

उपसभाध्यक्ष (डा० बापू कालदाते) : किसके संदर्भ में ?

श्री राम अवधेश सिंह : उसी के बारे में पूछ रहा हूँ। यह जवाब दिया गया है कि 16 कम्पनियाँ सब स्टैंडर्ड दवा बनाती हैं। लेकिन उनमें से ग्रेटेस्ट कम्पनी है जिसको फिर से एक करोड़ 88 लाख की दवा देना के लिए... (व्यवधान) सरकार ने दी है।

उपसभाध्यक्ष (डा० बापू कालदाते) : आप इस पर अलग ढंग से... (व्यवधान)

श्री राम अवधेश सिंह : क्या सरकार अपने वायदे के खिलाफ और जो स्टैंडर्ड कम्पनियाँ हैं, उनको... (व्यवधान)

उपसभाध्यक्ष (डा० बापू कालदाते) : आप बैठिये, बैठिये।... (व्यवधान) यह सवाल आप अलग ढंग से उठा सकते हैं। अब प्वाइंट आफ आर्डर से यह सवाल उठाना कोई उचित नहीं होगा। नो प्वाइंट आफ आर्डर।

श्री राम अवधेश सिंह : यह प्वाइंट आफ आर्डर है कि नहीं? यह क्या सरकार है जिनको स्टैंडर्ड घोषित कर दिया... (व्यवधान)

उपसभाध्यक्ष (डा० बापू कालदाते) : बिलकुल नहीं है।... (व्यवधान) मैं सवाल समझ गया हूँ।

श्री राम अवधेश सिंह : लेटेस्ट फार्म कम्पनी है, इसको दो करोड़ की दवा दी जा रही है।

उपसभाध्यक्ष (डा० बापू कालदाते) : मैं सवाल समझ गया हूँ।

RESOLUTION RE. PROGRAMME OF ACTION OF NATIONAL POLICY ON EDUCATION, 1986

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P. V. NARASIMHA RAO):

Sir, I beg to move the following Resolution:

"This House approves of the Programme of Action of the National Policy on Education, 1986, laid on the Table of the Rajya Sabha on 8th August, 1986."

Sir, before we start the discussion, I would like to anticipate one matter which has been uppermost in the minds of all the Members and perhaps of the educationists in this country: that is, having brought a new policy, having got it approved by Parliament, having now brought a new programme of action, is it possible for this programme of action to be implemented without adequate funds? This has been raised time and again. Therefore, in order to obviate the same point being raised here, I would like to say in the very first instance that as far as additional resources for funding the action plan are concerned, let me assure the House that Government are fully committed to the imperatives of the new education policy. Additional funds will be made available to the extent of the minimum requirements which have been worked out and are still being worked out. To this end we are undertaking a thorough review of both Plan and non-Plan expenditure provided in the Seventh Plan to divert resources for the vital sector of human resource development.

Sir, having given this assurance, I may say that so far as the next Plan is concerned, the policy itself has very clearly stated that from the Eighth Plan onwards, the expenditure on education will be of the order of over 6 per cent of the national income. So, that assurance has been given in advance. Doubts were being raised, and rightly, in regard to the Seventh Plan, and this is what I have to state in regard to the Seventh Plan. Now, you can start the discussion.

THE VICE-CHAIRMAN (DR. BAPU KALDATE): There are 23 amendments. Amendments No. 1 to 5. Shri Satya Prakash Ma'aviya.

**SHRI SATYA PRAKASH MALAVIYA**  
(Uttar Pradesh): Sir, I move:

That at the end of the Resolution, the following be added:—

“With the following modifications—

1. At page 10, para 7—

“for the word “children by 1995” appearing at the end substitute “children by 1990.”

2. At page 27 add at the end—

“To achieve the objective of providing equal opportunity to all as enshrined in the Constitution and to make adequate provisions for ensuring uniform type of education from Nursery to Higher Secondary stage for every one the different types of educational institutions or schools e.g. Public Schools, Model Schools, etc. be abolished forthwith.”

3. At page 49, after para 8 add—

“(9) The Central Government will resort to all possible steps to set up atleast one open University in each State by the end of 1990 and that all expenditure in this connection shall be met by the Central Government and land will have to be provided by the respective State Governments.”

4. At page 114, after para 8 add—

“9. Even after 39 years of Independence, certain social groups are not only economically poor, they are also backward in the educational sphere. It is the responsibility and Constitutional obligation of the State to make special provisions to provide special facilities to the members of the Backward castes, so that at least the gap in educational sphere can be narrowed down. A planned programme should therefore be drawn up so that the objective is achieved by the year 1990.”

5. At page 131, para 1—after the words ‘uninvolved in it’ in the last line add—

“According to the World Bank estimates, India would have the largest concentration of illiterate population in the world by the year 2000 AD; the country will have 54.8 per cent of world’s illiterate population in the age group 15—19. A planned programme should therefore be chalked out so that illiteracy is liquidated from the country by the year 1990.”

*The questions were proposed.*

**THE VICE-CHAIRMAN (DR. BAPU KALDATE)**: Amendments No. 6 and 7. Shri Chitta Basu.

**SHRI CHITTA BASU (West Bengal)**: Sir, I move:

That at the end of the Resolution,, the following be added—

“With the following modifications—

6. At page 10, para 7, the words “Taking . . . . . 1995”, the following be substituted namely:—

“The Government would make all efforts to mobilise adequate resources to achieve the goal of universalisation of elementary education in the country by 1995.”

7. At page 26, for para 5, the following be substituted namely:—

“The Government has set itself to provide equal opportunity in the matter of access of equal education to all irrespective of the capacity of the parents to meet the expenses for the same.

The school education shall be left to the States in order to ensure the mental development at the school stage in keeping with the rich ethnic, linguistic and

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cultural diversities with financial assistance from the Centre.

It would, therefore, be the endeavour of the Government to make available good quality of education for all at secondary stage by undertaking a massive programme of upgrading schools during the Seventh Five Year Plan."

*The questions were proposed.*

THE VICE-CHAIRMAN (DR. BAPU KALDATE): Amendments No. 8 to 19. Shri Chaturanan Mishra, Not here. Amendments No. 20 to 23, Shri Mostafa Bin Quasem.

SHRI MOSTAFA BIN QUASEM (West Bengal): Sir, I move:

That at the end of the Resolution, the following be added:—

"With the following modifications—

20. At page 26, para 4(c), for lines 2 to 9 "Taking into . . . . . maintenance purposes." the following be substituted namely:—

"The Central Government will give liberal financial assistance to all Secondary Schools of the country so that they may improve their Libraries and Laboratories."

21. At page 26, para 4(c), in line 18 after "consolidation," the following be inserted namely:—

"This core-curriculum will be prepared in consultation with the SCERTS, State Secondary Boards of Education and other state agencies concerned with education."

22. At page 27, para 5, in line 2 after "Secondary Education" the following be inserted namely:—

"In the Navodaya Vidyalayas, regional language will be the medium of instruction."

23. At page 41, para 8, in line 15 after "Colleges" the following be inserted namely:—

"Instead of developing autonomous colleges which will adversely affect all other affiliated colleges, the Central Government will take steps so that all colleges get financial assistance from the Central Government with a view to expediting their rapid development."

*(These amendments also stood in the name of Dr. R. K. Poddar)*

*The questions were proposed.*

DR. R. K. PODDAR (West Bengal): Mr. Vice-Chairman, Sir, this 200-page Programme of Action on the National Policy on Education is the product of the labour of 23 task forces. Within the allotted time, I can only make comments on one or two major facets of this document.

Sir, two of the main articles of faith of the National Policy on Education as well as the Action programme are as follows: first, our education system has already extended too much and, therefore, it should not be allowed any further extension. It should only be consolidated. Second, this over extended system is in a ramshackle state; there is no scope, neither are there resources to bring about its all-round improvement. Therefore, select only

2 P.M. the good or small bits of the system and develop them into the so-called 21st century level. We are in total disagreement with this anti-people, elitist, formulation. Ours is a vast country. Over the years with the increasing population pressure our educational system has assumed huge proportions. It now consists of 61½ lakh primary schools, more than 50,000 secondary schools, about 5,000 colleges and more than 100 universities, and this is only with 34 per cent of literacy. If we happen to attain 100 per cent literacy by the year 2000, we can simply rule out the nearly three-fold expansion. The framers of the National Policy on Education and the Action Programme, who preach the no-expansion theory, under the guise of consolidation are simply not talking sense.

Our people look upon the right to education perhaps next only to the right to live. I am sure they will exercise this right, whoever may happen to rule the country, and all attempts to choke the expansion of educational opportunities would ultimately be defeated. It is true that various educational surveys as well as the present document we are discussing have revealed a dismal state of affairs in the majority of our schools, colleges and universities. They lack many basic infrastructure facilities essential for a healthy environment for teaching and learning. Confronted with this grim situation, our political masters, instead of correcting their errors, are now mouthing the recipe of the new rich class which has grown luxuriantly during these years as a result of the distorted capitalist growth. These people want to build an isolated mini-India for themselves in the image of the Western consumer society without bothering as to what happens to the other 90 per cent of the Indians. Quite a few of these new rich class have their addresses not only in the cities but also in the villages and, therefore, they must have high class, glamorous, schools under the guise of model schools or Navodaya Vidyalayas in the rural areas. What is objectionable is that this powerful lobby seems to be breathing down the neck of the Central Government and forcing them to abdicate their responsibility towards a balanced development of educational opportunities for the whole population. During the Seventh Five Year Plan a sum of Rs. 2 crores will be spent on one Navodaya Vidyalaya to be set up in each district of the country for a yearly intake of just 60 students while a hundred ordinary secondary school in the district where lakhs of students are studying at the moment would not receive a single paisa for their development from the Central Government. This is nothing but a revival of the same of the kind of elitism that the British practised during the colonial days through the setting up of elitist schools and which were never supported by our national leaders. These Navodaya Vidyalayas are also being pushed through on several false premises. For example, it has been said that the high class elitist education is *ipso facto* High quality education. For that meritorious students need to be isolated

from ordinary students for their proper attention or that those who are bright in one subject but below the average in another subject need to be segregated into special schools. All such alibi for elitism has been discarded in democratic countries, whether capitalist or socialist. It is most unfortunate that these rotten ideas are raising their ugly head in our own poor country. Instead of developing this elitist institution, if the Government could distribute this Rs. 2 crores amongst the 100 odd existing schools in each district, each would receive about Rs. 2 lakhs with which substantial improvement in the laboratory and library can be accomplished. If this is done in a phased manner, still better improvements can be effected. So, Sir, in all humility, I would request the Government to give up the idea of such model schools and adopt this democratic approach. This will be in tune with the idea of the common school system as proposed by the Kothari Commission which has just remained on paper only. Now, as if to expiate the guils of elitism, the Government has come forward with the catchy slogan of "Operation Blackboard" for the improvement of primary education. A fancy list of items for an ideal primary school has been prepared and a solemn declaration has been made that the funds for these schools as well as for the appointment of new teachers would be provided by the Central Government. But, if the reports in the Press are correct, the Planning Commission has flatly refused to grant funds for these purposes. But the Minister has just now said that they are still searching and funds may be available. But I have great doubts about it. It seems that this "Operation Blackboard" is going to be a gimmick like the earlier "Garibi hatao" slogan, Sir, the same philosophy of nurturing the few while neglecting the many is also being pursued in the higher educational system also. Here also, instead of a rational and equitable development, all the development funds are being channelised to the so-called few autonomous colleges and autonomous departments. The Document has raised many peripheral issues which are not central to the burning question of the day, namely, the all-round improvement of

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our educational system. Take, for example, the question of delinking jobs and degrees. Since degrees do not ensure jobs, they are, for all practical purposes, already delinked. Giving an official sanction to this would make the university degrees devoid of whatever little sanctity they still enjoy. The Government is perhaps longing for the perverted satisfaction out of the likely decrease of the unemployed among the degree-holders. Sir, there are degreeless unemployed and would they be less compared to the degree-holding unemployed? Another quick-shot attempt at educational improvement in this Document is the relentless drive towards centralisation. A large number of boards and committees has been proposed at the panchayat, district, State and Central levels. There is, however, a lurking fear and tendency to feel that these committees and boards would be filled by bureaucrats and yes-men under the control of the Central Government and this will be eating away the autonomy of the State Governments in the sphere of educational management. The most objectionable suggestion is to involve the general academic community and also by India Service, namely, the Indian Educational Service. Sir many of these features have been objected to by almost all the major university, college and school teachers' associations as well as by the general academic community and also by the West Bengal Government and the Tripura Government. If the Central Government gives up its obstinate elitist approach, there would be many points in the National Policy on Education and this Action Programme with which there can be general agreement and we would all join together in making all-round improvements in our educational system.

Finally, Sir, although the Minister has just now said that there will be funds, still I think we should raise this point. There is an amount of a little over Rs. 1,700 crores that has been earmarked for education in the Seventh Plan. This is a mere fraction of the Rs. 16,000 crores that would be needed to get this Action programme fully implemented in the

next decade. There is no indication up till now in this Document as to from where this enormous amount of resources will be available.

Sir, I think, in all likelihood, this Programme of Action will end up only in sound and fury signifying nothing. Thank you, Sir.

SHRI M. P. KAUSHIK (Haryana):  
Mr. Vice-Chairman, Sir, first of all I must thank the hon. Minister for presenting the Action Plan of the National Policy of Education. I should also think that the Draft Committee has put in hard work and labour in producing a practical, feasible plan to execute the National Policy on Education.

If I were to look at it, the main functions of education in the country is to make each individual literate and a constructive constituent of the nation and, secondly, to uphold the integrity and national dignity. These are the primary functions of education today. For this matter the Plan presented to be executed, to me, seems laudable, practical and feasible. As far as the question of funds is concerned, the assurance given by the Minister, I think, is enough to remove all doubts from our minds that somehow or other the funds will be made available to execute the Plan.

I have to examine in broader perspective the total Plan to be executed in three different aspects. One of the primary and the most crucial part of the educational system is primary education, middle education and the apex, University level education. I am not one of those who have a defeatist attitude towards the Plan to be implemented or to improve things as at present. I believe that things can be improved if we have got the will to do it. I will pray and request all Members from all the political parties in the Opposition to support this realisable Plan in the greater national interest and let us try to improve upon the state of affairs of education as it is. I wish the entire

Plan as envisaged, the scheme of things envisaged, is completely implemented—*in toto*. But the task seems to be colossal. It will take time, I think that to execute the entire Plan we might have to reach up to the 2000 AD; that is, the Plan has to be executed in stages. And for that we have to lay greater stress towards those who are unfortunate, who are poor, who are backward, who are unlooked after, till date. In that case, Sir, I would pray that a few innovations should be introduced in the present scheme of things. The expenditure to be incurred on the executive machinery for this Plan should be reduced to the minimum; it can be done.

My emphasis more will be on the practical tools to be utilised for executing this Plan so that real education is made available or standard type of education is made available to the students or to children of the villages, far-flung villages, as they are available to the children of the so called elitists in towns and big cities.

As far as primary education is concerned, our major requirement at the present moment is that for each village, however small it may be, even if it has got nearly only 30 or 40 children, we must have a school, with properly trained teachers. If this condition is satisfied, I think half the battle will be won. At the present moment, the enrolment, in some cases, is 95 per cent, but the drop-out is also to the tune of nearly 60 to 70 per cent at the primary stage. How can this be avoided? Sir, to my mind, the practical difficulty is ill-trained teachers, ill-equipped schools and the apathy of the community towards schools and their own children. These things are the primary factors which are responsible for the drop-outs. The drop-outs have got to be stopped and the primary education has to be made a complete success if we want to achieve the goal of giving education to our students.

How to train these teachers? I feel that a great number of teachers have to be employed and even a bigger number is

already in employment. There was a provision for in-service training for the teachers. There is a provision in this Plan of Action that the teachers will be trained at district levels and institutes will be opened for that purpose. I have got to make one submission in this regard. In-service training to the teachers for a fortnight or so would be defeating its own purpose. If you want a trained teacher, you should train him thoroughly well. For that, in-service training courses should be of the duration of 30 working days. After that, unless we assess what a teacher has learnt and what he is able to teach the students, no useful purpose will be served by giving the teachers in-service training for a fortnight or so. My humble submission is that in-service training of the teachers of primary schools, Higher Secondary schools and High Class schools or even up to the university stage should be of a duration of a time which is substantial and meaningful. After the student has passed the elementary stage and we have been able to achieve the zero drop-out rate, we will be able to make our literacy drive a successful one.

Here I have got one more point to add. The adult education is running side by side. There is a full-fledged Directorate of Adult Education. Expenditure also is quite enormous. I feel that the primary education and adult education should be merged together. The administrative expenses of these two should be reduced by 50 per cent by merging them together and the funds so made available should be utilised for increasing the number of primary schools and the number of teachers. My idea is that primary school teachers should be made to give literacy to those unfortunate youngmen and young women below 45 years in the villages who could not get the opportunity of educating themselves. After the primary state, I feel that there should be some vocational training in the middle stage for the benefit of the students depending on the environment and the location of the school itself. Here a question arises that there will be a difference in the type of vocational education imparted in cities

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and in villages. I can assure you, Sir, that such differences will remain always in any society anywhere in the world. We have to cater to the needs of the population. Therefore, such difference should be permitted in the greater interest of the students themselves, in the greater interest of the nation itself. After the student has reached the middle stage, when he crosses the 10th class, the education imparted should be of the type that when he leaves after two years of study at the higher secondary stage, he is a profitable member of the society he could either get a job or he could start a workshop of his own or he could start a business of his own. If this much can be achieved, then alone this present education will be successful, and it will be in the greater interest of the nation.

Sir, this brings me to the syllabi also. I am of this opinion that, as it is, knowledge will go on expanding day by day and, therefore, more and more knowledge has got to be compressed in the syllabus of the degree classes, of the higher secondary classes and of the matric standard classes. And, therefore, the higher secondary stage should be a terminal stage as in the foreign countries, in the advanced countries or in the so-called highly industrialised countries. A student need not go beyond the higher secondary stage if he has to normally function as a useful member of the society and look after himself and his family and fit enough to make himself a useful member of the society. If this is the criterion, I think, the question of de-linking of degrees, etc. can be looked after by itself. There may not be a necessity to acquire a degree. At the secondary stage, they are going to be two streams. One is the vocational stream and the other is purely academic stream. Here, I may mention that in Classes 9, 10, 11 and 12, wherever the school's location may be, there should be a provision for all three faculties—arts, science and commerce—for the students to acquire their education at the higher secondary level, there will be a vocational stream and there

will be an academic stream. I feel that if a student wishes to change after the secondary school from the vocational to the academic stream, there should not be any hurdles placed in his way. At the moment, in the universities, there are a number of hurdles for changing from one stream to the other and from one course to another. I think there should be a liberalisation of courses. Rather there should be full freedom in the choice and the student should be permitted to take up any combination of subjects at the degree level. Again, I feel, at the degree level, there should be a complete compression of knowledge. And MA courses should always be simply for the research work or the preliminary stage of research work. We will have to make our syllabi so compact that at the degree level, we should have a final terminal stage as far as knowledge in different subjects is concerned. At the moment we have got Honours courses and Pass courses. I feel this type of distinction should be dispensed with. And at least in three subjects, the man should acquire proficiency of a high standard which will give him all the knowledge required to understand the surroundings and to look after himself and to look after the society also. Here I may mention, Sir, and I am now touching a very delicate topic, and I would prefer that this aspect which I am touching now, is given a deep consideration, a deep thought, and that is the question of reservation for minorities, for Scheduled Castes, for Scheduled Tribes. I believe that education should be in the mother tongue of the child, that all those who have got the disadvantage of birth should be looked after well and given all the opportunities for their development and education and for that there should be some reservation, also because of their backwardness, also because of their backwardness due to either caste or due to community or even economically. I would like that this economic backwardness should be tagged together along with other kinds of backwardness. These concessions and these reservations should be in common schools. There is a provision that minorities may have separate IITs, may have separate schools. So, minorities also are permitted to have separate schools. I agree that there is right of minorities to

have separate schools but in the vicinity if other communities also live there, I would much prefer in the greater interest of national integration, in the interests of national development and greater understanding among the different communities of the land that there should be admission of all types of students and for that I would suggest that vicinity schools, vicinity colleges, vicinity IITs or vicinity ITIs should be the order of the day. Who runs them is absolutely immaterial. Whether the State runs them or a particular community runs them or a particular section of the society runs them, I have no objection to that; because private enterprise is as necessary as state goading for imparting education to all the people and, therefore, my humble submission is that there should not be a rigid criteria for a particular section of society for a particular type of school individually catering to that section, whether it is Scheduled Caste, or Scheduled Tribe or any minority, religious, social or otherwise.

With these few words, Sir, I commend this Action Plan and I thank once again the Prime Minister for providing the funds and an assurance has been given by the Minister, and I thank the Minister for producing, such a beautiful, laudable, practical scheme of things for the nation for its own progress. Thank you.

**SHRI ALADI ARUNA** *alias* V. ARUNACHALAM (Tamil Nadu): Mr. Vice-Chairman, Sir, on behalf of the ANNA D. M. K. I strongly oppose the Resolution put by the Hon. Minister for Human Resource Development regarding the Programme of Action of the National Policy on Education; not because of the lack of national interest but because of the transgression by the Centre into the jurisdiction of the States. Being a true federalist, I am bound to oppose any move against the interests of the State. The accepted federal principle is that the interests of the state are the interests of the nation. Education was a subject of the State in the Government of India Act, 1935. Attempts were made during the time of framing of the Indian Constitution to transfer the subject 'Education' from

the State List to the Concurrent List by great leaders like Abul Kalam Azad and others but it was not accepted by the founding fathers of our Constitution. Sir, Justice Chagla, the then Minister for Education, renewed the same attempt to transfer the subject 'Education' from the State List to the Concurrent List. Fortunately, he was not allowed to wield his sword. His attempt was also defeated by the States. At last the Centre exploited the period of emergency and amended our Constitution so as to transfer the subject 'Education' from the State List to the Concurrent List. Consequently, now the Centre is spreading its tentacles over the States in the name of national policy on education. In formulating the policy on education and implementing the programme of action, Centre is not helpful to the States. It is wantonly creating rival institutions, detrimental to the policy of the States on education. Our Constitution has guaranteed free and compulsory education to all children up to the age of 14 within a period of 10 years from the commencement of the Constitution. But so far we have not taken any steps to introduce free and compulsory education in primary and upper primary levels. Even after 40 years of our Independence, the Fourth All India Education Survey mentions that 190 thousand inhabitants are still without primary schools; one-third of the primary schools all over India are having only a single teacher; these schools are being run in thatched huts allowing sun and rain enter freely into the class room. Even though enrolment on record is 92 per cent at the primary stage, the drop-out due to poverty, misery and non-availability of facilities to the students, is 30 per cent from the first to fifth standard; it is 75 per cent from first to eighth standard and it is estimated that out of 80 per cent of students population who do not go beyond standard ten, the drop-out up to standard eight is 120 lakh per year roughly. About twenty lakh of students who cross eighth standard never continue their studies up to 10th standard. This is the pathetic condition of primary and upper primary level education.

