that the hon. Minister has already told that the State Governments would be asked whether they would like to open these schools. In future, will they fix guidelines that in the most backward areas where tribal people and the most of the economically weak people are there, the location of the Navodaya Vidyalayas has to facilitate better education for the rural poor in those districts.

Sir, the last question I would like to know from him is about the selection of the persons who will run these institutions. Selection is very important. Sir, residential type of schools all throughout the world go by the head of the institution. If he is a man of ideal character, he builds up ideal character in the students. We are taking students from Class 6. That means, you are taking students of the age group of 10. And that is the time when we build up character. So, what sort of head will be selected for the institution so that these people coming from different parts of the country will be taken care of there? Sir, the home is the first place of learning and he will be taken away from his parents and borne where he could have got certain amount of sense of belonging to the society, to the land and to the profession. He will be deprived of that. So, now a new type of commitment will be inculcated in him so that he could lead a purposeful life in the society after completing his education. Sir, this is an experiment may go on. We may have a change because nothing is static in the world. And it is rightly we think that the Navodaya Vidyalayas will fulfil the policies envisaged in the

New Education Policy, that they will bring in changes. But these things might be clarified by the hon. Minister who is a learned man. I hope that a sense of integration, idealism, new purposeful education and proper assimilation of knowledge will be taken care of.

SHRI P. V. NARASIMHA RAO :
Sir, apart from what I have already submitted, there are a few points which I would like to clarify. More than one Member referred to those points. First is the core curriculum. I would like to tell the hon. Minister that there is no one who is purely from the Centre here. The NCERT which has been charged with the duty of preparing the core curriculum is doing it, has done it with full consultation and involvement of all the State Governments. The NCERT is himself a body which draws for its own personnel people from all the States. Apart from the very constitution of the NCERT, for this particular purpose, specially people have been called. They have been involved from the States. And, therefore, the core curriculum is the result of the pooled wisdom of the entire country. This is what I would like to submit. So, there can be no question of someone sitting here and doing in an esoteric manner and prepare the core curriculum and hoist it on the States. This is not the case. Exactly opposite is the case. I had already given instructions that a book on the core curriculum which has been prepared by the NCERT be sent to the Members of Parliament. I do hope it has been done. If it has not been done, we will send it in the next one or two days. You will find therein that every thing which really makes for a national system of education, a national content of education is contained in that core curriculum. And finally, I would like to say that there is nothing really final about it. If you say that this curriculum needs a few modifications, alterations, addition, deletions, we can always do that. We will keep it on a flexible

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basis. Again, we do not say that what is contained in that book is going to be final for all time. We are for the first time attempting a core curriculum. We have put it together with the consultation of everyone concerned from all the States. Even then, if Members find that there may be some improvement, we are always open to that.

Then, Sir, what are we doing about the other schools? This has been explained many times that we have a massive programme which is called "Operation Blackboard" for the improvement of all the schools, starting with the primary schools of the country. Now, this is given in the programme of action which has been placed on the Table of the House only today. Now, I would not take much time but I would say that on pp. 15 and 16 the whole thing has been brought out in great detail, what we are going to do in pursuance of that. I would not read it because that would take a long time. What we would do as I have explained earlier, in the next three or four months, may be by the end of September, is that we would like to have a quick survey of every primary school in this country, blockwise, we would get all the details, what does a school contain, what does a school need. On the basis of the consolidated information we will start with this programme. So far as the buildings are concerned, the primary school buildings has already been made the first charge on the NREP and the RLEGP. We are taking up with the Planning Commission about the real mechanics how this is to be worked out by the Rural Development Ministry. All of us are going to sit together and find a way whereby the this commitment made by the National Development Council, by the Prime Minister, that a particular programme is to be the first charge on a particular fund, how is this to be really brought about. This will be worked out in consultation with the Planning Commission.

SHRI CHITTA BASU : Sir, as has been pointed out by my colleague, Mr. Quasim, what is the share of the Union Government in regard to funding of this operation blackboard programme?

SHRI P. V. NARASIMHA RAO: Sir, I have already said in explaining the role of the Central Government that the policy itself lays down that the Central Government will bear a major share in whatever is needed for improving quality. That is a clear postulate in the policy itself. How much, what will they bear, what will we bear, what will we work out with the State Governments. We are not going to impose anything. Finally the money has to come from the common man, from the taxpayers of this country. Therefore, this partnership to which I have referred is the one which we have to work out. There need be no misgivings on that. What we want is the end result. That will be brought about by the State Government, by the Central Government by working together. In a particular State you may not need much money because you may not need much money because much has already been done by the State Government. In some other state much more may be needed. This will vary from State to State. We will talk to the State Governments. We have also said that while doing it there will be a standardised pattern. Now every school in this country, primary school must have the following: If it does not have it, then it shall have it. This is the basis on which we are carrying on the operation blackboard. For instance, this also has been started in the policy; two reasonably large rooms, necessary toys, games material, maps, charts etc. But, probably, we are going off the subject of this Half an Hour Discussion because this is really centering on the Navo-daya Vidyalayas in general. What I have said is that what is contained in the policy and the Action Programme. Coming back to Navodaya Vidyalayas, Sir, the role of the State Governments is going to there. I have said we will have to take their help in everything

concerned with the Navodaya Vidya-layas to the extent they are prepared to help. If some State Governments help more, we will welcome it, if some State Governments helpless, that is a different matter. The Navodaya Vidya-layas will come up with the help of State Government. After all, we have to go to them for several things, for teachers, recruitment of teachers, language teachers, other teachers. The society will be selecting the teachers. How will we select? We will naturally consult the State Governments, officers of the Education Department of the State Government. If I have to conduct a test in a particular district, how do I do it. I cannot simply send someone from here and ask him to do it just like that. The State authorities, the district authorities, may be the district education officer, all *di* them would be required to cooperate with us. We will find how a mechanism is to be created for this testing. So, for everything connected with Navodaya Vidya-laya I expect full cooperation from the State Governments. What each of them has to do, in what area," will be worked out because we are just starting it; there is nothing hard and fast about it. We will go from State to State and see what is to be done from district to district. In this respect, coming to the districts, I would like to assure one hon. Member who raised the point that we are now having the tests blockwise. It is not as if the whole district is being put in one place. It is not like that. The point was that there is an *'inter-se* inequality within the district itself and that is taken care of, because we are going to the lowest possible and recognizable level of the block, where block is the unit. Therefore, to a very large extent, all the inequalities would be removed.

As I said, the mode of selection is at the block level.

About location of schools, I have already explained. There is no intention of either locating schools at district headquarters or at places where a kind of urban atmosphere prevails.

The very idea is that we should go as far as possible into the rural areas. Now, this has to be seen from the local situation. It is quite possible that in an area, it may be a big village; maybe, with 5000 or 8000 population. You cannot say: Why don't you go and have it at a place which has got only 500 population? Now this kind of finer distinction is very difficult to make. It will be predominantly rural area and once you do it, then maybe, after 3 years if we have enough time, in the batch of 1990 we would certainly go to the last village, because we have three years to prepare and we could go to a tribal-most distant village in that district and say that we will have it here and nowhere else because that is the most distant village. But we would need 2 or 3 years to prepare. So we have a flexible approach. The idea is that they should be in the villages. From the towns to the villages we have now moved from big village to small village and we are trying to move from district headquarters to outside the district headquarters. Whether we now can move to the smallest village in the district, is difficult to say at this point of time but the spirit is and what I want the Members to remember is that we would like to have it in predominantly rural areas and it is there that we would like to locate the I schools. Teachers and the students would naturally remain together. It is a residential school. Teachers cannot live in a town, take a bus everyday and go to school and come back. The teacher will have to remain there otherwise he will be sent back to his home. It is a residential school and he has to live with the students and it will be something like a family atmosphere. There is no doubt about it. And that is absolutely clear that it will be insisted upon.