I would like to know from the hon. Minister as to what has been done for



[Shri Aladi Aruna *alias* V. Arunachalam]

improving the number of school-going children. What has been done to avoid the drop-out to this abnormal level? What is the present allocation by the Government in the Budget for improving this position?

If you examine the illiteracy among the Scheduled Castes and Scheduled Tribes, the position reveals shocking facts. Literacy rate of non-Scheduled Castes and Scheduled Tribes is 41.20 per cent but literacy rate among the Scheduled Castes and Scheduled Tribes is only 18.86 per cent. It is less than half the non-Scheduled Caste people. If you go through the literacy rate figures amongst women, it is more lamentable. Literacy rate of non-Scheduled Caste and Scheduled Tribe women is 29.43 per cent but among the Scheduled Caste and Scheduled Tribe women, it is 9.5 per cent. It is less than one-third of non-Scheduled Castes and Scheduled Tribes. What has been done by the Centre to improve this position? If this position is allowed to continue. I am afraid, it will take another 200 years to make the Scheduled Caste and Scheduled Tribe people literate. As usual, they are suffering at the lowest rank in the society, allowing themselves to be stepped over by others. Centre has not shown any interest or enthusiasm to improve the general standard of education. It is, in fact, very particular to impose Hindi on non-Hindi speaking people and to protect the interests of affluent classes in order to keep their perpetual domination in the society. Introduction of new Central School, Navodaya, is an institutional attempt to impose Hindi and uplift the affluent class.

The setting up of the Navodaya schools has been strongly opposed by many non-Congress (I) State Governments. As far as our Government is concerned, on a number of occasions, the Tamil Nadu Government have registered their protest against the new policy of the Central Government. We are quite sure that the setting up of the Navodaya schools is not for the purpose of imparting knowledge in science and technology, but it is only

intended for imposing Hindi on the non-Hindi speaking people. Therefore, we oppose this.

THE MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION AND CULTURE (SHRIMATI KRISHNA SAHI): Not many; only a few.

SHRI ALADI ARUNA *alias* V. ARUNACHALAM: It is not a question to be decided by the minority or majority. You go through the speeches of Pandit Nehru. He has clearly assured in this House that the language issue cannot be decided by the majority or the minority. It has been assured in this House. You go through the record.

SHRIMATI KRISHNA SAHI: I said about the Navodaya schools. It has been opposed only by a few State Governments.

SHRI ALADI ARUNA *alias* V. ARUNACHALAM: I did not say that it has been opposed by many State Governments. I said, it has been opposed by many non-Congress (I) Government. Probably, you have not followed what I said.

As far as the question of language is concerned, our position is crystal clear. Tamil has been accepted as one of the National Languages of the Union. We will not accept Hindi not only as an Official or Link language, but even as a subject in curriculum. Sir it is not a question of studying a particular language. We know the merits and advantages of studying a language. Therefore, it is not a question of studying a particular language. It is a question of accepting the domination of the Hindi group. That is more important. Sir, after freeing this country from the English people, we will not allow the domination of one linguistic group over another in this country. This is our basic policy. Neither the majority nor the Constitution can take away the fundamental right of the Tamils. This is our strong stand. We have to put it on record. If

is our birthright to fight against the invasion of any language against our mother-tongue, Tamil. Till we succeed, the war on principle will continue with all awareness.

Sir, the object of the three-language formula is not at all intended to promote all the National Languages mentioned in the Eighth Schedule of the Constitution. The object of the three-language formula is the imposition of Hindi. It is a deceptive way of teaching only Hindi under the three-language formula. In the Programme of Action also, it has been clearly mentioned that "The effective implementation of the three-language formula is also necessary to promote an adequate level of proficiency in the use of Hindi among children". The purpose is not to promote all Indian languages but to promote only Hindi. Under the three-language formula, asking the Hindi-speaking children to study any one of the South Indian languages is a surreptitious way of cheating the South Indians. In the Navodaya schools, only English and Hindi have been accepted as the media of instruction. It has been clearly stated in policy documents, replies to questions and Programme of Action and all official records. The acknowledged principle of all civilised countries, developed countries, is that the medium of instruction should be in the mother-tongue. It has been duly accepted by great leaders like Gandhiji, Nehruji, Rajaji, Dr. Anna and Kamaraj. Above all, most of the Education Commissions, constituted in regard to education, have clearly said that the medium of instruction from the primary level to the university stage should be in the mother-tongue. The Education Commission, 1964-66, has recommended Regional language should be adopted as the medium of education at the university stage in a phased programme spread over ten years; (2) In the earlier stage of the undergraduate course, the bulk of instruction may be given through the regional language, while, at the post-graduate stage, it may be in English.

In pursuance of this recommendation, Parliament adopted the Resolution on National Policy on Education, 1968.

"Regional language are already in use as media of education at primary and secondary stage. Urgent steps should be taken to adopt them as a media of education at university stage."

So, the policy of the Government earlier was to encourage all the regional or the official language of the respective States. But contrary to that, now the Centre has proposed to introduce only English and Hindi as the medium of education. This is a retrograde step, this is against their own policy decision. It is now very clear that the Centre has decided to suppress the regional languages in their own places, in their own States by introducing Hindi medium in Navodaya schools. In our State it is a burning issue. Whenever the hon. Minister, Shri Chidambaram, has addressed the meeting in our State on the national policy on education, he has said that Tamil has also been accepted as one of the medium in addition to Hindi and English. I would now like to have a direct answer from the Minister. Neither the record of Programme of Action, nor the policy statement of the Government, nor any official record has state that Tamil has been accepted or regional languages have been accepted in addition to Hindi and English. The hon. Minister, Mr. Chidambaram, has deliberately been misleading the public, giving false statements, because he is afraid of the policy of the Centre. If you go through the details of the Navodaya schools, requirement of land, plintr area of classroom, music hall, drama hall, auditorium, swimming pool, all these details are given. It clearly reveals that the Government is enticing the public by offering all these facilities. See, how it is proposed to waste the public money for their elite class. It is a patent attempt for creating rivalry against the State

[Shri Aladi Aruna *alias* V. Aruna-chalam]

institutions. It is unwarranted and abnoxious. There are adequate number of schools run by governmental agencies and minority agencies to look after the intellectual people. Therefore, opening of new schools in addition to the existing institutions is detrimental to the cause of education. These would only help in creating imbalances, disparities and discrimination among the students. Therefore, I would like to say that Navodaya is a seed of disintegration, it is a virus to the interest of the State.

I appeal to the hon. Minister to allow the States to follow their own policy as it was followed earlier without the interference of the Centre.

With these words, I conclude my speech.

**डा० रत्नाकर पाण्डेय (उत्तर प्रदेश) :**  
 उपसभाध्यक्ष महोदय, मानव संसाधन विकास मन्त्री जी ने राज्य सभा के पटल पर जो राष्ट्रीय शिक्षा नीति की कार्यवाही योजना रखी है उसका मैं स्वागत करता हूँ। कार्यवाही की इस योजना को जितनी गति से तैयार किया गया है वह प्रशंसनीय है। इससे भी अधिक उल्लेखनीय सावधानी यह बरती गई है कि इस कार्यवाही योजना को तैयार करने में बहुत ही ध्यानपूर्वक विद्वानों ने काम किया है। यह योजना बहुत व्यापक ही नहीं है बड़े विस्तार में है। शायद ही कोई ऐसा महत्वपूर्ण विषय शिक्षा से संबंधित हो और राष्ट्र से जुड़ा हो जो इस में छूट गया हो। यह बड़ी प्रसन्नता की बात है कि शिक्षा मन्त्रालय ने सारे-राष्ट्र के जन जन को स्पष्ट रूप से बता दिया है कि नयी शिक्षा नीति को किस रूप में कार्यान्वित किया जाएगा। हमें मालूम है कि शिक्षा के क्षेत्र में पहले बहुत बड़ी कमी रही है और यह एकजी-क्यूशन से ही संबंधित रही है नीति के कार्यान्वयन से संबंधित रही है। हमें विश्वास है कि अब एजूकेशन के क्षेत्र में एकजीक्यूशन ढंग से होगा। कार्यवाही की इस योजना में मोटे तौर पर कार्य नीति पूरा दे दी गयी है और यह उचित

भी है। विस्तृत योजनाएं तब तैयार की जा सकती हैं जब संसद में इस नीति पर मोटे तौर पर ही चाहे विचार कर लिया जाये और इसका अनुमोदन कर दिया जाये। हम देखते हैं कि इसमें बहुत कुछ सुनम्यता भी रखी गयी है और इस सुनम्यता से क्रियान्वयन एजेंसियों को स्थानीय आवश्यकताओं और संदर्भों के अनुकूल कार्यवाही को थोड़ा और बदलना पड़ भी सकता है लेकिन इससे मदद मिलेगी। यह बहुत अच्छा हुआ कि मंत्रालय ने इस नयी शिक्षा नीति के कार्यान्वयन के लिए 23 कार्य दल गठित किये हैं और उसमें दो से मैं भी संबंधित रहा हूँ। एक लैंग्वेज पालिसी से और दूसरा नेशनल टीचर कमीशन से। जो भी कार्यवाही की योजना तैयार हुई है वह बड़े सुविचारित ढंग से की गयी है। शीर्षस्थ विद्वान अपने अपने विषय के रखे गये हैं। मुझे प्रसन्नता है कि देश के शिक्षाविदों और शिक्षा शास्त्रियों के परिष्कृत अनुभवों का लाभ शासन ने इस नयी शिक्षा नीति के एकजीक्यूशन प्रोग्राम में और पालिसी बनाने में अच्छी तरह से लिया है, सम्मानपूर्वक लिया है। पहली बार बच्चों की, शिशुओं की देखभाल की ओर शिक्षा मंत्रालय का ध्यान गया है और बच्चों की देखभाल अच्छी तरह से हो शिक्षा के क्षेत्र में यह शिक्षा का एक अभिन्न अंग है। इस संदर्भ में मैं समझता हूँ कि शैशव अवस्था से ही देश के विकास को बचपन से सुनिश्चित करने के लिए शिक्षा मंत्रालय ने जो नीतियां कार्यान्वित करने का निश्चय किया है वह बड़ी ही श्लाघनीय और प्रशंसनीय है। इसके लिए मैं शिक्षा मंत्री, राज्य शिक्षा मंत्री और शिक्षा मंत्रालय के सुयोग्य सहयोगियों को धन्यवाद देना चाहता हूँ... (व्यवधान)

हमारे सामने जो कार्यवाही की योजना प्रस्तुत की गयी है उसमें कई तत्व हैं और सभी पर नये पहलुओं से विस्तृत रूप से अलग-अलग अंगर विचार किया जाये तो कई घंटे लग जायेंगे जिसमें डिटेल में मैं नहीं जाना चाहता हूँ। जो मोटी बातें हैं उन पर मैं संकेत करूंगा। महिलाओं को समानता

देने के लिए शिक्षा की भूमिका इसमें स्पष्ट की गयी है और अनुसूचित जातियों, अनुसूचित जनजातियों, अल्पसंख्यकों, विकलांगों के हितों की रक्षा के निर्णय पर बल दिया गया है। ग्रामीण बच्चों की बात पहले से कहीं अधिक ढंग से देखी भाली जायेगी। 'आपरेशन ब्लैक बोर्ड' का एक नया विचार इसमें है और इससे देश भर के सभी स्कूलों में न्यूनतम सुविधाएं सुनिश्चित की जा सकेंगी। व्यवसायिकता का सिद्धांत बहुत कुछ सुपरिष्कृत और सुभाषित हो चला है। उच्च शिक्षा के क्षेत्र में कुछ नये विचार प्रस्तुत किये गये हैं। विशेष रूप से अनुसंधान पर बल दिया गया है और हम इसका हादिक स्वागत करते हैं। उच्च शिक्षा में बुनियादी सुधार के रूप में जो विचार रखे गये हैं उनमें सबसे महत्वपूर्ण है डिग्रियों को नौकरियों से अलग करना और इस परियोजना के लिए राष्ट्रीय परीक्षण सेवा के विकास के संबंध में विस्तारपूर्वक बताया गया है। तकनीकी शिक्षा और प्रबंध शिक्षा पर एक नये तरीके से गौर किया गया है और यह इसलिए भी महत्वपूर्ण है कि 21सवीं सदी में टेक्नालाजी के क्षेत्र में पर्याप्त तैयारी करके जाने का हम निश्चय कर चुके हैं। यह टेक्नालाजी दर तूफानी गति से आगे बढ़ेगी और हमें पूरे देश को इसमें कदम से कदम मिलाकर चलना होगा। उच्च शिक्षा की बात आई है तो मैं कह दूँ कि आज काशी हिंदू विश्वविद्यालय बंद पड़ा है। 'जहां मधुर मनोहर अतीव सुन्दर यह सर्वविद्या की राजधानी' का गान हम गाते थे वह बंद पड़ा है। आज उच्च शिक्षा के नाम पर विश्वविद्यालयों में जो कुव्यवस्था चल रही है उसमें जो हेड आफ डिपार्टमेंट होता है, सबकी बात नहीं कहता, कुछ में उन्हीं के परिवार के लोग टाप करते हैं। ये सब चीजें ऐसी हैं जो दुर्व्यवस्था से संबंधित हैं और शिक्षा के चरित्र को दूषित करती हैं। राजनैतिक दलों का शिक्षा के क्षेत्र में पूर्ण रूप से नियंत्रण नहीं ही होना चाहिए। जो यूनिवर्स बनती है, चाहे टर्चर्स की हों, कर्मचारियों की हों, चहे छात्रों की हों डेमोक्रेसी में हम यूनिवर्स बनाने से

रोक नहीं सकते हैं। लेकिन लेबर यूनिवर्स न हो करके वह कल्याण परिषद् बने तब जाकर शिक्षा का उद्देश्य पूरा होगा। शिक्षा का उद्देश्य आत्म-साक्षात्कार कराना होता है। एकाग्रता आत्म-साक्षात्कार की कुंजी है। आज शिक्षा के क्षेत्र में एकाग्रता नहीं है। उस एकाग्रता को संचालित करने के लिए हमें पूरी कड़ाई के साथ ध्यान देना चाहिए। हमें कहने में शर्म नहीं है कि शिक्षा के क्षेत्र में बहुत से विदेशी कांड होल्डर्स हैं। बहुत से राजनैतिक दलों का उसमें प्रवेश है जिस रूप में शिक्षा व्यवस्था होनी चाहिए 21वीं शताब्दि में ले जाने के लिए नई पढ़ाई को हम तैयार करना चाहते हैं, वह भी एकाग्र न हम हैं और न उसे एकाग्र करने दे रहे हैं, इस पर सरकार को बहुत कड़ाई से ध्यान देना चाहिए। जहां तक शिक्षकों का प्रश्न है उनका सम्मान होना चाहिए। शिक्षक राष्ट्र का सब से बड़ा नेता है। लेकिन शिक्षा के क्षेत्र में जो शिक्षक की भूमिका से अलग अपनी भूमिका निभाते हैं उन पर सरकार को कड़ा नियंत्रण भी करना चाहिए और उसमें तनिक भी हिकनना नहीं चाहिए। यू० जी० सी० ने अभी पिछले वर्ष सर्कुलर निकाला था, कौन से लोग विदेशों में जाकर पढ़ाने के नाम पर छुट्टियों का दुरुपयोग करते हैं। मैं नहीं समझता हूँ कि किसी यूनिवर्सिटी ने उसकी सही सूची यू० जी० सी० को दी है। शिक्षा में तीन चीजें बहुत चलती हैं, एक डेमोक्रेटाइजेशन, दूसरा एटोनामी और तीसरा है कनवेंशन। ये तीन चीजें बड़ी तेजी से चलती हैं। तीन चीजें होने चाहिए लेकिन उससे जो गड़बड़ियां हो रहीं हैं उसको भी मद्देनजर हमें रखना है। नई शिक्षा नीति में शिक्षक के लिए बहुत कुछ किया जा रहा है। संस्कृति की शिक्षा की प्रक्रिया का भी प्रावधान किया गया है। संस्कृति ही हमारे यहां वेदों से लेकर अब तक निरन्तर चली आ रही है। शंकराचार्य ने कहा था कि

"माता पार्वती देवी, पिता देवो महेश्वरः,  
बांधुवा शिवभक्ताश्च स्वदेशो भुवनत्रय"

[डा० रत्नाकर पाण्डेय]

स्वदेश में हमने भुवनतय की कल्पना की थी। जंबू द्वीपे आर्यावर्ते भारत खंडे संघ्यावंदन में हमने समग्र जंबू (कृपया भर दें) द्वीप और आर्यावर्त के परिप्रेक्ष्य में भारत की कल्पना की थी—

गंगे, यमुने, ऋषे, गोदावरी, सरस्वती, नर्मदा सिन्धु कावेरी, जले स्मिन सन्निधि कुरु के रूप में समग्र राष्ट्र की नदियों को एकाकार किया था।

यह सब हमारी जागृत शाश्वत परंपराएँ हैं। आज न किसी विश्व-विश्वविद्यालय में, न किसी स्कूल में धार्मिक पाठ होता है। हमने काशी हिन्दू विश्वविद्यालय में पढ़ा था, मालवीय जी की प्रार्थना होती थी—

“जे हरहरवाँहि हर सम्पत्ति देशो,  
दुखित हौँहि पर विपति विशेषो।  
जिनके कपट छिड़ नहि माया,  
तिनके हृदय बसहु रघुराया॥

जो जानहि सोई देहि जनाई।  
जानत तुमहि तुमहि होई जाई॥  
तुम्हरी पा तुम्हहि रघुनन्दन।  
जानत भगति भगत उर चन्दन॥  
चिदानन्दमय देह तुम्हरी।  
वगत विकार जान अविकारी॥  
नर तन धरेउ विप्र सुर काजा।  
जस चाहिय तछ काछिय काछा॥

आज जो धार्मिकता से हम अलग हुए हैं उससे हमें जुड़ना पड़ेगा तब जाकर शिक्षा में नैतिकता के मूल्य स्थापित होंगे।  
... (समय की घंटी) यह मेरी पहली स्पष्ट है, मैं आग्रह करूँगा उपसभाध्यक्ष जी, कि मुझे पूरा समय दिया जाए। मैं रिटायरस्ट करूँगा।

उपसभाध्यक्ष (डा० बापू कालदाते) : ठीक है, ठीक है।

डा० रत्नाकर पाण्डेय : बहुत संतोष की बात है कि शिक्षकों को नई शिक्षा नीति में भूलाया नहीं गया है, शिक्षकों और उनके प्रशिक्षण पर भी बहुत ध्यान

दिया गया है। पहली बार संस्कृति की, शिक्षा की बात की गई है और विभिन्न कार्यक्रमों के माध्यम से राष्ट्रीय अखंडता जिसकी आज हर वाक आफ लाइफ में जरूरत है उसको सुनिश्चित किया गया है। मैं धन्यवाद देना चाहूँगा भारत सरकार को कि संस्कृति के क्षेत्र में केवल देश में ही नहीं बल्कि विदेशों में भी एक अच्छी आयोजन की शुरुआत की गई है जो राजीव गांधी की दूरदृष्टि का परिणाम है और भारतीय जनतंत्र में पहली बार इतने व्यापक स्तर पर उजागर हो रही है। संसति के आचार्य नरेन्द्र देव ने कहा था कि

culture is the cultivation of heart and mind.

संस्कृति मानस की रूषि है। वह बल्कर गोष्ठियों के माध्यम से, कर्मेटियों के बना देने से, नाच-गाने कर देने से संभव नहीं है, बल्कि हमें हृदय और मस्तिष्क को कुरेदना होगा और मानस की खेती करना होगी और उस खेती को नई शिक्षा नीति में अधिक प्रश्रय दिया जाए। हमारे सामने जो कार्यवाही की योजना रखी गई है उसमें सरकार अच्छी तरह से कृतसंकल्प है। पहले 1803 में फोर्ट विलियम कालेज की स्थापना हुई। विभिन्न भाषाओं की जानकारी के लिए जो विदेशों से शासक आते थे उन्हें भारत की विविध संस्कृति और भाषा में पारंगत किया जाता था। 1827 में मैकाले ने नई शिक्षा नीति की स्थापना की। उसी दर पर हम चले आ रहे हैं। मैकाले ने शासन चलाने वाले क्लर्क पंदा किये। उसमें हमने कोई परिवर्तन शिक्षा के क्षेत्र में नहीं किया। मुझे बड़ी प्रसन्नता और गर्व के साथ कहना है कि स्वतंत्र भारत में राजीव गांधी की सरकार ने शिक्षा की इस कमी पर पहली बार ध्यान दिया और नई शिक्षा नीति के क्षेत्र में परिवर्तन की आकांक्षा के साथ हमारे देश को जोड़ा। जो कार्यवाही की योजना है उस पर मैं विचार प्रकट करूँगा कि प्राथमिकताओं पर कार्यक्रम को वरीयता दी जाए और एक नए दृष्टिकोण से काम शुरू किया जाए और शिक्षा के प्रबंध से संबंधित नए विचारों के अनुसार नई प्रक्रिया भी

बनानी होगी । यह प्रणाली काम कर सके इसके लिए कार्रवाई योजना में बहुत बल दिया गया है । उच्च शिक्षा से संबंधित विद्यमान प्रणाली उत्पादकतापूर्ण नहीं है बल्कि उत्पादन को हानि पहुंचा रही है । होता यह है कि ट्यूटोरियल एंड प्रीसप्टोरियल की क्लासेज टाइम टेबुल में लगायी जाती हैं जो हायर एजुकेशन में 14 पीरियड पढ़ाते हैं और तीन-चार हजार तनख्वाह मिलती है और फिर भी छात्रों को अच्छी तरह नहीं पढ़ाया जाता है प्रीसप्टोरियल एंड ट्यूटोरियल की क्लासेज नहीं होती हैं । कामचोरी, नामचोरी, दामचोरी केवल तस्करी ही नहीं कर रहे हैं शिक्षा के क्षेत्र में भी जो लोग ऐसा काम कर रहे हैं उन्होंने शिक्षा को प्रोफेशन बना लिया है मिशन से अलग कर दिया है । उनके ऊपर शासन को कठोर से कठोर कार्यवाही करनी चाहिए और किसी तरह के समझौता वाद के चक्कर में नहीं पड़ना चाहिए ।

राज्य सरकारों की भूमिका भी महत्वपूर्ण है । शिक्षा एक समवर्ती विषय है । बुनियादी स्तर पर इसका कार्यान्वयन गांवों और जिला स्तर पर आयोजित होना चाहिए । राज्य सरकारों की प्रतिबद्धता और समर्थन के बिना हम निचले स्तरों पर इस कार्यवाही योजना को कार्यान्वित करने की आशा नहीं कर सकते । मुझे विश्वास है कि मानव संसाधन विकास मंत्रालय राज्य सरकारों के प्राधिकारियों के साथ बराबर बैठ करके कैसे सुविचारित ढंग से समन्वय हो इस पर विचार करेगा । आज हमारी प्राइमरी एजुकेशन की हालत यह है कि गांवों में घुमना पड़ता है, जहां पांच अध्यापक होने चाहिए वहां एक अध्यापक है और छात्र पेड़ के नीचे बैठ कर पढ़ रहे हैं । जब तक हम प्राइमरी एजुकेशन ठीक नहीं करेंगे तब तक सारी योजनाओं का ढांचा कमजोर होगा और कमजोर नींव पर जब हम 21वीं शताब्दि में पहुंचेंगे तो भारत दुनिया का सब से बड़ा राष्ट्र अध्यात्मिकता और टेक्नोलोजी की दृष्टि से नहीं रहेगा । इसलिए प्राइमरी एजु-

केशन पर हमें विशेष जोर देना है । उच्च शिक्षा गंभीर संकट से गुजर रही है । राष्ट्रीय शिक्षक आयोगों की रिपोर्टों शिक्षा मंत्रालय को प्राप्त हो चुकी है और इसमें सिफारिशों की गई हैं । वेतन आयोग की सिफारिशें हैं । महरोत्ता समिति ने अपनी सिफारिशें दी हैं । इन सभी सिफारिशों पर सरकार को तत्काल समन्वय करके जो कुछ करना है डंके की चोट पर अध्यापकों के हित में विश्वविद्यालय और शिक्षा के क्षेत्र में काम करने वाले लोगों के हित में जितना करना है कर देना चाहिए । उसके बाद संरंडर करने वाली सरकार की जो पालिसी है उसका त्याग कर देना चाहिए तब जाकर शिक्षा के क्षेत्र में हम नई क्रांति कर सकते हैं और नई शिक्षा नीति को कार्यान्वित कर सकते हैं । जहां तक शिक्षकों की समान परि-लब्धियों, सेवाशर्तों शिकायत निवारण व्यवस्था से संबंधित लक्ष्यों का संबंध है, शिक्षा नीति में उसकी घोषणा की गई है इसको आप पैरा 9 में अच्छी तरह से देख सकते हैं कि हमारी शिक्षा नीति में टीचर्स को कितना सम्मान दिया गया है । लेकिन शिक्षकों की एक आचार-संहिता भी बनानी चाहिए । वह कोड आफ कंडक्ट रूल की तरह होना चाहिए ताकि बढ़िया वेतन का ढांचा और अन्य मामले बढ़िया कार्य के साथ अवश्य जुड़े होने चाहिए । ये दोनों परस्पर संबंधित हैं । एकाउंटेबिलिटी अगर शिक्षा मंत्रालय फिक्स करे टीचर की एकाउंटेबिलिटी 60 परसेंट पर हम छात्रों का एडमिशन लेते हैं और फेल करके निकालते हैं तो यह एकाउंटेबिलिटी फिक्स होनी चाहिए और उस पर कड़ाई के साथ काम करना चाहिए । मैंने 19 वर्ष शिक्षा के क्षेत्र में काम किया है और मैं अपने अनुभव की बात कर रहा हूँ । इस योजना के 18वें अध्याय में परीक्षा प्रणाली की ही बात की गई है । बहुत से विश्वविद्या- 3 P.M. लयों और शिक्षा संस्थानों की शिक्षा प्रणाली दूषित है । चाकू रखकर के, गुण्डागर्दी के बल पर इम्तहान देने वाले बहुत से अवांछित तत्व जबरदस्ती नकल करते रहते हैं । लोग डरते हैं, इम्तहान

[डा० रत्नाकर पाण्डेय]

देने वाले बहुत से अवांछित तत्व जबरदस्ती नकल करते रहते हैं। लोग डरते हैं, इसके लिए अगर जरूरत पड़ती है तो एडमिनिस्ट्रेटर ऐसे हों, जो विज्ञान कम हों, लेकिन एडमिनिस्ट्रेटर बड़े हों, उनको नियुक्त किया जाना चाहिए और परीक्षा प्रणाली में अच्छा सुधार किया जाना चाहिए। मुझे आशा है कि इस काम को तत्काल शिक्षा मंत्रालय अपने हाथ में लेगा।

जहाँ तक और बातें हैं, सोफ्ट वेयर की व्यवस्था के लिए कदम उठाए जाने की बात की गई है और विश्वविद्यालयों को सोफ्ट-वेयर के संबंध में एक विस्तृत कार्यक्रम प्रस्तुत करना चाहिए और उसके लिए शिक्षा मंत्रालय को धनराशि स्वीकृत करनी चाहिए।

ग्रामीण विश्वविद्यालयों पर भी विचार किया गया है, जिसका विस्तार से सातवें चेंप्टर में उल्लेख किया गया है। भारत गांवों का देश है। गांव की शिक्षा, प्रौढ़ शिक्षा अगर नहीं होगी तो निरक्षर रहकर जो सबसे बड़ा अभाव है, शिक्षा की कमी है और जो योजनायें बनती हैं, उसका ज्ञान सामान्य जनता को नहीं है इसलिए ठीक से हमारी योजनाओं का जितना अच्छी तरह से वितरण होना चाहिए नहीं हो पाता है। इसलिए एक ग्रामीण शिक्षा विकास परिषद की स्थापना शिक्षा मंत्रालय करे, यह मैं मांग करूंगा इस प्रस्ताव के समर्थन के साथ ही।

भाषा की बात की गई है। मैं भी जन्म से ही भाषा की सेवा कर रहा हूँ। मैं नागरी प्रचारिणी सभा से संबंधित हूँ, जिसकी स्थापना सन्, 1893 में की गई थी जिस का हिन्दी में वही स्थान है, जो फ्रेंच अकादमी का पाश्चात्य जगत में है। हिन्दी किसी पर थोपी नहीं जाएगी। हिन्दी हमारी राष्ट्र भाषा है। जिस राष्ट्र का अपना नेशनल फ्लैग, नेशनल ड्रेस और नेशनल लैंग्वेज नहीं होती, वह राष्ट्र स्वरूपणी भिखारिणी की तरह होता है। हम जितनी अच्छी तरह से अपनी मदर-टंग, चाहे वह तमिल हो, चा

तेलुगु हो, चाहे कन्नड़ हो, चाहे मलयालम हो, चाहे बंगाली हो, उसमें अपनी बात को अभिव्यक्त करते हैं, उतनी अच्छी तरह से हम विदेश की भाषा अंग्रेजी में, अपने को अभिव्यक्त नहीं कर सकते मैं कहता हूँ, हमारे मित्र अभी कह रहे थे अन्ना डी०एम०के० के लीडर कि हिन्दी थोपी जा रही है। हिन्दी राष्ट्र को जोड़ का माध्यम है और हिन्दी किसी पर थोपी नहीं जाएगी लेकिन जनता हिन्दी से विमुख नहीं है। जो लोग हिन्दी को अपना राजनीतिक साधन बनाना चाहते हैं इस देश में, चाहे वे किसी दल के हों या किसी प्रांत के हों या किसी भाषा के हों, उनसे मेरी प्रार्थना है कि हिन्दी के समन्वय के लिए काम करें। संविधान को कोट किया गया। मैं भी कोट कर रहा हूँ संविधान संघ के विकास पर भी प्रतिबद्धता के साथ ध्यान देने की जरूरत है, संविधान के अनुच्छेद 351 में साफ लिखा हुआ है:—

“संघ का यह कर्तव्य होगा कि वह हिन्दी भाषा का प्रसार बढ़ाए, उसका विकास करे ताकि वह भारत की सामाजिक संस्कृति के सभी तत्वों की अभिव्यक्ति का माध्यम बन सके और उसकी प्रकृति में हस्तक्षेप किए बिना हिन्दुस्तानी के और आठवीं अनुसूची में विनिर्दिष्ट भारत की अन्य भाषाओं के प्रयुक्त रूप, शैली और पदों को आत्मसात करते हुए और जहाँ आवश्यक या वांछनीय हो वहाँ उसके शब्द-भंडार के लिए मुख्यतः संस्कृत से और गौणतः अन्य भाषाओं से शब्द ग्रहण करते हुए उसकी समृद्धि सुनिश्चित करे।”

हिन्दी वाले दुराग्रही नहीं हैं। अगर देश हिन्दी से टूटता है तो हम कभी नहीं चाहेंगे कि हिन्दी का बढ़ावा हो। समस्त भारतीय भाषाओं की हिन्दी जननी है और अपनी सन्तानों को सभी भारतीय भाषाओं को समुन्नत और प्रसन्न देखकर के हिन्दी को सुख होगा। हिन्दी न किसी पर लादी जाएगी, न किसी पर थोपी जाएगी। लेकिन हिन्दी के नाम पर, भाषा के नाम पर कोई राजनीतिक फायदा भ उठाने की कोशिश न की जाय।

जहां तक हिन्दी का प्रश्न है, शिक्षा मंत्री जी बैठे हुए हैं, मैं कहना चाहूंगा कि विश्वविद्यालयों को आप जितना अनुदान देते हैं, देश की सैकड़ों संस्थाएं हैं, नागरी प्रचारिणी सभा जैसी संस्था है, हिन्दी साहित्य सम्मेलन जैसी संस्था है, दक्षिण भारत हिन्दी प्रचार सभा है, वर्धा राष्ट्र भाषा प्रचार समिति है, क्या भारत सरकार इन संस्थाओं में जो मैन्युस्क्रिप्ट पड़ी हैं, उसको वैज्ञानिक ढंग से नहीं रखेगी? आज एक भी रिसर्च स्कोलर पी०एच०डी०, डी०लिट० नहीं हो सकता अगर नागरी प्रचारिणी सभा के पुस्तकालय में न जायें, सारी दुनिया के लोग आकर यहां शोध करते और देखते हैं। लेकिन लाल कपड़े की बेंचों में मैन्युस्क्रिप्ट 50-50, 60-60 हजार बांध कर रखी हुई हैं, पुरानी पत्र-पत्रिकाएं, उनके पन्ने फट रहे हैं, इतिहास खतम हो जाएगा। मैं माननीय शिक्षा मंत्री से आग्रह करूंगा चुन लीजिए आप तीन संस्थाएं हिन्दी की और जो सेंट्रल यूनिवर्सिटी को अनुदान देते हैं, उसी तरह से अनुदान देकर उसे चालू करिए। यही मेरा आग्रह है। मुझे विश्वास है शिक्षामंत्री जी भी हिन्दी के अच्छे सेवक हैं, वह इस ओर जरूर ध्यान देंगे। और मैं जानता हूँ कि यह काम होने से राष्ट्र की एकता मजबूत होगी और नेशनल इटीप्रेशन की बात भाषणों में न रह कर प्रैक्टिकल रूप में आयेगी और हमारा ज्ञान भंडार सुरक्षित रह पायेगा।

THE VICE-CHAIRMAN (DR. BAPU-KALDATE): I have to cut the time of Congress (I) only.

डा० रत्नाकर पाण्डेय : सरकार की जो संस्थाएँ हैं, चाहे वैज्ञानिक शब्दावली आयोग हो, आज तक वह विविध मंत्राशयों की उस पूरे ग्लोसरी की अभी तक नहीं बना सकी हैं। वैसे ही सेंट्रल हिन्दी डाइरेक्टोरेट है। आगरा के केन्द्रीय हिन्दी संस्थान की हालत भी शोचनीय है। जनता के बीच में जाने का काम बहुत हुआ है और होना चाहिए लेकिन जो सरकारी काम हैं उन में भी सुधार की जरूरत है। हिन्दी का काम शिक्षा मंत्रालय में पिछड़ा हुआ है। मैं डंके की चोट और बुले श्राम सदन में कहना चाहता

हूँ कि आज हिन्दी के स्टैनोप्राफर्स नहीं मिलते हैं। उसका प्राविजन इस नयी शिक्षा नीति में नहीं किया गया है। इन शब्दों के साथ मैं चाहता हूँ कि केन्द्रीय सरकार निश्चित रूप से हिन्दी संस्थाओं की ओर ध्यान दे और विश्व हिन्दी सम्मेलन में हम लोगों ने हिन्दी विश्वविद्यालय की बात की थी। उस पर एक कमेटी शिक्षा मंत्रालय ने बना दी है। तीन साल हो गये। शिक्षा मंत्रालय की ओर से, मैं नरसिंह राव जी से कहना चाहता हूँ कि हिन्दी विश्वविद्यालय का प्रारूप क्या होगा, इस को हम सब लोग बैठ कर तय कर लेंगे और जितनी संस्थाएँ आज परीक्षा ले रही हैं उन का एकजामिनेशन बोर्ड ही बना दो जायें तो हिंदी विश्वविद्यालय का काम शुरू हो जायगा। इन शब्दों के साथ मैं कहना चाहता हूँ कि हिन्दी भारत की बोली है। हमारे राष्ट्र की एकता को जोड़ने वाली एक ऐसी कड़ी है जिस की अखिलता न की गयी है और न की जायगी। इन्दिरा जी ने राज भाषा विभाग की स्थापना की थी 1975 में। पूरे हिन्दी के इतिहास में कोई भी ऐसा शासक नहीं है जिस ने पिछले दो हजार सालों के इतिहास में हिन्दी को राजाश्रय दिया हो। वह इन्दिरा जी ने दिया और हिन्दी का काम राज भाषा आफिशियल लैंग्वेज कमेटी के माध्यम से बड़ा तेजी से चल रहा है। जो प्राचीन भाषायें हैं जैसे ग्रीक, लैटिन, प्राचीन तमिल है, पुरबी तैलुगु है वे सब भी खत्म हो जायेंगी। इसलिये उन को पढ़ाई अनिवार्य की जाय और अंत में एक चीज कह कर मैं अपना वक्तव्य समाप्त करूंगा कि हिन्दी स्टेट्स में 3 लैंग्वेज फार्मूला चलता है और उस में लोग हिन्दी ले लेते हैं, अंग्रेजी ले लेते हैं और तीसरी भाषा सस्टेन ले लेते हैं। इस से नेशनल इटीप्रेशन नहीं आयेगा। जिन भाषाओं की लिपि नागरी से भिन्न है चाहे वह तमिल हो, तैलुगु हो, कन्नड हो या मलयालम हो या और कोई और हो उन में से.... (व्यवधान)

एक माननीय सदस्य : पिछड़ी भाषायें खत्म हो जायेंगी। मैं हिन्दी में बात करता हूँ।



**डा० रत्नाकर पाण्डे :** हमारे माननीय सदस्य मेरी बात को समझ नहीं सके । मैं उस को फिर से कहने जा रहा हूँ ।

**एक माननीय सदस्य :** इस से दूसरी भाषायें खत्म हो जायेंगी । हम तमिल वाले हिन्दी में बात करते हैं । ऐसा क्यों ? (व्यवधान)

**डा० रत्नाकर पाण्डे :** मैं जो कह रहा था उस को दोहराना चाहता हूँ कि हिन्दी स्टेट्स में तीन लेवेल फार्मला चलता है और उस में प्रायः लोग हिन्दी अंग्रेजी और संस्कृत ले लेते हैं । मेरी मांग है भारत सरकार से कि कंपल्सरी किया जाय स्टेट्स में और अगर मीटिंग करनी हो चीफ मिनिस्टर्स की तो वह कर के भी कि जिन भाषाओं की लिपि भिन्न है नागरी से जैसे तमिल, तैलगू, कन्नड या मलयालम, तो तीसरी भाषा की जगह हिन्दी स्टेट्स में उन में से किसी एक को पढ़ाना कंपल्सरी कर दिया जाय । जब तक ऐसा नहीं किया जायगा तब तक नैशनल इंटीग्रेशन नहीं होगा । यह केवल कहने से नहीं होगा और यह सारी बात भाषण तक ही रह जायगी । इसलिये मैं पूरे सदन के माध्यम से मांग करता हूँ कि नयी शिक्षा नीति में इस का प्राविधान किया जाय । इन शब्दों के साथ जो नयी शिक्षा नीति आयी है उस पर कहना तो बहुत कुछ था, लेकिन जो कुछ कहना होगा वह मैं मंत्रालय से कह लूंगा । अभी इतना ही कहना चाहता हूँ कि :

आह भरने का मुझको सलीका नहीं, गर किसी ने कहा ये तो खल जाएगा । गैर की बज्ज में चुप रहा इसलिए कि तेरी महफिल का रौनका बिगड़ जाएगा ।

इन शब्दों के साथ मैं श्री राजीव गांधी की सरकार ने जो नई शिक्षा नीति दी है, उसके लिए उनको बधाई देता हूँ और कहना चाहता हूँ कि वह भारत के इतिहास में अभूतपूर्व है । आज तक शिक्षा के क्षेत्र में मकाले के बाद किसी ने इस तरह से चिन्तन नहीं किया जिस तरह से राजीव गांधी ने किया है । उनके सुयोग्य सहयोगी श्री नरसिंह राव जी,

कृष्णा शाही जी, भूतपूर्व सहयोगी श्रीमती सुशोला रोहतगी और मिनिस्ट्री के सारे लोग, किरटि जोशी जी ने मिलकर जो कार्य किया है, उनको मैं बधाई देना चाहता हूँ और यह आशा करता हूँ कि जल्दा से जल्दी टाइम-बाउंड डंग से इसका कार्यान्वयन किया जाएगा ।

इन शब्दों के साथ नई शिक्षा नीति के इस कार्यान्वयन नीति पत्र का मैं तहे दिल से समर्थन करता हूँ ।

**SHRI D. B. CHANDRA GOWDA** (Karnataka): Sir, the Action Programme is purely an executive action. We have already passed the policy document in this House. Now we are in the process of implementing the directions of the policy. In 1977 Education was brought under the Concurrent List. When the Constitution was amended by the Forty-Second Amendment Bill. This should not, and I hope will not, circumscribe the freedom of action of the State Governments. The implementation of this policy. I do say, should be entirely left to the States, and the Centre should coordinate or assist or direct certain policies to be implemented at the lowest level.

The other important aspect which I raised when I was speaking on the policy document was about the medium of instruction. Even this document is conveniently silent about the medium of instruction even at the primary level. I would urge upon the hon. Minister that, keeping the linguistic States in view, the mother tongue and mother tongue alone should be the medium of instruction at the primary and the secondary level. That does not mean that I am opposed to the learning of other languages. But the medium of instruction at the primary level should be the mother tongue. Earlier in the days of the freedom struggle, we used to say that the national movement was a natural result of the English education. Now, if this policy is not properly implemented, I have no doubt that there will be a national movement for a

new policy or a new thinking which may not probably help in the integration of the nation.

Coming down to certain details, the new policy this document has not enunciated, earmarked or quantified the amount involved. The magnitude of the problem is how the allocations are made, how the resources are made available and what are the arrangements for implementing the assurance that the hon. Minister gives to the nation. Just placing this document for discussion on the floor of the House would not solve the problem of education. Therefore, I would expect the Minister to quantify the amount, the resources, involved. It would be, according to my calculation, of the order of 2000 crores of probably by the next Five Year Plan it would go up to Rs. 10,000 crores. But the augmentation of the resources has not been made out in this document. Additional funds have to be made available for education up to the Primary and secondary level. Very many facilities have been thought of in the present document so far as primary education is concerned. The new policy has enunciated basic facilities like teacher-student ratio, salaries to teachers, and many other things. But the allocation is not beyond 6 per cent of the outlay in the Seventh Five Year Plan. Unqualified Priority to universalisation of elementary education will just not succeed unless enrolment and universal retention of children up to the age of 14 is assured. These two things have to be assured. I discussed, when the Policy Document was debated, that we thought of only motivating factors for children, schools operation black board, buildings, teachers but I would request the honourable Minister also to consider motivation of the parents is an essential ingredient so far as education in India is concerned. May I bring to the notice of the honourable Minister that the Government of Karnataka has brought out a scheme called Vidya Vikas Scheme. Under this scheme free text books are supplied to all students in classes 1 to 7. Aided and corporation schools are also included in this programme. All students of classes 1 and 2 in Government schools will be provided with free uniform. Under this scheme during

the year 1986-87 a provision of Rs. 835 lakhs has been made for supply of free uniform and text-books. Why I am drawing attention of the honourable Minister to this particular Programme is that all the motivations may not initiate or enthruse the parents to send their children to schools. Therefore, supporting the parents in sending their children to school is most important. Our experience is in the last one year the enrolment in Primary classes in Karnataka was about 54 to 55 lakhs but after introduction of this scheme this year we have found 19.2 lakhs more students getting in to school, from which I draw this honest inference that the reason why parents do not send their children to school is that they cannot afford to provide their children text-books and a pair of clothes—a uniform. But now when we have started providing free text books and uniform, parents are sending their children to school in increasing numbers. Now, so far as this document is concerned, it does not say anything about any such programme or things like a mid-day meals programme. So I urge upon the Minister to take note of this particular aspect. I say this because economic compulsions are the root cause for the drop-outs and it is estimated that the drop-outs in Classes I to VIII account for 75 per cent.

Then Sir, my second point is about the establishment of the district model schools. Originally, it was thought of as District Model Schools. Now they are called as Navodaya Vidyalayas. The establishment of these Navodaya Vidyalayas, as envisaged in this Document, will lead to one thing. May I caution the honourable Minister that these schools which are called as centres of excellence will, in the future, indulge in and perpetuate elitism in schools, in the educational system, and may become centres of exclusiveness. *(Time bell rings)*

Sir, I would like to mention a few points about vocational education. The Kothari Commission had set the target at 40 per cent. But the achievement was of the order of 2.5 per cent only. Even in this Document, it is enunciated that by

(Shri D. B. Chandra Gowda)

1990, they propose to achieve 10 per cent and by 1995, they propose to achieve 25 per cent. This casual approach to vocational education does not help. I am glad that a reference has been made to the fact that decentralisation of power has been accepted and it has been said that powers will be vested with the Zila parishads. Again, Sir, I would like to draw the attention of the honourable Minister to one thing. The Karnataka pattern should be gone into. We have further decentralised now and have vested the powers with panchayats, specially with reference to primary education. Now, Sir, the ITIs and the polytechnics are the most thought of institutions so far as technical education is concerned. Our experience is—I do not know; I may be wrong in saying this—that the direction of the Central Government to open a new polytechnic even in the rural areas with a population of less than twenty thousand is that we have to deposit or give a bank guarantee for five years at the rate of five lakhs of rupees per course. If you want to open a polytechnic of four courses, the first thing that the institution which wants to open a polytechnic has to do is to make available this amount of twenty lakhs as deposit through any nationalised bank. Will it work? We want to take technical education to the rural areas and this is the thrust that this Document has given. So, I hope that this matter will be looked into by the honourable Minister.

Before concluding, Sir, I would only say that we begin our education by filling in a form, both at the primary school stage and also at the university stage. What we do is that we fill in the name of the person first. The second thing is the name of the father of the person. The third thing to be filled in is the religion and the fourth thing is the caste. We begin with declaring that we belong to a particular case. We begin with declaring that we belong to a particular community. But the document pre-supposes—I do not know—after the implementation that nationalism, freedom of the children, is secure. I would only request the hon. Minister to enlighten me on this aspect.