About pace setting, the central idea is to make a pace-setting school. Whatever we could by way of special facilities, costly facilities may be, will be available in a particular manner. And we have to work out a methodology by which, say 20 or 30 or 40 schools can take advantage of it. That will be

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worked out by the Principals in consultation with other Headmasters and officers who are running the schools and we will work it out. We would like to give them the facilities where they become focal point of the school children from the neighbourhood if they like to come and see here what is happening.

The course which we are going to follow is the CBSE course "which is being followed in Kendriya Vidyalayas, the Central Board of Secondary Education course, because that is common available all over India. That is what is going to be followed, not the State syllabus. There may be some variation here and there but the Central syllabus will be followed here. About privatisation, as I said, we are not making any commitment now. In fact, I would prefer the schools to be run by the society. Let us see how they work. If there is any other institution which wants to take up this, which wants to run these schools, we are not going to give them by any assistance. If they want to do it, it is open to them. But the point is, we have not come to a stage where we can really expand beyond the scope of the society or the Government management and we can throw it open to everybody. That is not the intention at least now. For some time to come, it will not be the intention until we are able to see how they are working until we come to some conclusions because it will be an open book, anybody can see; from year to year, from Session to Session. I am prepared to sit with hon. Members or have a committee here just to find out what is happening, what is not happening and what more needs to happen. Therefore, until some time at least, we will not be able to throw it open or say 'You start; we will give you grant'. That kind of thing is not possible.

About moral education, I would like to say that the policy is very clear

about values. That is how it is expressed in the policy. That will form part of the core curriculum. There is no doubt about that.

One very important point raised by Prof. Lakshmana is that these boys and girls who come from these schools should not become a burden on the society. Now, Sir, the school is going to have whatever kind of vocationalisation that is possible in the locality and to whatever extent we can diversify the courses we will do so. To whatever extent the courses can be perfected, we will do so, so that they will not be a burden on the society or just migrate to the next nearest college just like any other student. We would like to diversify. We would like to see that diversified courses are given to them. Not only that. We would like to see that these boys really grow up in an atmosphere of working with their own hands. We will not have too many chaprasis running about and doing things. Everything will be done by the students according to the idea which has been adumbrated in the scheme itself. Therefore, they will have a different atmosphere altogether. In fact, it will be the atmosphere of a village where children were doing all their work in their homes. They will not become sahibs here. They will not be treated like princes. That is not the idea at all. They will do everything with their hands; with vocational training thrown in, I think, that is the ideal atmosphere in which the students should grow up. This is what we will try to introduce. But the point is, we do not have a model, a readymade model. One principal at one place may have some idea. He may do some innovation. Others may follow him later; others may not follow. We want to give them a lot of scope, as much scope as possible, for innovation. One Navodaya school is not going to be a carbon copy of another. Of course, there will be common features, there will be common facilities, there will be something which is common in all schools, but

beyond that, we would like to give them as much innovative scope as possible. That is the intention.

Sir, whatever misgivings have been there, I have been trying constantly to remove them. I have succeeded in many cases. I am still trying. I hope, in the end, we will be able to convince all the State Governments that this is a scheme which in its very nature is good in its ingredients and, therefore, deserves a fair trial. This is all I would say at the moment. I am not saying that what we are placing before you is perfect in all respects. It *cannot be, because it is put together* for the first time. As we go along, we can have a look at it if necessary and as we go along we can go on improving it. But the basic ingredients which have been put into the scheme should not change because they have been put

there with certain objectives and these objectives are common to all of us. We share these objectives. This is all I would say.

Therefore, Sir, from that point of view, I would appeal to the hon. Members to give it a fair trial, to bless this idea and as we go along, have a look, have an idea of its working so that we have the benefit of the Members' advice from time to time. Thank you very much.

MR. DEPUTY-CHAIRMAN: The House is now adjourned till 11 A.M. on Monday, the 11th August.

The House then adjourned at fifty-five minutes past six of the clock till eleven of the clock on Monday, the 11th August, 1986.