I thank you for having given me the time to say a few words on this important Action Programme document.

श्री भुवनेश चतुर्वेदी (राजस्थान) :  
 उपसभाध्यक्ष जी, पूरे एक वर्ष से राष्ट्रीय शिक्षा नीति पर बहस चल रही है और कुछ समय से ऐक्शन प्लान पर भी चर्चा हो रही है। इस बहस के बाद भी और मानव संसाधन मंत्री महोदय के आश्वासन के बाद भी कुछ बातें अभी भी स्पष्ट नहीं हैं। उनका स्पष्टकरण करना देश में नयी शिक्षा नीति के प्रति विश्वास पैदा करने के लिये बहुत आवश्यक है। चाहे कौसी भी ऐक्शन प्लान हो, जैसी भी शिक्षा नीति हो उसकी कसौटी है कि अध्यापक पढ़ाने लगे और विद्यार्थी पढ़ने लगे, अगर इस शिक्षा नीति के कार्यान्वयन के बाद अध्यापक पढ़ाने लगे तो हम समझेंगे कि यह नयी शिक्षा नीति की सफलता का एक बहुत बड़ा चोतक है। पर इस बहस के बाद और इस आश्वासन के बाद भी एक बिन्दु बिल्कुल स्पष्ट नहीं है। वैसे माननीय मंत्री महोदय ने कहा है कि फण की इसके कार्यान्वयन में कभी नहीं आयेगी, लेकिन माननीय मंत्री महोदय ने देखा होगा और पूरे देश में इस बात पर बहस चली है कि योजना आयोग के एक माननीय सदस्य ने, जो शिक्षा से संबंधित भी हैं, उन्होंने कहा कि एजुकेशन फंड फ्रोजन फार टू इयर्स। इस घोषणा के बाद उत्तेजना द आये, नयी शिक्षा नीति में अगर लोगों का विश्वास डगमगाये नहीं तो क्या होगा? क्योंकि इस घोषणा के बाद भी शिक्षा मंत्रालय ने इस बात को स्पष्ट नहीं किया? योजना आयोग के एक माननीय सदस्य की इस घोषणा के बाद कि दो वर्षों तक शिक्षा के लिये कोई धन उपलब्ध नहीं होगा तो इस तरह से सातवीं पंच-वर्षीय योजना में दो वर्ष के लिये तो शिक्षा के लिये कोई धन उपलब्ध नहीं होगा और अगले तीन वर्षों की कोई स्पष्ट नीति दृष्टिगोचर नहीं होती क्योंकि इसके तहत कई तरह के जो वाकिंग ग्रुप बने तो इन वाकिंग ग्रुप ने भी आदेशानुसार फंड मोबलाइजेशन की बात कहीं। लेकिन इस डाक्यूमेंट में संभवतः जानबूझकर बड़ी समझदारी से उस बिन्दु को छुआ नहीं

गया। इसलिये इस संबंध में मैं केवल यह जानना चाहता हूँ और आश्वस्त होना चाहता हूँ कि केवल बात से नहीं बल्कि इस तरह से स्थिति स्पष्ट करें कि अमुक अमुक मुद्दों पर यह धनराशि उपलब्ध होगी और रिसोर्स मोबलाइजेशन का हमारा दृढ़ राजनीतिक फैसला है और हम अपनी कर्मठता से उसके लिये रिसोर्स मोबलाइजेशन करेंगे चाहे प्लानिंग कमीशन के माननीय सदस्य देश में शंका पैदा करें चाहे अन्य बातें हों जिन में शिक्षा नीति के कार्यान्वयन में शक हो। लेकिन फिर भी हम यह जानना चाहेंगे कि यह धन उपलब्ध किस तरह से हो गया? मैं उम्मीद करता हूँ और मानता हूँ कि किसी भी बड़े राजनीतिक फैसले के बाद रिसोर्स मोबलाइजेशन करना कठिन नहीं होता। अगर दृढ़ राजनीतिक फैसला है तो रिसोर्स मोबलाइजेशन होगा ही। लेकिन अगर कहीं किसी प्रकार से शंका पैदा होती है तो हम यह जानना चाहेंगे कि इस शंका का कारण क्या है?

दूसरी बात मैं यह निवेदन करना चाहता हूँ कि एक्शन प्लान और शिक्षा नीति इतने बहस का विषय है जिस के हर बिन्दु पर चर्चा नहीं की जा सकती है। लेकिन फिर भी तीन-चार बिन्दुओं की ओर मैं माननीय मंत्री जी का ध्यान आकर्षित करना चाहूँगा। जो सब से बड़ा नारा दिया गया है या सब से बड़ी प्राथमिकता तय की गई है वह आप्रेशन ब्लैक बोर्ड की है। हम उम्मीद करते हैं कि आप्रेशन ब्लैक बोर्ड का अर्थ केवल स्कूलों को ब्लैक बोर्ड उपलब्ध कराना ही नहीं है बल्कि ब्लैक बोर्ड जहाँ रखे जाएंगे वह कक्षा के कमरे को भी कम से कम उपलब्ध हों। आंकड़ों के अनुसार अगर एक ब्लैक बोर्ड आप्रेशन के लिए दो कमरों की आवश्यकता है तो जितने स्कूल है डेढ़ लाख स्कूलों की कल्पना की है प्राइमरी स्कूलों की तो उस के लिए जो धनराशि उपलब्ध होगी उसकी कैसे व्यवस्था होगी इसका स्पष्टीकरण राष्ट्र आज चाहता है। उसी तरह से टीचिंग ऐंड्स के लिए आप्रेशन ब्लैक बोर्ड के साथ

सब से अधिक जो आवश्यकता है उसकी क्या व्यवस्था सातवीं पंचवर्षीय योजना में होगी यह स्पष्ट दृष्टिगोचर नहीं होता। उसी के साथ साथ यह सब एक्शन प्लान के कार्यान्वयन के लिए जो अध्यापकों की आवश्यकता होगी। जो टीचर्स कोर्सिज प्रारम्भ किये गये और ओरियेंटेड कोर्स दिखाये गये मुझे भी सौभाग्य हुआ मैं कई ट्रेनिंग कोर्सिज में शामिल हुआ मैं उम्मीद करता हूँ कि जो नयी चुनौतियाँ और नये आदेश इस शिक्षा नीति के माध्यम से तय किये जा रहे हैं उस में हमारा शिक्षक उन चुनौतियों को स्वीकार करने के लिए और नीतियों को कार्यान्वित करने के लिए सही सावित होगा और उसके लिए सफल माध्यम सिद्ध होगा। लेकिन एक दिन में अध्यापक नहीं बनता है। दो हफ्ते की ट्रेनिंग से नहीं बनता है और इसलिए हम यह निवेदन करना चाहेंगे कि टीचर्स के लिए एक बहुत ही ब्यापक कार्यक्रम तैयार किया जाना जो कम से कम सातवीं पंचवर्षीय योजना के अन्त तक हम वास्तव में क्षमतावान अध्यापक अपने इस कार्यक्रम की कार्यान्वित करने के लिए उपस्थित कर सकेंगे। दूसरा जो बिन्दु है जिस पर सब से अधिक बहस चलती वह है नवोदय विद्यालय मैं निवेदन करना चाहता हूँ कि नवोदय ने विद्यालय के लिए जो प्रिंकिवीजिट आपने रखा है मन्त्रालय ने रखे हैं उस में आपने यह घोषणा की है कि हर जिले में एक विद्यालय प्रारम्भ करेंगे और वह जिले का हैडक्वार्टर नहीं होगा। बड़ी प्रसन्नता की बात है कि गांव में खोले जाएँगे, ट्राइबल एरियाज में और और दूसरे स्थानों पर पर खोले जाएँगे लेकिन प्रारम्भ करने के लिए जो आपने प्रिंकिवीजिटस रखे हैं कि इतने कमरे उपलब्ध होने चाहिये, उतने बच्चों के लिए छात्रावास की सुविधा होनी चाहिये लगभग 15 एकड़ भूमि उस के लिए उपलब्ध होनी चाहिये। भूमि उपलब्ध हो जाएगी गांव में लेकिन छात्रावास की या स्कूल के कमरों की व्यवस्था वहाँ क्या आप दे सकते हैं अगर ऐसी क्षमता गांव में उपलब्ध हो, 14-15 कमरे उपलब्ध हों पढ़ाने के लिए और 8-10 कमरे छात्रावास के लिए

[श्री भुवनेश चतुर्वेदी]

उपलब्ध हों तो यह समझ में नहीं आता कि यह सब साधन गांव में पहले से उपलब्ध हैं तो क्यों नहीं अभी तक विद्यालय खोले गये हैं। मैं बड़े अदब के साथ निवेदन करना चाहता हूँ कि राजस्थान में जिस तरह से आपने चार विद्यालय खोलने का फैसला किया, 27 जिले राजस्थान में हैं और उस में से चार में आपने विद्यालय खोलने की कहा है और चारों विद्यालयों के लिए भी उपयुक्त स्थान जो दो सौ तीन सौ साल पुराने गढ़ हैं, हवेलियां हैं उन में आप खोलने जा रहे हैं, नवोदय विद्यालय स्थापित करने जा रहे हैं उसके लिए आपको विचार करना होगा कि क्या वाकई वह हमारे लिए आदर्श स्थान हों सकेंगे। दूसरी जो सब से बड़ी कंट्रोवर्सी है वह यह है कि कई प्रदेशों ने इसको स्वीकार नहीं किया है। यह एक बहुत बड़ा राजनीतिक विवाद है और हम उम्मीद करते हैं कि इसका समाधान होगा और जो भी प्रदेश इसको स्वीकार नहीं करेंगे उनको किसी भी तरह से परसुयेड किया जाएगा लेकिन इसमें सब से बड़ा जो इरीटेंट प्वाइंट है वह आपका श्री लैंग्वेज फार्मूला है। जिस तरह से अभी तक श्री लैंग्वेज फार्मूले को कार्यान्वित किया है, वह संतोषजनक नहीं है। इसीलिए उसके प्रति, उसकी क्रियान्विती के प्रति जो अविश्वास पैदा हुआ है उसी से ये इरीटेंट्स पैदा हुए हैं। हम आशा करते हैं कि मंत्रालय श्री लैंग्वेज फार्मूला की ईमानदारी और मजबूती के साथ, दृढ़ता के साथ कार्यान्वित करेगा और जो प्रदेश अभी तक नवोदित विद्यालय को स्वीकार नहीं कर रहे हैं वे इसे स्वीकार करेंगे। मैं एक और निवेदन करना चाहता हूँ कि शिक्षा में कई प्राथमिकताओं का कन्फ्यूजन है और आज जो शिक्षा की स्थिति है वह इसलिए है कि हम अपनी प्राथमिकताओं का इसमें निर्णय नहीं कर सके, प्रायोरिटीज तय नहीं कर सके। मैं यह निवेदन करना चाहता हूँ कि चाहे यह अपना राजनीतिक फैसला हो लेकिन आप फैसला कर लीजिए कि सैवन्थ फाइव

ईयर प्लान में हम कोई यूनिवर्सिटी एजुकेशन और कालेज एजुकेशन का एक्सपेंशन नहीं करेंगे और जो साधन उपलब्ध होंगे उन्हें हम प्राइमरी स्कूल और सैकण्डरी स्कूल के लिए उपलब्ध करावेंगे। अगर आपने मजबूती से इस फैसले की क्रियान्विती की तो वास्तव में आपको समुचित साधन मिलने की संभावना है। दूसरे रिसोर्स मोबिलाइजेशन के लिए कुछ भी हो आपको शिक्षा का जो पुराना और सस्ता नारा है कि निःशुल्क शिक्षा उसको समाप्त करना होगा। आपको हर हालत में इसके लिए रिसोर्सज मोबिलाइजेशन करना पड़ेगा और जो व्यक्ति और परिवार शिक्षा के लिए फीस देने की क्षमता रखता है उसको किसी भी हालत में निःशुल्क शिक्षा नहीं दी जानी चाहिए। हमने भी आजादी के बाद, आजाद देश और निःशुल्क शिक्षा, फ्री एजुकेशन का नारा लगाया था। हमने भी यह नारा दिया था। लेकिन आज उस पर पुनः सोचने की आवश्यकता है। फ्री इंडिया, फ्री एजुकेशन की बात व्यावहारिक नहीं है। हमको मजबूती के साथ रिसोर्स मोबिलाइजेशन करना पड़ेगा। समाज के अंग जो इसका क्षमता रखते हैं उनको पेमेंट करनी चाहिए। एजुकेशन में चैरिटी का कोई स्थान नहीं है। राष्ट्र के निर्माणमें चैरिटी का योगदान नहीं होता। अंतिम बिन्दु में मेरा यही निवेदन है कि जो 10 जमा 2 का आप एक्सपैरिमेंट कर रहे हैं और कई राज्यों ने इसको स्वीकार नहीं किया था, वे जल्दो-जल्दो में आपके इस प्रभाव में इस स्तर से इसको चालू कर रहे हैं। लेकिन वे बड़े हाफ हार्टली वे में काम कर रहे हैं। इसका मतलब यह नहीं है कि कुछ पाठ उसमें जोड़ दिये जायें और कुछ उसमें से छटा दिये जायें। यह एक निश्चित शिक्षा नीति है। उसको उसी तरह से फालो करना पड़ेगा अन्यथा जो शार्ट कट कई राज्यों ने इसके लिए लगा रखे हैं वे बड़े सुइसाइडिल होंगे। इस सिस्टम में बड़ी सजगता से आपको देखना पड़ेगा। यही बात कहते हुए मैं आशा करता हूँ कि हमारी सरकार मजबूती के

साथ, एक राजनीतिक निर्णय के साथ इसको कार्यान्वित्त करेगा। धन्यवाद।

**श्री अटल बिहारी वाजपेयी (मध्य प्रदेश) :** उपसभाध्यक्ष महोदय, संसद् के सत्र का आज अंतिम दिन है। क्या शिक्षा जैसे महत्वपूर्ण विषय पर चर्चा के लिये इससे पहले समय नहीं निकाला जा सकता था? उंगलियों पर गिने जाने वाले सदस्यों की उपस्थिति में हम सरकार द्वारा प्रस्तुत एक नए दस्तावेज पर विचार कर कर रहे हैं। पहला दस्तावेज था शिक्षा की चुनौती। उस दस्तावेज को पेश करने के साथ शिक्षा मंत्रालय स्वयं तिरौहित हो गया। अब शिक्षा मंत्रालय की जगह उदय हुआ है मानव संसाधन विकास मंत्रालय। उसके अन्तर्गत है यह प्रोग्राम आफ एक्शन, 204 पृष्ठों का दस्तावेज। मगर मैंने प्रयत्न किया है इसमें ठूढने का कि कृति कार्यक्रम कहां है? पहले चुनौती के दस्तावेज में शिक्षा नीति के दोषों को गिनाया गया था, दोषों से कोई अपरिचित नहीं था, डा० राधा-कृष्णन की अध्यक्षता में कमिशन बना, डा० कोठारी की अध्यक्षता में दूसरा कमिशन बना, वर्तमान शिक्षा-पद्धति की विकृतियों से, उसके दोषों से, कमियां से सारा देश परिचित है, मगर नई शिक्षा नीति कहा है? क्या हर जिले में एक विद्यालय खोलना यही नीति का निचोड़ है? मैं उसकी चर्चा बाट में करूंगा।

जब प्रधान मंत्री ने 5 जनवरी, 1985 को अपने पहले प्रसारण में नई शिक्षा नीति की बात की तो देश में एक आशा की लहर जमी थी, फिर उन्होंने 15 अगस्त को लाल-किले पर उसी आश्वासन को दोहराया। लेकिन शिक्षा-पद्धति में नवी-नीकरण का कोई प्रयास नहीं हुआ है। ऐसा लगता है कि हमारी सरकार इस नतीजे पर पहुंच गई है कि शिक्षा-पद्धति में कोई बुनियादी परिवर्तन की आवश्यकता नहीं है। अगर यह परिणाम है, अगर यह निचोड़ है तो फिर शिक्षा-पद्धति में परिवर्तन करके देश के मानस को बदलने का लक्ष्य पूरा नहीं होगा। लेकिन व्यापक विषय है, इस समय मैं उसमें जाना नहीं चाहता।

लेकिन उपसभाध्यक्ष महोदय, प्रोग्राम आफ एक्शन का एक अंश पढ़कर सुनाना चाहता हूँ :—

“This Programme of Action” is meant to provide an indication of the nature of actions which will be needed in order to implement the directions of the policy. It provides a broad strategy within which detailed scheme will be subsequently drawn up. It will also facilitate the preparatory work which will be required before such schemes can be worked out fully and put into operational form.”

दो साल से चर्चा हो रही है। नाम दिया है—प्रोग्राम आफ एक्शन। प्रोग्राम है क्या? क्या एक अनन्त चर्चा चलेगी, अन्तहीन चर्चा और उस अन्तहीन चर्चा के बाद भी जो बुनियादी प्रश्न है, अनुत्तरित रह जायेंगे।

उपसभाध्यक्ष महोदय, एक बुनियादी प्रश्न यह है कि क्या इस देश के हर नागरिक के लिये एक समान शिक्षा होगी या नहीं होगी? क्या शिक्षा के क्षेत्र में जो विषमता आज चल रहा है, वह चलेगी जिसमें पब्लिक स्कूल कहा जाता है, वह प्राइवेट स्कूल है। क्या इस देश के नागरिक का गरब नागरिक का बेटा दिल्ली म्यूनिसिपल कारपोरेशन के टैन्टों के स्कूल में पढ़ता रहेगा और धनी का बेटा, बड़े आदमों का बेटा प्राइवेट, पब्लिक स्कूल के नाम से चलने वाले प्राइवेट स्कूलों में जाकर शिक्षा प्राप्त करता रहेगा? क्या शिक्षा समान नहीं होनी चाहिये? जो छोटे विद्यालय हैं, जो गरबों के बच्चों को पढ़ाने वाले विद्यालय हैं, इनकी स्तर कैसे उठेगा, कौन उनकी तरफ ध्यान देगा?

हम शिक्षा मंत्री से आशा करते थे कि वे शिक्षा में समानता लाने की दिशा में कदम उठावेंगे।

उपसभाध्यक्ष महोदय, वर्ण व्यवस्था खतम होनी चाहिये। मगर हमारे शिक्षा मंत्री ने एक नया वर्ण कायम कर दिया पंचम वर्ण, नवोदय विद्यालय। अब एक

[श्री अटल बिहारी वाजपेयी]

और श्रेणी बन गई कौन उसमें जायेंगे? कितने लोग जायेंगे? क्या नवोदय विद्यालय कलह का एक नया कारण नहीं बनना बाकी के विद्यालयों का क्या होगा? उनमें उदय नहीं होगा, अस्त होगा? वह नम नहीं होंगे। पतने होंगे।

500 करोड़ रुपया नवोदय विद्यालयों पर खर्च किया जाने वाला है। मुझे खशी है कि मानव संसाधन विकास मंत्री जी ने आश्वासन दिया है कि अब शिक्षा के लिये पैसे की कमी नहीं होगी। मैं नहीं जानता कि यह आश्वासन कैसे पूरा होगा। मगर इस आश्वासन के साथ मैं उन को बांधना चाहता हूँ। मुझे यह चिन्ता है कि जब कभी हम उनसे जवाब तलब करें कि आप ने पूरा पैसा देने का वायदा किया था और वह उसका उत्तर देने की स्थिति में आयें इसके पहले ही कहीं उन के जिम्मे कोई नया मंत्रालय न सौंप दिया जाये और इस मंत्रालय से उन को छुट्टी न कर दी जाय। कौन कहां कितने दिन तक अपने पद पर रहेगा यह कहना आज मुश्किल है। पंत जी यहां शिक्षा मंत्री थे। उन्होंने मुझे एक पत्र लिखा और जित्त दिव उन का पत्र मुझे मिला, मुझे पता लगा कि पंत जी का अब शिक्षा विभाग से, उस मंत्रालय से कोई संबंध नहीं रहा। अब वह खदानें खोदेंगे।

लेकिन अगर शिक्षा के लिए धन की व्यवस्था हो सकती है तो यह बड़ी अच्छी बात है। इस मामले में सारा सदन मानव संसाधन विकास मंत्री जी का साथ देगा और उन का समर्थन करेगा। मगर इसके लिये जरूरी है कि एक समय-बद्ध कार्यक्रम बनाया जाये। बड़ी चर्चा हो रही है आपरेशन ब्लैक बोर्ड की। 40 परसेंट विद्यालय ऐसे हैं कि जिन में ब्लैक बोर्ड नहीं हैं। आखिर ये ब्लैक बोर्ड कब तक आयेंगे? क्या इस के लिये कोई समयबद्ध कार्यक्रम है। कितना खर्चा होगा। मैं आशा करता था कि मंत्रालय कुछ गभना करके लायेगा।

41.5 परसेंट प्राथमिक स्कूलों में ब्लैक बोर्ड नहीं हैं। 72 परसेंट विद्यालयों में पुस्तकालय नहीं हैं 53 परसेंट विद्यालयों में खेल के मैदान नहीं हैं। दस परसेंट गांव ऐसे है जिन में विद्यालय नहीं हैं। दो तिहाई आबादी ऐसी है कि जो निरीक्षक है।

निरक्षरता का और निर्धनता का बड़ा गहरा संबंध है। बीस सूत्री कार्यक्रम के द्वारा प्रधान मंत्री निर्धनता पर प्रहार करना चाहते हैं। उस के साथ साथ निरक्षरता पर प्रहार करने के प्रयत्न की भी जोड़ना पड़ेगा। इस-दस्तावेज में चर्चा हो रही है कि जो बच्चे अपने गरीब परिवार का पेट पालने के लिये समय पर विद्यालय नहीं जा सके, काम करने पर मजबूर होते हैं उन के लिये अलग ढंग से विद्यालय चलाये जायेंगे। अलग प्रकार की कोई व्यवस्था की जायेगी। उस का स्वरूप क्या होगा। उस दायित्व का निर्वाह कौन करेगा। कितने बड़े पैमाने पर उस के लिये धन की आवश्यकता होगी। मैं मानता हूँ कि एक साथ सारा काम नहीं हो सकता। उसके लिये समयबद्ध कार्यक्रम बनाना पड़ेगा। मैं आशा करता था कि आज जब सदन में इस विषय पर चर्चा हो रही है तो इस बारे में सदन को विश्वास में लिया जायगा।

नवोदय विद्यालयों के बारे में एक बात कहना चाहता हूँ कि 75 परसेंट लड़के उस में गांवों के होंगे। करल एरियाज के होंगे। अगर विद्यालय पिछड़े हुए इलाके में हैं और उस इलाके में एक जिले में कस्बे के नाम पर दो तीन शहर हैं तब भी क्या यही शर्त लागू की जायेगी? बच्चों को खर्च दिया जायेगा, रहने के लिये उन की व्यवस्था होगी, शिक्षा का पूरा व्यय भार उठाया जायेगा। अपने में यह योजना बुरी नहीं है, मगर मुझे डर है कि इस से विषमता को बढ़ावा मिलेगा। दूसरी बात यह है कि त्रिभाषा फार्मुले को ले कर इस का विरोध किया जा रहा है। यह बात मेरी समझ में नहीं आती। कुछ लोग नवोदय विद्यालय के पक्ष में इस लिए हैं कि उस में तीन भाषाओं में तालीम दी जायेगी और कुछ

लोग इस के विरोध में हैं। (व्यवधान) कल्पनाथ जी, आप यहां विराजमान नहीं थे। अभी बड़ा भयंकर भाषण हुआ था दूसरे सदन में कहा गया कि हिन्दी का कोई व्याकरण नहीं है। उदाहरण यह दिया गया कि "चेयर" और "टेबल" का लिए एक है। मैं उस विवाद में पड़ना नहीं चाहता, मगर शिक्षा का माध्यम क्या हो इस सवाल को लेकर भी यह दस्तावेज स्पष्ट नीति का निर्धारण नहीं करता। शिक्षा मातृभाषा में होनी चाहिये लेकिन जिन प्रदेशों में मातृभाषा अलग है और राजभाषा अलग है उनमें शिक्षा का माध्यम क्या होना चाहिए? आसाम में एक कठिनाई पैदा हो रही है। महाराष्ट्र और कर्नाटक के सीमा विवाद से, उपसभाध्यक्ष महोदय, आप भी जुड़े हुये रहे हैं। यह प्रश्न सामने आया है। शिक्षा का माध्यम मातृभाषा होनी चाहिए। ऊंची से ऊंची शिक्षा मातृभाषा के माध्यम से दी जानी चाहिए। मगर इस बात को अस्वीकार करने से काम नहीं चलेगा कि हिंदी प्रदेश त्रिभाषा फारमूले को ईमानदारी से लागू नहीं कर सके। हम दक्षिण वालों से कि भूँह से कहें कि वे हिंदी सीखें, हिंदी, बोलें। अगर हिंदी प्रदेशों में लाखों लोग ऐसे तैयार हो जाएं जो धारा-प्रवाह तमिल तेलगु, मलयालम और कन्नड़ बोल सकें तो हिंदी का विरोध कुछ कम हो जाएगा। लेकिन मेरा निवेदन है कि नवोदय विद्यालयों को लेकर यह भाषा का झगड़ा खड़ा नहीं करना चाहिए। समझा बुझाकर उन प्रदेशों को अपने साथ लाना जरूरी है। मगर केन्द्रीय सरकार को भाषा के बारे में विचार करना पड़ेगा उन प्रदेशों को ध्यान में रखकर जहां मातृभाषा और राजभाषा अलग अलग है।

तीसरी बात मैं कहना चाहता हूँ कि अल्पसंख्यकों को अपने विद्यालय चलाने का संविधान ने अधिकार दिया है, विद्यालयों का प्रबंध करने का अधिकार दिया है, विद्यालयों का कुप्रबंध करने का अधिकार नहीं दिया है अल्पसंख्यकों द्वारा जो विद्यालाए जाते हैं, क्या उनके अध्यापकों को यह अधिकार नहीं है कि वह उचित वेतन की माग करें, क्या उनकी सेवा शर्तें समान नहीं होनी चाहिए? मगर अध्यापक

निकाल दिए जाते हैं, अध्यापकों के साथ अन्याय किया जाता है कर्मचारियों को छुटी दे दी जाती है और वह अदालत का दरवाजा खटखटा नहीं सकते इस आधार पर कि विद्यालय अल्पसंख्यकों द्वारा चलाया जा रहा है अल्पसंख्यकों को उनके अधिकार मिलें मगर अधिकारों का इस तरह से उपयोग नहीं होना चाहिए कि शिक्षा के क्षेत्र में एक नई विषमता पैदा हो जाए केन्द्रीय सरकार को इस विषय पर गहराई से विचार करना होगा कौसी हास्यास्पद बात है कि पश्चिम बंगाल में रामकृष्ण मिशन द्वारा संचालित विद्यालयों को अपनी स्वायत्तता बनाए रखने के लिए कोर्ट में जाकर यह कहना पड़ता है कि वह माइनारिटी इंस्टीट्यूशन है हिन्दू इस देश में अल्पसंख्यक ही हो गए, आर्य समाज को भी पंजाब में यही करना पड़ा था यह विभाजक रेखा कहां तक जाएगी? इससे कुप्रबंध का अधिकार शामिल नहीं होना चाहिए। यदि आवश्यकता पड़े तो सरकार संविधान में संशोधन करे और मैं समझता हूँ कि सदन इसमें आपको समर्थन देगा।

एक बात में और कहना चाहता हूँ। एक राष्ट्रीय पाठ्यक्रम की चर्चा हो रही है शिक्षा समवर्ती विषय है प्रदेश अपनी शिक्षा नीति बनाएंगे, उसको अमल में भी लाएंगे मगर कहीं न कहीं पाठ्यक्रम में एकरूपता होनी चाहिए मगर उस राष्ट्रीय पाठ्यक्रम का रूप क्या है? किस तरह से वह व्यक्तित्व के सर्वांगीण विकास का एक सशक्त माध्यम बनेगा? इतने संबंध में भी दस्तावेज कोई ऐसी बात नहीं कहता कि जो भविष्य के लिए हमारा मार्गदर्शन कर सके।

और अंतिम बात, शिक्षा का केन्द्र है शिक्षक, शिक्षा की धुरी शिक्षक है।

शिक्षक ऐसा चाहिए जो सिकली गर होय,

जनम जनम को मोरवा पल में डरे खोय।



[श्री अटल बिहारी वाजपेयी]

अब तो न वैसे शिक्षक हैं न वैसे शिष्य हैं लेकिन शिक्षक की स्थिति में जब तक हम सुधार नहीं करेंगे, जब तक उनको हम समाज में फिर से सम्मान के पद पर प्रतिष्ठित नहीं करेंगे तब तक देश उन्नति नहीं कर सकता आज, शिक्षक हड़ताल कर रहे हैं। दिल्ली के अध्यापक लड़ रहे हैं। चट्टोपाध्याय कमीशन बना, सिफारिश आई, अमल में नहीं लाई गई। पे कमीशन ने विचार भी किया, लेकिन दिया कुछ नहीं अब शिक्षक हड़ताल कर रहे हैं, विद्यार्थी सड़क पर डोल रहे हैं और पालियामेंट के मੈम्बर नई शिक्षा नीति पर चर्चा कर रहे हैं। अभी बिहार के एक संसद सदस्य ने मुझे चिट दी है जिसमें उन्होंने कहा है कि साल भर में मुश्किल से 60 दिन पढ़ाई होती है। विद्यालय बन्द है। शिक्षकों को रुचि नहीं है। शिक्षक अपने आर्थिक प्रश्नों में उलझे हुए हैं। अगर हम शिक्षा के लिए धन निकालें तो शिक्षकों की स्थिति को भी सुधारें। शिक्षा को एक ऊंचे पद पर प्रतिष्ठित करें।

मैं सहमत हूँ इस बात से कि राजनीतिक दलों में इस सवाल पर एक आम सहमति होनी चाहिए कि शिक्षा के केन्द्रों को राजनीति का अखाड़ा न बनाया जाये। भारतीय जनता पार्टी इस बात के लिए तैयार है। क्या कांग्रेस पार्टी तैयार है ?

श्री कल्पनाथ राय : उत्तर प्रदेश है।

श्री अटल बिहारी वाजपेयी : नहीं है।

श्री कल्पनाथ राय : बिलकुल तैयार है।

श्री अटल बिहारी वाजपेयी : अगर तैयार है तो आप इस मामले में पहल करिये। दिल्ली यूनिवर्सिटी की यूनियन का चुनाव होने वाला है। वह चुनाव आम चुनावों की तरह है। (व्यवधान) हमने बाद में शुरू किया है पहले

आपने शुरू किया है। सबसे पहले तो कम्युनिस्ट पार्टी ने शुरू किया था स्टूडेंट फ़ैडरेशन बना कर। (व्यवधान) मेरी बात सुनिये। जब मैं विद्यार्थी था तो स्टूडेंट फ़ैडरेशन से जुड़ा हुआ था। उसके बाद स्टूडेंट कांग्रेस बनी। फिर हमने विद्यार्थी परिषद् बनायीं। मगर मैं चाहता हूँ कि इस सवाल पर नये सिर से विचार किया जाये। छात्रों को और अध्यापकों को अगर राजनीति में रुचि है तो वे राजनीति में भाग ले सकते हैं लेकिन शिक्षा में व्यवधान नहीं होना चाहिए। शिक्षा के केन्द्र, सरस्वती के मन्दिर दलगत राजनीति के अड्डे नहीं होने चाहिए। इसके लिए राष्ट्रीय सर्वअनुमति का विकास करना पड़ेगा। प्रधान मंत्री इसमें पहल करें।

मगर प्रधान मंत्री कई मामलों में पहल नहीं कर पा रहे हैं।

रिजर्वेशन का प्रश्न एक माननीय सदस्य ने उठाया था। चुनाव के समय रिजर्वेशन का सवाल गुजरात में बड़ा उग्र हो गया था। प्रधान मंत्री ने कहा था कि हम सब दलों की राय से इस बात पर आम सहमति बनायेंगे और नीति निर्धारित करेंगे। वह सहमति नहीं बनायी गयी। अब आन्ध्र प्रदेश में रिजर्वेशन को लेकर एक नया बखेड़ा खड़ा हो गया है। कुछ ऐसे राष्ट्रीय मामलों में जिस पर देश में आम सहमति नहीं होगी तो यह देश सही फैसला नहीं कर सकता। मैं समझता हूँ शिक्षा का मामला भी एक ऐसा ही मामला है। धन्यवाद।

SHRI T. K. C. VADUTHALA (Kerala): Mr. Vice-Chairman, Sir, I am thankful to you for giving me an opportunity to speak on this important topic. The Programme of Action which is before the House at present, sets out the main aspects of educational changes in the country as a whole.

Our educational system was subjected to extensive study by the Education Commission in 1964-66. One of the outcome

of such a study is the structural change in the form of 10+2+3. The Programme of Action now under review lays emphasis, among other things, on universal and free education to children up to an age of 14 years. This has relevance to the constitutional provision under Art. 45 for free and compulsory education to all children until they complete the age of 14 years. Early specialisation through skill training, intensive vocational and professional specialisation have also been prescribed in the Programme of Action.

Another major change is delinking of university degree from jobs and establishment of Navodaya or Model Schools. These schools are being established one in each district with a common curriculum. All these changes are aimed at establishing a healthy foundation of basic knowledge and skill for the whole nation. In this context, I would like to point out the observation made by the Gajendragadkar Sub-Committee (1968) of the National Integration Council. I quote

"Education from the primary to the post-graduate stage should be reoriented to:

(a) serve the purpose of creating a sense of Indianness, unity and solidarity;

(b) inculcate faith in the postulate of democracy; and

(c) help the nation to create a modern society out of the present traditional one."

I hope the ideas specified above will act as a guiding principle while prescribing the curriculum for the new educational system.

Plato, in his "Republic" has stated, as said by Socrates his definition of education:

"Education is divided into gymnastic for the body and music for the soul. Music includes literature which may be true or false."

So, our main aim should be to enrich the soul of the students. I don't think that this idea has anyway influenced those who have been authorised to draw up programme of early childhood care and education. Music is for soul; how correctly it is worded! From the pre-primary education system from the educational curriculum, music should not be eliminated. But we have to be really sorry for the poor standard of the teaching staff of Balwadis, who are employed on a very small sum of honorarium. On the other hand, nursery schools of western style are freely functioning in our country for the sake of the children of the affluent society. Both these systems have not been influenced by the system prescribed for those who love music for refinement of soul. How could both the systems prevail under the New Education Policy? It requires elucidation.

An important step at the primary level is the "Operation Blackboard"—a massive school improvement programme which includes providing basic amenities with community involvement. The idea, it seems, is to catch and retain the millions of children who never go to school. Even if they go, they soon become drop-outs. Unfortunately, most of them are girls and children of the Scheduled Castes and the Scheduled Tribes. Why is elementary education with all the incentive assistance still beyond their reach? Because the formal schooling demands attendance for most of the workingdays in an year. The children are valuable assets for these families of the Scheduled Castes and the Scheduled Tribes as they are income-earners, if they are boys. If the children are girls, they are house-keepers when the parents are at work-sites. This is the main reason for the formal schooling becoming beyond the reach of the children of the rural areas as well as the poorest urban regions. Under such social and economic conditions of these children, the non-formal education assumes greater importance. The principle governing should be that the school should not be an alienating institution but one which should suit the environment of the students. The students are the assets of the nation, and the youth of the nation

[Shri T. K. C. Vaduthala]

are its hope. Our system of education should help to realise this hope.

The non-formal education hitherto has not been given due importance that it deserved. The formal education is beyond the reach of certain categories of rural population, especially the Scheduled Castes and the Scheduled Tribes and other weaker sections of the society. These are the factors which contributed to the low percentage of literacy among these people. The literacy rates are 21.38 per cent for Scheduled Castes and 16.35 per cent for Scheduled Tribes as against 41.20 per cent for general. The situation calls for systematic efforts directed towards the educational development of Scheduled Castes and Scheduled Tribes. In ancient days scope of education was very little and many of the people did get chance to learn even the scripts. I quote here a Sanskrit shloka:

'Acharyal Padamadathe  
Padam Sishya Swamedhaya  
Padam Sah Brahmacharrilyh  
Padam Kala Kramenach.'

The acharya could teach only one fourth of the education that could be taught, second one-fourth comes with the effort of the student himself. The third one-fourth comes forth with his contact with his classmates and the fourth one-fourth is acquired during the life time with his contacts with other people. So, education is never complete. In those days Acharyas were of this opinion.

Another remarkable change in the system is vocationalisation after the eighth standard. Such a training equip them to make a living through productive work. But it should be ascertained what kind of skills are in demand in various places and how many people could be profitably employed. By the end of 1984, the number of establishments in which apprentices were taken were 13,375 and apprentices that were employed were 1,34,203. This picture does not give a bright future for the scheme.

A major change made in the higher education is de-linking of university degree from job. This will be accomplished through the establishment of a National Testing Service. The idea, it seems, is to reduce the demand for higher education. The National Testing Service itself may not be able to significantly reduce the pressure on formal higher education, unless there are enough jobs to accommodate all the needy people. Many of them who go in for formal higher education with an eye on higher posts will be able to influence the authorities. So, naturally those who are thinking of delinking degree from education will be in difficulty to provide these people with necessary job they require.

Cultural heritage has also not been given much importance. I am the one who is connected with one of the biggest publishing houses in the country. We find that most of the readers are after the ancient literary works and ethics just like the Mahabharata, Ramayana because the heroes of these works could properly guide them in their life. So, such literary works are also to be considered for inclusion in the text-books in the national education system.

At the end I would like to quote a few sentences from the works of Pandit Jawaharlal Nehru as visualised by him:

"It is man that builds up the wealth of a nation as well as its cultural progress. Hence education and health are of high importance so as to produce that quality in the human beings. We have to suffer here also from the lack of resources, but still we have always to remember that it is right education and good health that will give the foundation for economic as well as cultural and spiritual progress."

(Mr. Deputy Chairman in the Chair)

I hope the Programme of Action of the National Policy on Education, 1986 will enable the country to achieve the goal that is highlighted by Panditji. Finally I congratulate the hon. Minister for Human Resource Development for bringing forward

this document before the House for discussion; and implementing the new education system in our country.

**DR. G. VIJAYA MOHAN REDDY** (Andhra Pradesh): Mr. Deputy Chairman, Sir, I deem it a privilege to take part in this debate on the National Policy on Education and its programme of action. Firstly, I want to submit to this august House that this National Policy on Education is itself a very laudable objective though it came after four decades of our independence. I think a good effort is being made in trying to work out a policy on education for the country. At the same time, Sir, I want to state that there is lack of trust in the States. A subject like education naturally is a State subject. Now, it is just like taking a poor child in poverty and trying to show his own mother and at the same time getting a very rich woman with all jewellery and property and asking the child to choose between two mothers. The child will choose whom? Naturally he would choose his own mother who has given birth to the child. He will not choose other woman in spite of having jewellery and property. That is why it is a question of choice. Now what is the choice? The choice is mother-tongue. If anybody goes against the mother-tongue they are not going to succeed in the country... (*Interruptions*)...

**SOME HON. MEMBERS:** Why are you getting excited?

**DR. G. VIJAYA MOHAN REDDY:** Because I wanted to emphasise on this point.

**SHRI CHATURANAN MISHRA** (Bihar): Mother-tongue is easy, but English is harsh.

**DR. G. VIJAYA MOHAN REDDY:** This document does not refer or even speak about mother-tongue. I do not know without mother-tongue what it will achieve in this field. As a matter of fact, the language binds the people, it awakens the people and it is born out of the society itself as a means of communication, barter, trade, unification and as a

means of formation. During the national movement every one rose against the Britishers. They were asked to form their own national committees and national provincial councils to fight against the Britishers. That is how nationalism has emerged in this country representing the various multilingual groups, workers, peasants, educated, students and others. Finally after gaining independence on the same earth has resulted in the national States. Today we are having linguistic States, not because it is gifted by somebody, because it is the people who asserted their birth right and created these States. I want the hon'ble Minister to please think about it because Shri Potti Sriramulu, a great Gandhian, who fasted and died for the cause of the formation of Andhra State and only then, Andhra State was formed. Then, Mr. Deputy Chairman, Sir, a great peasantry of Telengana, who fought against the tyranny of Nizam and who broke the Nizam domination and finally they have got Andhra Pradesh which was a pace-setter for all the linguistic States. That is why, I want to emphasize that the medium of instructions must be in the mother tongue and without that it is very difficult to accept this policy. Without that policy agreed upon in the beginning itself, it is very difficult to accept this policy in the name of national integration because, Sir, in our country, national integration, communal unity, all these words have become very popular slogans. During the days of national independence movement, all the people were unified, all the people had marched together shoulder to shoulder but now, it has become very difficult because of the policy adopted by the Central Government. We have reached a stage where they have to call national integration conferences but nothing comes out of them. There is no channel between the people and these conferences. That is why, Sir, I want to state that the Government who has framed this policy must agree that education must be imparted in the mother tongue. This thing must be written in very bold letters in the first page of the document itself, then only, this document will have validity. Another thing is our blind spot is adult education. The adult education has been neglected over the last 30 years. The primary education has not reached the villages,

[Dr. G. Vijaya Mohan Reddy]

the huts and the poor people. This is why, they have now become uneducated adults because they have not been educated at the proper time. The entire wealth of the country depends on their labour and the national progress also depends on them. That is why, adult education is the most important facet that should find a pride of place in any national policy. We must work out some method by which primary education is made available to the working people, whether they are in factories or whether they are in farms. We should be in a position to impart them not only basic education but also expertise in the particular profession which they are following. Then only we will be in a position to generate productive force in our country. In spite of various odds, India will be able to build up a strong, self-reliant country because all technical know-how is borne out of hard work. If you try to remove work, there is no technology. It is after a hard work of generations and generations of people that we have got a scientific technology, that we have got a language, that we have got so many privileges. That is why, Sir, adult education must find a place and one of the most injurious results of the British system is bureaucratization of education. We do not have the old relationship between the teacher and the taught, where the taught have got respect for the teacher and they grow together to the enlightenment of the entire community. That kind of a situation is not there. We have bureaucratized the educational system. We want to keep it under the control of officers, IAS officers or any other officers, who have nothing to do with the villages, who do not know about the environment of the villages, who have never tasted poverty, who are not prepared to stay in huts and try to talk to those people and understand as to what is the root-base on which this education policy will have to be worked out. That is why our planning process also must begin from the village, from the rural home. In the town, it must begin from the house of a worker. What they require must become our policy. Then only we will be able to build up a sound system of education. The glamour for televised education or com-

puterisation is not going to lead us far. Unfortunately or fortunately, the industrialised nations, the so-called developed nations have gone very much ahead. We cannot force our pace to step into their company or to compete with them in trade. If we cannot compete with them in trade, we will become junior partners. And if we become junior partners, naturally our country, with so much poverty, with no purchasing power, will lag behind. That is why Nemesis is always there. The possibility of the uprising of the poor people of the country is always there. Then the entire industrial monarchy will collapse. Then all these policies which have been worked out in the name of national integration will fall apart. That is why, Sir, I request the hon. Minister to kindly ponder over the situation because he has got great experience. He is also a freedom fighter. He should try to work out a policy which is in keeping with the traditions of our national movement. Thank you.

**PROF. CHANDRESH P. THAKUR** (Bihar): Mr. Deputy Chairman, Sir, I rise to welcome the Programme of Action on our National Policy on Education, 1986. I would like to record my gratitude to the Government. This gratitude I am expressing as a conscious citizen and a concerned parent apart from being a teacher.

Education is a critical but sensitive instrument for development. We want a cohesive, forward-looking society. We cherish an articulate and vibrating democratic polity. And we are endeavouring for economically developed levels of living for our citizens. For all these, education is inescapable.

Sir, we started well after independence. But several constraints have hamstrung our achievements in education. But we are beginning to run into better days, probably fortunate days. The Government has taken a courageous step on education. It is led by the Prime Minister personally. He is also forcing the pace of momentum. We have today a learned scholar as Minister in charge and he is ably assisted by a very articulate Minister of State.

Our education system has been subjected to severe stress and strain. Under conditions of resource constraint, the problem of quality education versus mass education had to be faced, and that, too, regardless of the level, primary, secondary or tertiary. In the process, I think, the quality of education has been the real casualty, particularly at the higher level. It is encouraging to find that the political will behind the resolution is backed by a commitment to find appropriate resources as well. Good education requires adequate fund allocation as well as budgetary approval of the allocated resources. Also it requires release of the budgetary resources; more than that it requires total control on the diversion of allocated and budgetary resources; and finally, its effective utilisation. There is need to note that there are constraints at each stage of this endeavour from allocation to final utilisation. How to augment the resources pool for support of education is a big question. And I am sure the Government is concerned about it. Optimism notwithstanding, the constraints are genuine. It is true not only in relation to education; it is so in relation to the economy as a whole. Now, the resources would come finally from where they are at the moment or where they potentially could be. We will have to face the situation squarely. I submit here to you, and through you to the society and the Government, that education has largely been handicapped by an attitude of philanthropy and charity towards it by the rest of the society, particularly the non-Government sources. This attitude towards education should switch over to one of investment in self-interest. We do not want anybody to look at education for short-term, direct and individual gain alone. It should be looked at for more as a long-term, indirect and collective gain. And given that perspective, investment should come and it should come without any restraint from all in the society. My concrete submission, therefore, is that business and industry must pitch in more than what it has been doing. It has been a part of the tradition of business and industry to promote education. I would like to see this being done in India much more vigorously and energetically than what is being done at the moment. The reasons are obvious. It the

resources, and it is also the final consumer of the products of better training and education in the society because it needs skilled hands at all levels. Then, it must also share in appropriate measure all kinds of social responsibilities which the society demands of it from time to time on the road to progress. I submit for your consideration that the Chambers of Commerce and Industrial Organisations should be structurally involved in the educational process. It is possible to think of an organisational setup where we have a consortium of business and industrial houses in a particular industrial or urban location which may be entrusted with specified responsibilities. If not a formal direction from the Government, at least an earnest request or appeal may be made to this consortium to do something target-bound for the development of education. Secondly, it is possible to think that fiscal and other incentives which are available from the Government could be more tightly related to educational development rather than education being one among the several streams as a beneficiary. Thirdly even the current fiscal concessions for aiding charitable and social institutions should receive much closer direction for concrete results in the educational field. I would submit that a definite percentage of the resources available under these fiscal concessions should be earmarked for educational development alone. I think the Kothari Commission made it very clear that education must be linked to job market. If I remember a particular statement in that report, it says, "under a good arrangement every graduate should be given along with his degree or diploma an offer of employment as well." This is a welcome proposition. Since the Education Policy supports the Kothari Commission recommendations, it is accepting that proposition too. But it requires more steps, concrete steps and genuinely concrete steps to strengthen the educational system for purposes of achieving that goal. Earlier the Discussion Paper indicated that there were skill efficiencies at middle and lower levels of job cluster in the economy. It is in that context that vocationalisation of education at +2 stage has been emphasised for providing marketable skills to job-seekers as well as for their renewal and modification for relevance.

[Prof. Chandresh P. Thakur]

The corresponding step, Sir, is to make education more relevant and purposeful. Vocationalisation is a very attractive proposition. But it is more demanding than what appears possible from the current steps. This I am saying with all responsibility, while looking at the vocationalisation much more closely, not as a Member of this House, but in my capacity as a professional teacher and researcher. Generally, it would appear that vocational education has generated a welcome response neither from the employer nor from the employees in the society. The dimensions of this problem have not received adequate and competent attention although different administrative measures have followed from time to time. Concentration of less intelligent pupils in the enrolment is a fact, and their exasperation in obtaining early gainful employment is well known. They are neither well equipped nor even welcome to the existing stream of higher education. The real issue thus is related to a radical reform on the supply side with proper linkage to the developments on the demand side. I think we can make several suggestions here and, if you allow me, I will make a few for the consideration of the Government.

Firstly, in order to promote vocational education, we will have to do something with regard to general education. For that there is a need to reform the demand end also. A concrete step is moderation in the creation of white-collar jobs requiring simple graduate degrees, whether in the Government or in the non-Government sector.

Secondly, vertical mobility of all existing stock of employees, particularly in the Government and semi-Government institution should be linked to additional vocational skill acquisition under incentives.

Thirdly, it is possible to consider raising the entry point remuneration of vocationally/technically trained hands to a substantially higher level compared to those obtaining for the simple graduates, whether arts or commerce or science.

Fourthly, it is possible to think of providing adequate facility to all unskilled and white-collar employees with secondary education and tertiary education to acquire technical and professional skills with active involvement of industry on a mandatory basis. It is also possible to monitor these in the labour market, particularly the demand side; and thus use the findings for evolving new curriculum, discontinuing all the obsolete ones, and launching the more relevant ones without loss of time. It is also worth considering the possibility—and this has something to do with the resources also—of creating a national resource pool through a reform in taxes, and use it for subsidies to training activity, whether by industry, business or in other institution. This would create sustained interest in the process of maintaining the quality of skills. (*Time bell rings*). Sir, I will take two or three more minutes. I would like to say that I am generally appreciative of the agencies of the Government. But one agency needs to be brought into the picture, and it is the All-India Council for Technical Education which has much greater responsibility than meets the eye. Looking at the deterioration in the quality of technical and professional education, I am concerned about it. I do not know whether this body could not have done a lot better and much more responsibly than what it is doing. I think there is a need for a substantial course of correction in the working of the All-India Council for Technical Education since it is the apex body responsible for co-ordinating activities, particularly planning and promoting technical education in this country.

Another point I would like to mention here. There is no national book policy in this country. With all the mass media, including the new media, book remains the basic instrument for learning and, as a teacher, I have no other choice but to turn to books. But to buy a book, I have to dig deep into my pocket. Look at the cost of the books these days. How many people can afford to buy books, even the textbooks? We produce only limited number of books, only twenty thousand

titles in a year, and consider our population. Also, we produce them very shabbily, and at a very high cost. With the result, we are promoting a situation where most of the education is without the back-up of the key resource called book? A word on children books. I was looking at the number of children books produced in China, USA and USSR. (*Time bell rings*). I think we have to do something much more seriously on this issue to improve our position... (*Time bell rings*)

MR. DEPUTY CHAIRMAN: Please conclude.

PROF. CHANDRESH P. THAKUR: I submit for the consideration of the Government that book publishing should be treated as an industry with all the concessions that accrue to any industry, and if there is any priority required, this industry should get top priority in implementing it ... (*Time bell rings*)

Lastly, Sir, we must bring in the international aspect in our education policy. We need foreign education contacts as an instrument for exposure to our students—and our educational systems—to what is better or even the best in the world. A policy of national scholarships, systematically linking national priority needs in the manpower area, should be developed to promote foreign education. The other part relates to education to foreigners in India. It can be built, and very effectively built, for better international economic and political relations. At one point of time, it was known that prof. Harold Laski had several Prime Ministers in the world from among his students. This was the result of allowing access to good education in England. Can we not use that model and convert it into an asset where our educational facilities could be made accessible on a carefully organised basis to students from the developing countries or developed countries? And that can provide the basis for lasting benefits. My grateful thanks to you, Sir.

MR. DEPUTY CHAIRMAN: Mr. Chaturanan Mishra, Five minutes.

श्री चतुरानन मिश्र :  
SHRI CHATURANAN MISHRA: At least give me some more time to express myself.

उपसभापति महोदय, मैं सबसे पहले मेरे नाम पर जो अमेंडमेंट है उसको मैं यहां पर मूव करता हूँ। इसमें जो नंबर 17 का है उसको मैं मूव नहीं करता हूँ क्योंकि वह डिंडेन्ट है। वह पहले आ चुका है। मैं आपकी अनुमति से बाकी सभी अमेंडमेंट पेश करता हूँ :

8. "पृष्ठ पर, "(क) समेकित बाल विकास-सेवा, शीर्षक की मद संख्या (VI) के पश्चात् निम्नलिखित जोड़ा जाये:—

"(vii) एक कानून बनाया जाना चाहिए जिसके अन्तर्गत सभी खानों, कारखानों और ऐसी दुकानों और प्रतिष्ठानों में, जहां 100 से अधिक व्यक्ति काम करते हैं, उनके बच्चों के लिए समेकित बाल विकास सेवा केन्द्र खोला जाना अनिवार्य होगा।

एक ऐसा ही कानून प्रत्येक नगर पालिका और ग्राम पंचायत के लिए बनाया जायेगा और राष्ट्रीय विकास परिषद की अनुमति से इस काम के लिए पंचायतों को पूरा भू-राजस्व उपलब्ध कराया जायेगा तथा नगरपालिकाओं को मनोरजन कर से प्राप्त होने वाला धन उपलब्ध कराया जायेगा।

(viii) सभ समेकित बाल विकास सेवा केन्द्रों में केन्द्रीय सरकार के खर्च पर मध्याह्न भोजन की व्यवस्था की जायेगी।

9 "पृष्ठ 21 पर पैरा 11 के अन्तिम वाक्य के स्थान पर निम्नलिखित प्रतिस्थापित किया जाये:—

"उन छात्रावासों में केन्द्रीय सरकार के खर्च पर भोजन की व्यवस्था की जायेगी।"



[श्री: चतुरान्त मिश्र]

10. "पृष्ठ 24 पर, पैरा 15 के भाग (ग) में 'आने जाने' शब्दों के पश्चात् 'एवं रवानगी' शब्द अन्तः-स्थापित किये जायें।"

11. "पृष्ठ 38 पर 'xvi' के पश्चात् निम्नलिखित जोड़ा जाये:—

'(xvii) बच्चों के बैठने के लिए बेंच या दरी।

(xviii) पांच वर्षों के भीतर प्रत्येक विद्यालय का भवन।"

12. "पृष्ठ 44 पर, पैरा 4 के भाग (ङ) के अन्त में निम्नलिखित जोड़ा जाये:—

'जिस प्रकार प्राथमिक विद्यालयों के लिए 'आपरेशन ब्लैक बोर्ड' चलाया जायेगा उसी प्रकार माध्यमिक विद्यालयों के लिए आपरेशन पाठ सामग्री चलाई जायेगी जिसमें पर्याप्त संख्या में क्लास रूम, पुस्तकालयों, कामन रूम और सम्पन्न प्रयोगशालाओं तथा अन्य पाठ सामग्री की गारंटी दी जायेगी।"

13. "पृष्ठ 45 पर, पंक्ति 23 के पश्चात् निम्नलिखित जोड़ा जाये:—

'इन विद्यालयों में गरीबी की रेखा से नीचे के परिवारों के बच्चों के लिए 50 प्रतिशत स्थान आरक्षित होंगे।"

14. "पृष्ठ 50 पर, पैरा 1.6 की पंक्ति 7 में 'कृषि' शब्द के पश्चात् निम्नलिखित शब्द अन्तःस्थापित किये जायें:—

'बागवानी, पशुपालन, दुग्ध, मांस व्यापार, कृषि उद्योग, हस्त-कला, खेलकूद का समान, ललित कला।"

15. "पृष्ठ 53 पर, पैरा 1.12 के अन्त में निम्नलिखित जोड़ा जाये:—

'केन्द्रीय सरकार एक ऐसा संस्थान कायम करेगी जो राष्ट्रीय स्तर पर सभी व्यवसायों का अध्ययन करके विकासशील व्यवसायों के सम्बन्ध में आवश्यक पाठ्यक्रम तैयार करेगा तथा इसे संबंधित व्यावसायिक विद्यालयों को उपलब्ध करायेगा।"

16. "पृष्ठ 53 पर, पैरा 1.13 के अन्त में निम्नलिखित जोड़ा जाये:—

'इन संस्थानों की एक बड़ी कमजोरी यह है कि कारखानों से इनका सम्बन्ध न के बराबर है और इसके परिणामस्वरूप प्रशिक्षितों का ज्ञान स्कूली ही रह जाता है। इसलिए ऐसी व्यवस्था की जायेगी जिससे प्रशिक्षार्थियों को कुशल व्यावहारिक ज्ञान प्राप्त हो सके।

दूसरे, उद्योगों में वर्षों से भारी संख्या में ऐसे अनुभवी कुशल मजदूर लगे हुए हैं जो सैद्धांतिक ज्ञान प्राप्त कर लेने पर उच्च कोटि के तकनीशियन सिद्ध हो सकते हैं। इसलिए ऐसी व्यवस्था की जाये जिससे ऐसे कुशल कारीगर औपचारिक रूप से तथा खुले विश्व विद्यालयों में सैद्धांतिक ज्ञान प्राप्त कर सकें।"

18. "पृष्ठ 147 पर, पैरा 5 के अन्त में निम्नलिखित जोड़ा जाये:—

'डिग्रियों की लालसा और उच्च शिक्षा पर दबाव पड़ने के मुख्य कारणों में से एक कारण नियोजन के अवसरों में भारी कमी होना है। इससे बचने के लिये, समाजवादी देशों में विद्यमान प्रथा की तरह, अति मेधावी छात्रों को छोड़कर बाकी छात्रों के लिये माध्यमिक स्तर की शिक्षा के पश्चात् नियोजन की गारंटी के साथ व्यावसायिक प्रशिक्षण आरंभ किया जायेगा और नियोजित

व्यक्तियों के लिये भी उच्च शिक्षा की व्यवस्था की जायेगी ।”

19. “पृष्ठ 204 पर, पैरा 3 के अन्त में निम्नलिखित जोड़ा जाये :—

‘नियोजन में महिलाओं को आरक्षण देना ।’”

जहां तक एक्शन प्लान का सम्बन्ध है मेरे लिहाज से इस एक्शन प्लान में जो हमारी शिक्षा की मूल समस्याएँ हैं, जो बर्निंग इशूज हैं उनके लिये कोई खास समाधान नहीं दिया गया है। मेरी धारणा है कि सबसे बड़ी समस्या है विशाल निरक्षरता की। शिक्षा का जो स्टैंडर्ड गिर रहा है, स्तर गिर रहा है उसकी, शिक्षा के व्यवसायीकरण की और जो बड़े पैमाने पर ड्राप आउट्स होते हैं उसकी। इसका कोई निराकरण इस एक्शन प्लान में नहीं किया गया है। एक और समस्या है शिक्षा के बारे में कि स्टैंडर्ड गिर गया है इसलिये सिलेबस दुस्त करेंगे। मैं मंत्री महोदय का ध्यान आकर्षित करूंगा कि कुछ बात जो हम लोगों ने किसी सिलेबस में या कोर्स में नहीं रखी हुई है उसको बड़ी तेजी से हमारे लोग सीख रहे हैं। इस और सरकार का ध्यान गया है या नहीं? इंजीनियरिंग में, डाक्टरी में या कला में कहीं पर यह है कि घूस लेने के ये-ये तरीके हैं? कैसे घूस लिया जाए? लेकिन यह सब कोई सीख जाता है बिना किसी सिलेबस के, बिना किसी कोर्स के बड़े पैमाने पर ये लोग सीख रहे हैं। राजपाट तो आप लोग ही चला रहे हैं। कैसे सिखला देते हैं, कौन तरीका है आपके पास? यह हमको तो मालूम नहीं है। मैं पूछना चाहता हूँ कि ये लोग कैसे घूस लेना सीख जाते हैं।

दूसरी बात यह है कि सिलेबस में साम्प्रदायिकता पढ़ाने की बात नहीं है। हाँ, इतिहास में एवं सिलेबस में यदाकदा साम्प्रदायिकता की बातें हैं, लेकिन मुख्य रूप में नहीं। लेकिन छात्र कम्युनलिज्म धड़ल्ले से सीख रहे हैं। जो टैरैरिज्म आ गया है क्या इसको भी आपने सिखाया है? आप इस बात पर गौर कीजिये कि जो सिलेबस में नहीं है वह ये कैसे सीख जाते हैं। इस

सम्बन्ध में मैं आपको कहना चाहता हूँ कि आप जिस दिशा में जा रहे हैं उससे ये सारी चीजें बढ़ेंगी। पहली बात यह है कि भारतीय पूंजीवाद को कुछ लाख इंटेलेक्टुअल लडके-लडकियों की जरूरत है जो आधुनिक टेक्नीक में, हाई टेक्नीक में दक्ष निकलें। वे चाहे इलेक्ट्रॉनिक से हों, बायो-इलेक्ट्रॉनिक से हों, सुपर कम्प्यूटर के हों, सैटलाइट के हों, लेजर के हों, या रोबोटिक्स और इनफार्मेटिक्स। अन्तर्राष्ट्रीय व्यापार में प्रतियोगिता करने के लिये यह आधुनिकीकरण भारतीय पूंजीपतियों के लिये जरूरी है। इन्हीं की जरूरत पूरी करने के लिये ये नवोदय स्कूल खोले जा रहे हैं और इस प्रकार से आप नवोदय की ओर जा रहे हैं। मैं जानना चाहता हूँ कि इसमें कौन-सी नई बात है? मैं समझता हूँ कि इसमें कोई नई बात नहीं है। ये सब काम आप भारत के पूंजीपतियों के लिये कर रहे हैं। जैसे आपने आर्थिक क्षेत्र में नई पूंजीवादी नीति का प्रतिवादन किया है, पब्लिक सेक्टर के बजाय आप प्राइवेट सेक्टर की तरफ जा रहे हैं उसी तरह से आप शिक्षा में भी जो नीति पहले लागू थी, कामन स्कूल की नीति थी, उसको समाप्त कर रहे हैं। सन् 1968 में कामन स्कूल सिस्टम सिद्धांत तय किया गया था, लेकिन आपने उसको छोड़ दिया है और अब तथाकथित नवोदय स्कूलों की तरफ आप जा रहे हैं। पहले सर्वोदय था। सर्वोदय के होते-होते टाटा-बिरला उदय हो गये। अब आपने नवोदय की नीति चला दी है। इसमें किस-किस का उदय होगा, यह थोड़े दिनों के बाद आपको मालूम हो जायेगा, क्योंकि यह देश कुछ ही लोगों का देश नहीं है, 75 करोड़ लोगों का देश है। यह आपकी नई नीति चलने वाली नहीं है। वक्त रहते आप सोच लीजिये, यही आपके हित में होगा।

जो नये नवोदय स्कूल खोले जा रहे हैं उनमें भाषा के सम्बन्ध में कई माननीय सदस्यों ने जिक्र किया है। भाषा के सम्बन्ध में कोई झगड़ा नहीं होना चाहिये। जहां तक मुझे जानकारी है, अंग्रेजी और हिन्दी के अलावा मातृभाषा का भी प्रावधान कर दिया गया है। अगर नहीं किया गया है तो उसको जल्द से जल्द कर देना चाहिये। इस सम्बन्ध में मैं आपका ध्यान सोवियत

[श्री चतुरानन मिश्र]

यूनियन के बारे में छपे एक समाचार की तरफ दिलाना चाहता हूँ। उन्होंने जो कुछ लिखा है उसको मैं पढ़ कर सुनाना चाहता हूँ—

General text books and manuals are published in the U.S.S.R. in 52 languages including tongues of minor ethnic groups some of which number just several hundred people.

वहाँ कुछ सैकड़ों के लिये जब यह प्रावधान किया जाता है तो हमारे जैसे बड़े राष्ट्र में यह क्यों नहीं किया जा सकता है? नवोदय स्कूल की भाषा के बारे में अगर पार्लियामेंट से ही झगड़ा शुरू हो गया तो देश में क्या होगा? आपने एक्शन प्लान में दो तीन विषयों पर जोर दिया है? आपने नान-फारमल एजुकेशन की बात कही है और आपने जोब्स को डिग्री से डिलिंक करने की बात कही है। हमारे ख्याल से तो हमारे देश में जोब्स पहले से ही डिग्रीज से डिलिंक हैं। हमारे देश में लगभग एक लाख से भी अधिक इंजीनियर्स और डाक्टर्स, साइंटिस्ट्स बेकार पड़े हुये हैं। ये जोब्स से डिलिंक नहीं हैं तो और क्या हैं? मंत्री जो ने पहले से ही जोब्स को डिलिंक कर दिया है। इस लिये डिलिंक की बात और नवोदय स्कूलों की बात मेरी समझ में नहीं आती है। हमें तो ऐसी नीति चाहिये जो डिग्री से जोब्स को लिंक करे और सभी सर्टिफिकेट वालों को रोजगार दे। जहाँ तक नान-फारमल एजुकेशन की बात है, जब हमारे देश में फारमल एजुकेशन की बात चल रही थी तो भारत सारी दुनिया में निरक्षरता में प्रथम स्थान पर है। भारत सरकार को इस प्रथम स्थान के लिये बधाई है। कम से कम निरक्षरता में आप विश्व में प्रथम स्थान पर तो आये। अब जब फारमल एजुकेशन नान-फारमल हो जायेगी तो मैं समझता हूँ आप फर्स्ट क्लास फर्स्ट हो जायेंगे और इस शिक्षा के माध्यम से सबसे अधिक निरक्षर विश्व में इस देश में इस संचुरी के अन्त तक हो जायेंगे... (व्यवधान)। श्रीमन्, आप दो तीन मिनट का समय और दीजिये। यह इतना बड़ा चार सौ पेज का डाकुमेंट है। इसमें आप हमें थोड़ा समय दीजिये।

उपसभापति जी, चूँकि समय नहीं है, मैं सिर्फ मुझाव दे देना चाहता हूँ। यह जो वाल-वाड़ी यानी किन्डरगार्टन सिस्टम है उसके लिये मैंने एक संशोधन भी दिया है। हम चाहते हैं कि हर खान में, कारखाने में, पंचायत में, नगरपालिका में आप इस किन्डरगार्टन सिस्टम को अनिवार्य कीजिये। अगर आप चाहते हैं कि शिक्षा का स्तर आगे आये तो आप इसको लागू कीजिये। आपने एक्शन प्लान डाकुमेंट में लिखा है कि जो स्टेट बस होगी वह बच्चों को स्कूल ले जायेगी। लेकिन प्राइवेट वसें क्यों नहीं ले जायेंगी, यह बात मेरी समझ नहीं आती है। क्या बच्चों को प्रथम मुफ्त ले जाने को प्राइवेट बस पंक्चर हो जायेगी या एक्सीडेंट हो जायेगा जो आप हमें उसके लिये रोक रहे हैं? आप ऐसा क्यों कर रहे हैं?

दूसरी बात मेरी समझ में यह नहीं आ रही है कि क्यों हमारे बच्चे स्कूल नहीं जा रहे हैं इस पर सरकार गम्भीरता से विचार नहीं कर रही है। क्या वे सब मूर्ख रहना चाहते हैं? नहीं, ऐसा नहीं है। यह उनकी लाचारी है। गरीब परिवार में बच्चे एक सप्लीमेंटरी बजट की तरह से हैं। जैसे सप्लीमेंटरी बजट आप कुछ हजार करोड़ रुपयों का हर साल लाते हैं उसी तरह से बच्चे भी हमारे देश में सप्लीमेंटरी बजट की तरह से हैं। वैसे ही हर परिवार में बच्चा सप्लीमेंटरी बजट का काम करता है। चरानाह, जानावन, पशुपालन वही करता है। इसलिये आप इन चीजों की सुलभ व्यवस्था कीजिये तभी आप उनको स्कूल में ला सकते हैं नहीं तो आप उनको नहीं ला सकते हैं।

मैं एक बात और कहना चाहूँगा। शिक्षा में एक ऐसी पद्धति का समावेश किया जाय जिसमें शुरू से ही लर्न एंड अर्न दोनों का काम हो सके। अगर इस व्यवस्था के अनुकूल शिक्षा पद्धति आप ला सकते हैं तभी आम लोगों के लिये शिक्षा सम्भव है और तभी हम इसको लेकर आगे बढ़ सकते हैं। नहीं तो हमें ऐसा लग रहा है कि हम लोग शिक्षा जगत में इस एक्शन प्लान से और पीछे पड़ जायेंगे और सारी दुनिया में भारत हंसी का पात्र बना रहेगा। माननीय अटल बिहारी वाजपेयी जी ने शिक्षा में राष्ट्रीय एकता स्थापित करने की

बात कही है, आप खानकोकरण को और जा रहे हैं, इसलिये उन्होंने इसमें सहयोग का हाथ बढ़ाया है। लेकिन जहाँ तक वाम-पंथियों का सवाल है उनकी राय में आपकी इन नीतियों के आधार पर कोई ऐसी राष्ट्रीय नीति प्रोत्तिपादित नहीं हो सकती है जिन्में कि हम लोग साझीदार हो सकें। आखिर में मैं मंत्री महोदय से आग्रह करूँगा कि वह मेरे संशोधनों पर गम्भीरता से विचार करें। धन्यवाद।

*The questions were proposed*

**SHRI LAKSHMI KANT JHA (Bihar):**

Sir, I rise to make only a brief intervention. I am fully supportive of the new policy. What I want to touch upon are a few points which have been very much on my mind about which I have been talking in the past also. Many of them are getting reflected in the paper we have here. There are still some doubts and misgivings on them. So, I thought I would put forward my thoughts before this august House.

Sir, the major problem which confronts education which all talk about is lack of resources. It is, therefore, very important that such resources which are there are most effectively used. It is well-known that the allocation is lopsided in that so much of our resources get into colleges and universities which produce graduates who find it extremely difficult to get a job. Now, why is this so? All State Governments, when they get resources for education, forget the other side and emphasise the university education for the reason that for getting into Government service, which has a wide range of posts, degree is supposed to be the minimum qualification. And most parents want their children to be eligible for that. When I was the Governor of Jammu and Kashmir, I found that in the backward areas where there were no schools, the parents said, "We do not want schools, we want a college or a university so that our students can get Government jobs. They cannot afford to go to Jammu or Srinagar and live in the hostels there." So, delinking of jobs from degrees already attained is very necessary. Please recruit them at a younger age and then give them the education you want. I am all for giving ad-

ministrators the best possible education. Educate them after selection, after recruitment, at Government expense. But do not let them become a charge on the community at large. Similarly, in regard to technical education, we open up institutions. Nobody goes to them. Only those institutions are popular where there is some strong probability or prospect of employment. Engineering used to be one of this type when there were a very few colleges. Now medical colleges have multiplied and the demand for medical colleges is great because there is a chance of private practice to the point that there are colleges opening which charge high capitation fee and students are prepared to pay it and go there. So, there is no lack of resources. People are prepared to pay the cost. To my mind, it is a mistake to offer these educational facilities at a cheap rate then say that we have no resources to build more. I would much rather that the Government spend more money, charge high enough fees from all those who can afford to pay it and give concessions, give scholarships, give facilities to those who are deserving and needy. Then you will have the resources for putting up a college. When private people are prepared to put up a college and find it profitable, why should Government find that if it puts up a medical college it is going to lose money? And the more medical colleges you have, the wider will be the spread of health facilities throughout the country because each medical colleges has a hospital attached to it. Similarly, coming to the primary stage. In a city like Delhi, it is impossible to get children to school. People who get transferred to Delhi ask: What can we do? We do not get admission for our children? There are tin-pot schools, advertising themselves and making money. The Government said is something wrong with the concept of what should be the basis on which we make schools available. I do not mind private schools coming up, provided we ensure standards. We worry too much about whether they are making money or not. I am more worried about whether they maintain standards or not. Sometimes people say that these schools, like public schools, are elitist in character and frown upon them. I do not. I maintain that if

[Shri Lakshmi Kant Jha]

the rich are able to afford so many things that the poor cannot, and if they want to get better education for God's sake, let them have it. If we must have people who are rich, let them at least be educated. It will be much more dangerous for the community if the rich are uneducated, illiterate or have no knowledge of the facts of life. But I would insist that in all such institutions, Government should send scholars, subsidize them at its own expense. Oxford and Cambridge used to be the homes of the privileged. Now these are world-famed institutions because only the meritorious can get in there, and not because of family connections. I myself am connected with a trust which is sending ten Nehru scholars a year to Cambridge whom we subsidise, along with other trusts. So they go and study there free. They are doing exceedingly well. They go on merit alone. Let us not frown upon them. But let us be clear in our mind about whom to subsidise and whom not to subsidise.

Some reference was made to linguistic States. They came into being very deservedly. But we have to bear in mind one fundamental principle on which democracy works. In democracy, we accept majority rule on the principle and in the hope that if I am in minority today, I can convert other people to my way of thinking and become part of a majority. But there are certain things where it does not happen. Religion is one. And therefore we adopted secularism, so that we are neutral between religions. I would urge that even though the States have come into being on a linguistic basis on account of reorganisation, within each State there must be the greatest tolerance of people who do not speak the language of the State. We have problems on the border between the States, because if you carry the logic of linguistic States to the extreme, then nobody—who does not speak that language—can stay there and you will be jangling yourself with the same logic which led to the partition of the country. So, let us not make language a reason for division, not make language a barrier between the people. It should be the means of communication. So, though

we have linguistic States, let us, in the matter of linguism, show extreme tolerance. Thank you.

SHRI NIRMAL CHATTERJEE (West Bengal): You referred to minority language between the States. By tolerance, did you say, one should not have the mother tongue but some other tongue?

SHRI LAKSHMI KANT JHA: I was talking of linguistic minority having the liberty to speak their own language in a State where majority language may be the basis.

MR. DEPUTY CHAIRMAN: Shri Mahto. Absent. Prof. Chatterjee.

PROF. (MRS.) ASIMA CHATTERJEE (Nominated): Mr. Deputy Chairman, I rise to support the Programme of Action on National Policy on Education.

There were much discussions and a debate on the national policy on education in this august House a few months back. Various suggestions were made by my hon. colleagues. Possible difficulties which could be visualised in the implementation of this policy were also discussed and the hon. Minister explained all the points very clearly which were raised by opposition Members and also Members on the Treasury Benches. We were all convinced that it would be worthwhile to implement this National Policy on Education. The Action Plan for implementation of the education policy drawn up on the basis of the reports of 23 task forces which went into the different aspects of the new policy, on the basis of new ideas and concepts arising out of the debate on the subject and on the basis of the Kothari Commission's recommendations on education policy, has been placed before the House today for approval.

Sir, the 204-page document discussing the Programme of Action provides a broad strategy. The phased Programme of Action is spread over several years, after the Eighty Five-year Plan ending 1995 and beyond. Slow but steady wins the race. Perhaps, this is the idea behind it. The programme will be taken up phase-wise and the phasing of the programme has been kept somewhat

flexible so that the implementing agencies may be able to match mobilisation of resources with the process of execution.

The financial implications of different programmes need close scrutiny. Not only it is expected that the Planning Commission and the Finance Minister will be consulted, but I feel, I expect the Education Ministers of various States and Vice-Chancellors of various universities will also be consulted in this matter. The Centre and the States should both shoulder the responsibility and the States must fully co-operate with the Centre. States must be involved in educational reconstruction. The people must realise and appreciate that the Programme of Action is not only for their benefit but it is also for the benefit of the children.

Sir, the Action Plan deals with the whole gamut of education, starting with early childhood care and education, elementary and non-formal education, education for drop-outs, vocationalisation of secondary education and stretching to higher education, technical and management of education, research and development. Sir, higher education is a key to the progress of the nation. The concept of higher education is regarded as one of the most important indicators of a country's well-being and its future because it provides vocational, managerial and skilled manpower to different sectors of development. That is why, much emphasis has been laid on the improvement of higher education in order to make it more meaningful. It has a great impact on various spheres of life of the future generation.

The content of higher education and structure of courses should be so designed as to help in realising the social objectives. This is a very important point. Undergraduate courses are to be restructured in response to and in conformity with the manpower needs and needs of development. Delinking of degrees from jobs has been mentioned. I think, it is not desirable. The structure of courses should be so oriented that the nexus between degrees and jobs is strengthened and the standards are more suited to the employment market. The Action Plan has proposed the constitution of a national

apex body to deal with various aspects. This is welcome. The constitution of separate bodies on the lines of the UGC has been proposed for agriculture, medicine, engineering and distance education. I would like to know from the hon. Minister, what will be the role of the ICAR, ICMR and the National Council on Technical Education?

I deeply appreciate the 'Operation Blackboard' scheme and the concept of Navodaya Vidyalayas as well as the stress on quality education. It has been mentioned that efforts will be made to set up one such vidyalaya in every district of the country by 1990 and this will be fully residential. This is highly commendable. The Centre will play a major role in policy formulations and the States will concentrate on the management and implementation of the policy. The hon. Minister has assured that there will be no constraints regarding the funding of the Action Plan on the education policy. He has said that additional funds would be made available.

Sir, education which was transferred from the State List to the Concurrent List under the Constitution of India in January, 1977, will remain there. This transfer does not mean usurpation of the powers of the States, but it only 'signifies a meaningful partnership' between the Centre and the States in the field of education. I would like to know from the hon. Minister what does he mean by 'meaningful partnership'? How far can this partnership be stretched in 5.00 P.M. order to maintain the academic atmosphere and peace in universities so that the progress of education in any level is not hampered? I feel the Inira Gandhi National Open University should provide linkages with the academic institutions of the States and also various institutes where the correspondence courses have been introduced in various universities.

Before I conclude I have no hesitation in supporting this programme of action on national policy on education 1986.

SHRI CHITTA BASU: Sir, the Action Programme on National Policy on Education 1986 is nothing but abdication of

[Shri Chitta Basu]

the constitutional obligation of the Government. Provision of free and compulsory education to all children until they complete their age of 14 years is one of the Directive Principles of our State Policy. I have got no time to go into details but from this document, part II, paragraph 7, it is quite clear that the Government is going on the way of abdicating with constitutional responsibilities.

As you are aware, Sir, up till now the Government has not given adequate stress and emphasis on the primary education, particularly universalisation of elementary education. According to one estimate 4.67 crore children will be outside this schooling scope by 1990 and this figure has been arrived at on the basis of 1.5 per cent of the population growth. As a matter of fact, the population growth rate is 2.5 per cent. Having regard to the population growth rate, by the end of 1990 the number of children who will not be able to enter into school would be about 8 crores. My question to the hon Minister is, has anything been provided for the absorption of these children who will not be having an opportunity of joining the school? (Interruptions). When you nod your head, I know your resort is to non-formal education. According to the present estimate it is not possible to absorb the entire strength and, therefore, you are relying upon the resort to non-formal education. Non-formal education is not a substitute for universalisation of elementary education. Again, I would say that this is also one of the instances of sliding back from the constitutional commitments that this Government has made. The question of liquidation of illiteracy, eradication of illiteracy should have received the main emphasis. You would be astonished to find that in 1951 there were 30 crore people who were illiterate, in 1961 the number was 33 crore, in 1971 it was 37 crores, in 1981 it was 44 crores and by 1990 it would be about 40 crores, about 66 per cent of our total population. Does your 'operation blackboard' provide any

programme for the eradication of the growing number of illiterants in our country?

SHRI P. V. NARASIMHA RAO: Yes.

SHRI CHITTA BASU: Please show. Therefore, Sir, it is my humble submission that this operation blackboard or this Action Programme on the new education policy does not attack the basic weakness of our policy, that is elimination of illiteracy and universalisation of elementary education.

He has mentioned about the provision of resources. The 7th Five Year Plan has already been framed. For the sector of education some allotment has already been made. I do not know whether additional funds will be made available, apart from the allocation in the Seventh Five Year Plan, for the implementation of this programme.

SHRI P. V. NARASIMHA RAO: Yes.

SHRI CHITTA BASU: Even the allocation in the Seventh Five Year Plan is absolutely inadequate, particularly in respect of universalisation of elementary education. The Seventh Plan allocation is Rs. 4775 crores, of which for the primary education an amount of Rs. 1830 crores has been allocated. Just imagine what fraction of the total allocation under the sector of education is for primary education. But according to the documents available with us, it is found that for universal elementary education an amount of Rs. 6400 crores will be needed. This is exactly the position. May I know from the hon. Minister if they say that they are very much interested in the programme of universalisation of primary or elementary education and this Action Programme does include a detailed programme for this, as to what is the actual amount which is going to be spent for this universalisation programme?

So far as adult education is concerned, that is also one of the potent weapons for eradication of illiteracy. According to me, the Seventh Plan allocates only

Rs. 360 crore. With this allocation under the Seventh Plan, it is absolutely impossible to eliminate illiteracy or universalise the primary education. Therefore there is no indication as to what additional programme is there in 'Operation Black Board' or any other programme. Will the Minister have that amount of sincerity to say that this is the target, by this year we shall be able to fulfil this target? Instead of saying that, they are trying to have the target itself lowered, as I have already mentioned.

So, Sir, this Action Programme is not going to take us a long way, particularly in respect of eradication of illiteracy and universalisation of elementary education which should be the main twin objective for any educational policy for a country like India.

**MR. DEPUTY CHAIRMAN:** Shri Sharad Yadav. Five minutes, please. May I make an announcement? At 8 o'clock, Members can have their dinner one after another. At eight it will be ready. The Minister for Parliamentary Affairs has arranged it.

**SHRI SATYA PRAKASH MALAVIYA:** What is the time for Lok Dal? You said five minutes.

**MR. DEPUTY CHAIRMAN:** He was absent when I called his name. And your party's allocation is six minutes.

**श्री शरद यादव (उत्तर प्रदेश) :**  
मान्यवर, ऐक्शन प्रोग्राम आज सदन में रखा गया मुझे अफसोस के साथ कहना पड़ता है कि इस देश की शिक्षा नीति पर बहस हो रही है और आज सदन का यह अंतिम दिन है। इस अंतिम दिन में सिर्फ चार घंटे में हम हिन्दुस्तान की राष्ट्रीय शिक्षा नीति पर बहस करना चाहते हैं। इस सरकार को एक तरह से तरपीम करने का फोबिया चढ़ा हुआ है। इसके दिमाग पर एक बात सवार है कि देश बदले, न बदले, जो हिन्दुस्तान का सब से लाचार

गरीब इंसान है उस की जिन्दगी में कोई बदल आये या न आये, लेकिन बदल करना चाहते हैं यह लोग अपने कागजों में, अपनी किताबों में। यह जो शिक्षा नीति का दस्तावेज है, इस सारे दस्तावेज को मैंने पढ़ा। मान्यवर, इस को पढ़ने के बाद एक नतीजे पर पहुंचा हूं कि एक ही बात सरकार चाहती है पूरी शिक्षा नीति को बदलने में कि नवोदय नाम के स्कूल वह खोलना चाहती है। इस देश के सारे मानस को, सारी आजादी को, सारी चीजों को बिगाड़ने का काम इस देश की नई शिक्षा नीति ने किया है। मैं, मान्यवर कहना चाहता हूं कि हिन्दुस्तान की चाहे बेरोजगार हों, चाहे गिनता से ग्रसित जवान हों, जितनी भी समस्याएँ हैं, उन समस्याओं के ऊपर मैं यह यदि आप देखेंगे तो यह शिक्षा नीति है। शिक्षा नीति को बनाते समय 4-5 बातों पर सबसे ज्यादा ध्यान देना चाहिए था लेकिन इस सारे दस्तावेज में यह नवोदय नाम के विद्यालय जो हैं इनको खोलने भर का कार्य उसमें रख दिया है और इनके नाम पर नई शिक्षा नीति का दस्तावेज ये पूरे देश में प्रचारित करना चाहते हैं और बाह-बाही में इस देश को नष्ट करने का इनका पुराना सिलसिला बंद होने वाला नहीं है। कहीं संकल्प नहीं, कहीं मजबूती नहीं, कहीं शिक्षा में हिन्दुस्तान में बराबरी नहीं। मान्यवर, एक तरफ वे लोग हैं जो कि दून स्कूल में सराबोर हैं, सिंधिया स्कूल या इस तरह के स्कूलों में पढ़कर पूरे देश की सारी नौकरियों पर कब्जा करते हैं, एक तरफ मैं आपके सामने खड़ा हूँ। जो बचपन से लेकर अंत तक किसी स्कूल में नंबर दो पर नहीं रहा, लेकिन इस देश में, यहाँ इस सारे के सारे सदन में देखें मैंने देखा कि जिनको अपनी मां की बोली आती है, जो अपनी मां की बोली में अपने हिन्दुस्तान के दर्द को, तकलीफ को कहना चाहते हैं, वे सब यहाँ नहीं हैं, मैं चार पांच वर्ष बाद राज्य सभा में आया हूँ तो मैंने सारी चीजों का, जो नई सरकार आई है उसके जो मंत्री हैं, उनको बारीकी से देखने का काम किया है..



संसदीय कार्य मंत्रालय में राज्य मंत्री (श्री सीताराम केसरी) : शिक्षा नीति पर बहस हो रही है...

श्री शरद यादव : मैं शिक्षा नीति पर ही बोल रहा हूँ आपको जिस तरह से टिकट भी न पा पाए, इसके बाद भी आपका बोलना बंद नहीं होता ? मैं आपके पक्ष में बोल रहा हूँ, जरा शांत रहिए, जरा सुनिए, मेरे कहने का मतलब यह है कि जब मैं इस सदन में आया तो मैंने कहा कि किसी भी शिक्षा नीति को बनाते समय भाषा नीति का तय करना सबसे जरूरी काम है। भाषा के बारे में, बोली के बारे में नीति नहीं बनेगी तो शिक्षा बेकार है। इसका उदाहरण मैं देता हूँ। इस सदन में, इस मंत्रिमंडल की पहली गलती है राजनीति में। राजनीति में एक बड़ी शिक्षा होती है, एक स्वाभाविक आदमी राजनीति में आता है तो उसके लिए राजनीति का कोई अलग विश्वविद्यालय नहीं होता है, वह रिक्रशा वाले से शिक्षा लेता है, किसान से लेता है, मजदूरों से लेता है और बड़ी कठिनाई से राजनीति के इलाकों में जनता के बीच अपनी मान्यता प्राप्त करता है। मैं यह कहता हूँ कि जो मंत्रिमंडल है, उसमें वही लोग बैठे हुए हैं जो दून स्कूल में पढ़े हुए हैं, ये अंग्रेजी भाषा को ज्यादा जानते हैं। मां की बोली बोलने वाला कोई प्रतिभाशाली व्यक्ति हिंदुस्तान में पैदा होकर इस देश के सर्वोच्च पद पर नहीं पहुंच सकता है। कैबिनेट में नहीं पहुंच सकता, अपनी आवाज को रख नहीं सकता, आज जनता के बीच में पैदा होने वाले लोग जैसे सीताराम केसरी—कई तरह की खराबियां इनकी मैं जानता हूँ, लेकिन राजनीति में वे समझदार आदमी हैं, एक मिनट भी बात को समझने में इनको दिक्कत नहीं होती। और भी कई नौजवानों को हम जानते हैं जो हमारे रास्ते को छोड़कर उधर चले गए हैं, उन की प्रतिभा से भी हम वाकिफ हैं। मैं मानव संसाधन मंत्री जी की बात नहीं करता हूँ। लेकिन मैं समझता था कि इनके चलते हिंदुस्तान

में ऐसी शिक्षा नीति नहीं बनेगी, वे उसी पाप को अपने हाथ से नहीं करेंगे, जिस पाप के चलते हिंदुस्तान, सारा देश कलंकित है, सारा देश पिछड़ रहा है, लेकिन इन्होंने भी वही काम किया। वे भाषा के बारे में मौन हैं, भाषा के बारे में कोई खुलासा नहीं कर रहे हैं। मैं अपने साथ के भिन्नों से कहना चाहता हूँ कि मेरा कहना यह नहीं है कि हिंदी उनके ऊपर थोपी जाए। वे चाहे तमिल में काम करना, चाहे मलयालम में, वे काम कर सकते हैं लेकिन उनको मां की बोली में काम करना चाहिए। मैं तो यहां तक कहने के लिए तैयार हूँ कि तमिल-तेलुगु को अनिवार्य भाषा बना दिया जाना चाहिए चाहे उत्तर प्रदेश हो या मध्य प्रदेश हो। हम उसे सीखने के लिए तैयार हैं। कोई सीखना नहीं चाहता है तो जबरदस्ती करें। लेकिन इस देश में एक डेढ़ फीसदी लोग जो पब्लिक स्कूल, दून स्कूल में पढ़ते हैं, मैं इंजीनियरिंग कालिज में पढ़ता था और पढ़ते-पढ़ते विश्वविद्यालय की यूनि-यन का अध्यक्ष भी था, जितने भी मैंने देखे उन महाविद्यालयों में पढ़ते-पढ़ते एक भी प्रतिभा नहीं दिखाई दी। लेकिन सारे के सारे अंग्रेजी पढ़े लिखे लोग काम पर लगे हुए हैं। उनमें से मैं जानना चाहता हूँ कि कितने बेरोजगार लोग हैं। नयी शिक्षा नीति को आप रोजगार से अलग करना चाहते हैं। मैं कहना चाहता हूँ कि 6 बातें शिक्षा नीति में होनी चाहिए। पहली चीज यह होनी चाहिए शिक्षा नीति में कि भाषा के मामले को लाया जाए। भाषा के मामले में आप मौन है। भाषा के सवाल को आप तय कांजिए। भाषा के सवाल के बाद आप को प्राथमिक शिक्षा पर ध्यान देना है। प्राथमिक शिक्षा की क्या हालत है, प्राथमिक स्कूलों की क्या हालत है? पूरे देश में जिन स्कूलों से हमारे जैसे नौजवान पढ़ कर आते हैं कितनी बाधाएं पार करके आते हैं। बाधाएं पार करने के बाद यहां पर कैसे पहुंचते हैं? जो यहां पहुंचते हैं उनको देश के बारे में दर्द और तकलीफ होनी चाहिए। बोली से लेकर, अनुभव से लेकर सारी चीजों में कदम-कदम पर सिर्फ भाषा के नाम पर, अंग्रेजी के नाम पर अपनी मूर्खता को दबा कर जो

स्वतंत्रता दिवस को गणतंत्र दिवस कहते हैं और गणतंत्र दिवस को 15 अगस्त कहते हैं, पूरा देश मुनता है, पूरा राष्ट्र मुनता है। यह गलती किसी माँ की बोली में पढ़ा हुआ बेटा नहीं करेगा। यह गलती हो जाती है जो कट जाता है देश की संस्कृति से, सभ्यता से। तो 6 बातें आपको तय करनी चाहिए। एक तो प्राथमिक शिक्षा के बारे में, भाषा के बारे में और रोजगार के बारे में। रोजगार के बारे में मैं कहना चाहता हूँ (समय की घंटी) मेरे को दो-चार मिनट और दीजिए। मैं ठीक बात कह रहा हूँ इसलिए सुन लीजिए। मेरा कहना है कि बेरोजगारी के बारे में कि अंग्रेजी स्कूल में, दून स्कूल में, पब्लिक स्कूल में पढ़ा हुआ एक भी नौजवान बेरोजगार नहीं है इस देश में। सब को रोजगार मिल जाता है क्योंकि वह दून स्कूल में पढ़ा हुआ है, पब्लिक स्कूल में पढ़ा हुआ है, सिधिया स्कूल में पढ़ा हुआ है, अंग्रेजी भाषा जानता है। इस देश में उसकी सारी की सारी बंधकली दब जाती है। सारी प्रतिभा रखते हुए कोई नौजवान इस देश का अपनी माँ की बोली में बोले, माँ की बोली में काम करे तो उसकी प्रतिभा दब जाती है। माँ की भाषा में, मातृ भाषा में बोलने वाले को बेरोजगार रहना पड़ा है। मेरा कहने का मतलब यह है कि यह जो पूरा का पूरा शिक्षा नीति का दस्तावेज है यह दस्तावेज आप चार घंटे में बहस कराकर ला रहे हैं। मैं आपसे विनती करना चाहता हूँ कि इस पर बड़ी बहस कराने के लिए इस को वापस कराओ। इस पर लम्बी बहस कराने के लिए अगले सत्र में लाओ। आपने जिन शिक्षाविदों से यह काम करवाया है, जिन लोगों से यह काम करवाया है, मैं कहता हूँ यह अधूरा काम किया है उन्होंने। मेरे जैसे लोग इसमें शरीक होंगे। नयी शिक्षा नीति का पहला बुनियादी तर्क यह है कि बराबरी की शिक्षा हो, बराबरी की भाषा हो। बोली का सवाल, धरती का सवाल, रोजगार का सवाल, प्रतिभाओं के विकास का सवाल, इस गरीबी और भूखों के चलते सारे सवालों को हल करने का काम आपको करना है। मैं पूछना चाहता हूँ। कि प्राथमिक शिक्षा पर खर्च करने के

लिए कहां से बजट लायेंगे कसा बजट लायेंगे? अधिकांश स्कूल ऐसे हैं, दुनिया की आबादी में सबसे कम पढ़े-लिखे लोग निरक्षर लोग इसी देश में बसते हैं, सबसे ज्यादा लाचार, अंधे, कोडी, लूले लोग इस देश में रहते हैं। इनके रहते हम कभी अपना सर ऊंचा नहीं कर सकते। मैं आपसे कहना चाहता हूँ (समय की घंटी) एक मिनट आप मेरी बात सुन लीजिए, मैं प्राथमिक शिक्षा के बारे में बोल रहा हूँ।

प्राथमिक शिक्षा के बारे में मैं कह रहा हूँ कि जहां देखिये पूरे देश में शिक्षकों का अभाव है। जहां देखिये वहां पढ़ने से लेकर दरिद्रता से भरे हुए स्कूल हैं। पहला काम यह है कि इनकी बुनियादी नींव को मजबूत करें। और इस नींव को मजबूत करने के लिए हमने अब तक कोई काम नहीं किया। नये सिरे से नवोदय स्कूल बनायेंगे। हम सब लोगों के बेटे पढ़ेंगे, गरीबों के बेटे नहीं पढ़ेंगे, अफसरों के बेटे पढ़ेंगे इन इलाकों में हम एक नया स्कूल, सम्पन्न वर्ग के लिए स्कूल खोलने जा रहे हैं। मैं मंत्री महोदय से कहना चाहता हूँ कि इस दस्तावेज पर बहस करने के लिए वह इस एक्शन प्रोग्राम को रोकें। सदन में चार घंटे की बहस इस देश की शिक्षा की नीति पर का रहे हैं। मैं आपसे कहना चाहता हूँ कि शर्म की बात है। इसी के साथ मैं अपनी बात समाप्त करता हूँ।

**SHRI GHULAM RASOOL MATTO** (Jammu and Kashmir): While speaking on the Education Policy last time I had stated that the draft policy was not the last word. It could be changed and it should be changed. And in the Policy Document itself it has been very clearly stated that as a result of the experience gained by the Government changes can be brought about. Similarly, this Programme of Action has also been presented to us today for adoption. There may be some deficiencies in it. There may be some suggestions that may come up and the Government must have an open mind with regard to the implementation of the Education Policy if there are certain things to be done. I hope they will do it. Sir, since the time at my disposal is very short, I will only

[Shri Ghulam Rasool Matto]

confine myself to two or three points. My weakness is with regard to vocational education. I am surprised to find that there is no difference between the policy statement and the action programme with regard to item No. 25(v) on page 33. It says and I quote:

"It is important to generate acceptability and respectability for vocationalisation of education. For this purpose (1) Efforts will have to be made by employment sectors of the economy to create a demand for vocationally trained manpower... and (2) Linkages through bridge courses, modification of existing educational programmes, and other measures, should create a situation for greater professional advancement of the vocational graduates. Opportunities for higher education, continuing education and training will have to be created."

Sir, these are exactly the same words as in the policy document. The Minister has not come out with the concrete plan at least for the current year. What action programme he proposes to adopt in respect of these three points? I want to know his reaction. I have no...

श्री जी० बी० नरसिंह राव : इसके आगे पढ़िये ।

SHRI GHULAM RASOOL MATTO: I have read that. What action programme you are envisaging, you have to do that.

Sir, my second point is with regard to Kendriya Vidyalayas or Model Schools. It is a good idea. But this is not a solution to the problem. I will give one example. In Srinagar last month people were there with their wives and children because they wanted their children to be in the Convent school and Burn Hall school which are prestigious schools there. They were there throughout the night to get admission for their children to appear in interviews in kindergarten, 1st grade and 2nd grade. In this connection, I have a suggestion to make and he may kindly consider if this is feasible. Let us identify two schools whether high school or senior secondary school in each district which are run by the State Governments at present and try

to make them as model schools, in the sense that they should impart same education as the convent schools are doing. This will not involve any additional expenditure on the State or on the Centre. Only it should be identified as to what is there in the convent school or Burn Hall school which is not there in any other school of the State Government or the Central Government. They should identify two schools in each district and try to improve the standard of those two schools so as to reach the level of the convent schools or Burn Hall schools without any additional expenditure or a little expenditure here and there. This needs to be probed deeply so that this can be done.

I am very glad that regarding minority education in the present action programme a lot has been said. I congratulate the Government because they have done something in this direction. Again I find right from page 117 to 120 on every item it is mentioned that "this will have to be done by the State Government". If this has got to be done by the State Government and if the State Government does not do it, what is the Government of India going to do about it?

SHRI P. V. NARASIMHA RAO: We do not start with the assumption that the State Government is not going to do it. We say this falls squarely within the area of the State Government. We will talk to them. We will see how they will be made to and how they will do it; because in principle there is no difference at all. There may be difference about who is to fund and how much is to be funded by them and how much by us, etc. Those are separate matters. But these are matters about which there is a total consensus. There is no question of the State Government not doing it, because they are party to the consensus.

SHRI GHULAM RASOOL MATTO: I agree with that because education is in the concurrent list. Sir, yesterday Mr. Raof Valiullah, Member from your side said that according to late Shrimati Indira Gandhi's 15-point programme ITIs had to be located in certain minority dominated areas. He also that this has been done

in the State of Gujarat. Of course, those who got admission in that ITI do not belong to minority community alone, but there are other communities also, who could be imparted training there. These ITIs have to be located in minority areas to inculcate a sense of purpose. I want that the Hon'ble Minister should assure us that there will be monitoring on this thing and if in that process of monitoring, any State Government lags behind in doing certain things which are supposed to be done by them, the Central Government would see to it that it is done and the lacunae will be plugged by the Central Government by whatever means they can. I want that thing to be assured. (*Time bell rings*)

Sir, what else is to be said but I would request the Minister to pay a little more attention to the vocational education because this to my mind, seems to be the only answer. At the present moment, at least I am talking of Jammu and Kashmir State, where education has only one aim and that is the boy should go in for engineering or for medicines. There is no other purpose before him which he has got in his mind. I feel, the time has come when the Central Government should see to it that vocationalization gets the pride of place and when I said that nothing has been done, I have only stated that pride of place should be given to the vocationally educated people than those who come from other fields. With these observations, I congratulate the Minister that they have come out with this programme of action and I hope that by experience, whatever lacunae are there will be plugged. This is an ongoing process. It should be treated as the ongoing process. Monitoring should be strictly done and whenever there is need for further things to be done in the matter, they should do it.

श्री उपसभापति : श्री राम चन्द्र विकल । केवल तीन मिनट ।

श्री राम चन्द्र विकल (उत्तर प्रदेश) : मेरे लिये समय बहुत कम है ? इस पर कई दिन तक मंथन होना चाहिए ।

श्री उपसभापति : आप बोलिये ।

श्री रामचन्द्र विकल : उपसभापति महोदय, नयी शिक्षा पद्धति पर जो विचार हो रहा है मैं उसका समर्थन करने के लिये खड़ा हुआ हूँ। साथ ही क्योंकि मैं स्वयं मुक्तभोगी हूँ, इसलिये कुछ सुझाव देना चाहता हूँ ।

जब देश आजाद हुआ था तब नयी तालीम और बेसिक शिक्षा के नाम से एक शिक्षा पद्धति सारे देश में चालू की गयी थी। मैं शिक्षक हूँ और मुझे थोड़ा बहुत शिक्षा के बारे में निजी तर्जुमा तो नहीं कह सकता, जानकारी कह सकता हूँ है। एक बेसिक शिक्षा के द्वारा प्राइमरी स्कूलों में तकली चलवाना, मिट्टी के खिलौने बनवाना, इससे आगे कुछ नहीं हो सका। वही कहीं इस नयी शिक्षा पद्धति में न हो जाये यह मुझे शक है। वैसे, विषमतायें देश में अनेक हैं। आर्थिक सामाजिक, राजनैतिक, लेकिन शिक्षा के क्षेत्र में विषमतायें हम इन 40 सालों में कम नहीं कर पाये मैं एक ही बात कहना चाहता हूँ कि हमने सिद्धान्तरूप में माना है, शायद इस पर कई बार मंथन हुआ, यह बात हमारे सामने कई बार आई है कि प्राइमरी स्कूलों में योग शिक्षा लाई जाये। इसके बारे में हम सिद्धान्तरूप में बोलते रहते हैं लेकिन इस पर अमल कब होगा। यह मेरे समझ से बाहर की बात है। मैं माननीय मानव संसाधन मंत्री जी से अपील करूंगा कि मेरे चार-पांच सुझाव हैं, आप उन पर किस रूप में अमल करेंगे, आज ही बता दें तो अच्छा हो लेकिन अगर फिर बताना चाहें तो बता दें कि छोटे बच्चों को योग की शिक्षा देने के लिए टीचर गांवों में भेजे जाने के बारे में उनका क्या विचार है ? दूसरा मेरा सुझाव है कि टेलिविजन के द्वारा शिक्षा आज गांवों के बच्चों को दिलाने की व्यवस्था अगर आप कर दें तो सविसेज में रिज. वंश का सवाल ही न उठे। अगर गरीबों को भी वही शिक्षा मिले जो अमीरों को मिलती है, साधन-सम्पन्न लोगों को मिलती है ऊंचे आफिसरों के बच्चों को मिलती है, दिल्ली में रहने वालों को मिलती है तो कोई भी सविसेज में रिज. वंश नहीं चागा। गरीबों के बच्चों में प्रतिभा

[श्री राम चन्द्र विक्रम]

बहुत है, लगन है और वे पढ़ना चाहते हैं, लेकिन पढ़ाई के लिये उनके पास साधन नहीं हैं।

तीसरी बात में आपसे निवेदन करूंगा, आप भी भुक्त भोगी होंगे केन्द्रीय विद्यालयों में दाखिले के बारे में, इसलिये आप केन्द्रीय विद्यालयों की तादाद ज्यादा बढ़ा दें। इन विद्यालयों से बहुत लाभ हुआ है। जो आफिसर तबादले पर जाते हैं उनके बच्चों को स्कूल के मामले में दिक्कत नहीं होती। सारे देश में एक कोर्स है, पाठ्यक्रम सारे देश में एक है और केन्द्रीय विद्यालयों के द्वारा, मैं समझता हूँ कि राष्ट्रीय एकता के मामले में बहुत बड़ा बल मिल रहा है। इसलिये मेरा निवेदन है कि आप केन्द्रीय विद्यालय ज्यादा से ज्यादा खोलें।

चौथा जो मैं सुझाव देना चाहता हूँ वह यह है कि बच्चों के मनो-विज्ञान को टेस्ट करके उनको पढ़ाइये। अगर कोई बहादुर बच्चा है, सेना के लायक है और उसको व्यापार की ट्रेनिंग दी जाती है तो यह ठीक नहीं है। देश में जो शिक्षा दी जा रही है वह उद्देश्य-हीन है। आखिर शिक्षा का उद्देश्य क्या है। उन्हें पहले मालूम ही नहीं होता कि उन्हें क्या करना है। एम० ए० और डाक्टरेट करने के बाद मां-बाप कहते हैं कि हमारे बच्चों को रोजी दिलवा दो। तो फिर उसको एम० ए० क्यों कराया? इसका कारण यह है कि बच्चे कहते हैं कि हमें कोई काम दे दो लेकिन जब उनको काम नहीं मिलता तो उन्हें मजबूर होकर अगली क्लास में दाखिला लेना पड़ता है। अगर किसी को काम नहीं मिला तो वकालत की ट्रेनिंग कर ली, बी०एड की ट्रेनिंग करने लगेंगे। इस तरह की ट्रेनिंग उन्हें बेरोजगारी के कारण करनी पड़ती है। इसको सब लोग जानते हैं। मनोवैज्ञानिक टेस्ट बच्चों का हो और वह जिस काबिल हो उसको वही ट्रेनिंग दी जाए। आत्मज्ञान, आत्म-शिक्षा हर आदमी के अन्दर अलग-अलग है। डिग्रियों में कोई बहुत बड़ी

बात नहीं है। बिना डिग्री वाले भी बहुत प्रतिभाशाली इस देश में और दुनियां में हुए हैं। तीसरी चीज मैं यह कहता हूँ कि योग की शिक्षा दी जानी चाहिये। योग तो बहुत बड़ी चीज है, कसे स्वस्थ रह सकते हैं इसकी शिक्षा बच्चों को स्कूल में दी जानी चाहिये। शरीर यदि स्वस्थ है तो मन भी और बुद्धि भी स्वस्थ है। अगर शरीर स्वस्थ नहीं होगा तो कोई भी व्यक्ति अपने समाज और राष्ट्र की सेवा नहीं कर सकता है। (व्यवधान) यह शिक्षा बच्चों को दी जाए। यह एक ऐसा ज्ञान है जो बहुत साधारण रूप से बच्चों को दिया जा सकता है। मैं इस पर घंटों बोल सकता हूँ। आत्म-हत्या की कहानी कल आडवाणी जी और वीरेन्द्र वर्मा जी कह रहे थे। आत्म हत्या वही लोग करते हैं जिनके नर्वस सिस्टम में गैस घुस जाती है। उनका बल्ड सर्कुलेशन चौक हो जाता है और वे जरा सी भी वेदना सहन नहीं कर पाते हैं। मैं दावे के साथ कहता हूँ और मैंने कई मरीज ठीक किये हैं और कई लोगों को आत्म हत्या करने से बचा दिया है। हमारा देश कृषि प्रधान देश है। कृषि कालेजों को मान्यता में कठिनाई है। आज भी दक्षिण के बच्चे हमारे पास आते हैं कहते हैं कि हम को भड़ौच में दाखिला करा दो, सहारनपुर में करा दो, लखनवटी में करा दो। हम ज्यादा से ज्यादा कृषि कालेजों को मान्यता जिले और तहसील हैडक्वार्टर पर दें। इस में क्या कंजूसी करने वाली बात है। दूसरा धुमंतु जातियों हैं इस देश में उनके लिए पंडित जवाहर-लाल नेहरू ने फैसला लिया था कि उनके लिए चलते फिरते स्कूल खोले जाएं। आखिर आज इन धुमंतु जातियों के बच्चों के लिए स्वास्थ्य और शिक्षा का क्या प्रबन्ध है? इसलिए मैं यह कहना चाहता हूँ कि इन चलते फिरते जातियों धुमंतु जातियों के लिए भी स्कूल खोले जाएं। यूथ पार्लियामेंट बच्चों में सारे देश में चालू की जानी चाहिये। इस देश में अगर डेमोक्रेसी को जीवित रखना है तो यूथ पार्लियामेंट बच्चों में चालू की जाए लाजमी तौर से। मैं समझता हूँ कि जो नयी शिक्षा प्रणाली हम चालू करने जा रहे हैं उस में भी जरा मंथन होना

चाहिये। अनिश्चितता से कोई काम चलने वाला नहीं है। निश्चित नीति होनी चाहिये और विषमताओं को मिटाने वाले शिक्षा, गरीबों को उच्च शिक्षा मिल सके इसके तरफ ध्यान दें तो मैं समझता हूँ कि नया शिक्षा नीति सफल नीति होगी।

MR. DEPUTY CHAIRMAN: Shri Mostafa Bin Quasem. Please take only two or three minutes. Your party's time has already been exhausted.

SHRI MOSTAFA BIN QUASEM: Mr. Deputy Chairman, Sir, from our side, our learned colleague, Dr. R. K. Poddar has expressed our views regarding the major aspects of the document. I do not want to repeat those. But what I would like to reiterate within this short period of time is this. You would kindly agree that it is not palatable for any Indian to consume the fact that while nearly 15 per cent of the total world population resides in our country, 40 per cent of the world's illiterate people reside in our country. And the constitutional goal of universalisation of primary education continues to remain even today a distant possibility. I mention this fact because this document claims, and the earlier document, the policy on education, claimed that there has been an improvement in the rate of enrolment at the primary level. There is no denying this fact. But any complacency that one may derive from this improvement in the rate of enrolment is sure to evaporate when one looks at the alarmingly high rate of drop-out at the primary level. There could be many reasons for this high rate of drop-out, but you would kindly agree that one major reason for this high rate of drop-out is the abject poverty in the life of millions of people in our country. So, in the present socio-economic conditions what is needed is to provide incentives to these poor families. There are existing provisions for incentives in the form of supply of mid-day meals to the students, in the form of supply of dresses to the students. But I was expecting that this particular document, the Programme of Action, would include newer incentives so that the retention at the primary level may be higher. But there is no stipulation in this document itself regarding newer incentives to be provided to be poor families. We

have been demanding, let there be a Programme—food for education programme—particularly in the context when we are given to understand that a huge food stock is rotting in our FCI godowns. We expected that some sort of food for education programme would find place in the document, but that is absent in the entire document. Secondly, the Government is going to establish one Navodaya Vidyalaya in each district spending nearly Rs. 2 crores for each school during the Seventh Five Year Plan period. We have been asking; What is the Central Government's programme for development of other common schools at the secondary level? Mr. Honourable Minister. I would most humbly like to draw your attention to the document itself that your programme, the Operation Black Board, mainly relates to primary schools, and that too, to my mind, is an empty programme—this Operation Black Board—because that programme is not backed by immediate financial resources. However, the majority of the students will be studying in the common schools. Only a microscopic minority of the students will find a place in your proposed Navodaya Vidyalayas. Even if we take into consideration the question of meritorious students, twenty times more meritorious students will be studying in these common schools at the secondary level. This document practically does not make any concrete proposal for development of the common schools at the secondary level. Now, the entire responsibility has been left to the State Governments. We all know that State Governments are starved of funds, and this is particularly because of the gradual but calculated intrusion of the Central Government during the last several years into the areas of fiscal operation of the State Governments. In spite of that, on an average the State Governments are spending about 23 per cent of their budget for education, and we know the position of the Central Government in this respect. (*Time bell rings*) What I would like to demand of the honourable Minister is he would make a categorical assurance while replying to the debate that the Central Government would earmark a special fund for development of the common schools at the secondary level in our country.

**SHRI P. V. NARASIMHA RAO:** Mr. Deputy Chairman, I am grateful to all the Members who have participated in this discussion. They have given suggestions which are good in themselves although I would like to remind them that most of them have been covered in these 200 pages. It is difficult to read all these 204 pages now, each page, each para, each line. They do need some time and a little more concentration. But on the whole, my first comment on the debate, my first submission on the debate, would be that almost everything that has been said in the debate has been covered in one section or other of the programme of Action. Now, if I go into all these matters one by one, again I will be taking too much time of the House and even if I do it at the end of it, there is no substitute for each Member reading the document himself. So I would not be really adding to the impressions or to the information except marginally. That is why I would like to take the entire debate into a few headings and point out what has been said in the Programme Action on these headings so that I present before the House a kind of package which comes out of this Programme. Of course, it leaves out many other things which are contained in the programme. But there is hardly any time to go into all those things now. Sir, the first new point, the first departure—and it is a departure which is not just verbal, but a departure of policy in this new Policy and programme—is that we are taking education not as a service, but as a vital investment, a vital area of investment, in the development of the country and for its survival. We have gone to the extent of saying that it is vital not only for development, but also for survival, because the policy clearly states that the danger of not investing on education is not acceptable to the country. Today we may be saving some money by not investing on education. But after ten years or fifteen years or twenty years or we will rue this day if we were so short-sighted as not to invest as much as is needed on education. So, that realisation which has found a very clear expression in the Policy Document itself is a departure. This is what I would like to say. Despite

whatever scepticism, cynicism, non-belief, disbelief, etc. may still be persisting, I would only say that this has been taken as an article of faith by this Government and I would like the honourable Members to look at it, at least to some extent, from this point of view that there is a departure.

Sir, honourable Members have raised the question of prioritization. Now, having taken this as an investment and having made this statement at the very beginning that funds needed in the Seventh Five Year Plan for whatever we wish to do or whatever we can possibly do in the Seventh Plan would be made available. I do not think that there is any room for further discussion on this subject. We can certainly take up item by item and see how much each item is going to cost, how much is going to be spent on each item, etc. We will certainly have some other occasion to go into those things. As I said earlier, those things are being worked out, they have been worked out to some extent. But still they need to be worked out in greater detail because we want to see that when all these 23 Task Forces which have been working on different topics come up with different bills, different amounts, saying that this is what is going to be the cost, certain other linkages have to be established, certain overheads could be reduced, certain economies could be brought about and certain co-ordinating factors are to be brought about. So, all these exercises would need a little more time. But meanwhile, since there has been a doubt raised in the minds of everybody—everybody, Members of Parliament, others, educationists—in the country that all these exercises which we have taken up and completed in record time, within one year, will come to naught if you do not have funds for these things, on that account I wanted to give an assurance. It is not a question of binding me.

मुझे बांधने का सवाल नहीं है। इसमें तो प्रधानमंत्री स्वयं बंध चुके हैं। इसमें सरकार बंध चुकी है। तो इसमें कोई

सवाल नहीं उठता है कि मैं रहूँगा, नहीं रहूँगा। कोई व्यक्ति रहेगा, नहीं रहेगा, यह सवाल नहीं है।

So, Sir, this is something which is committed and that commitment I wanted to make in the most categorical terms. I would now go to the next point. Now, what is the prioritization? What are our priorities? They have also been spelt out very clearly in the very last para of the Policy statement. We have said that the base of the pyramid is our priority. In the Chapter on Elementary Education, at page 7, in para 2, it has been said that the NEP, that is, the New Education Policy gives an unqualified priority to universalisation of elementary education. Now, what else do I have to say? What ambiguity can there be when it is "unqualified priority"? There is in elementary education emphasis on, one, universal enrolment and universal retention of children up to 14 years of age, enrolment and retention, and two, a substantial improvement in the quality of education. These are the two thrusts which have been decided upon. We have very clearly stated that it will not be possible to complete the universalization up to the age of 14 within 1990. We have made a fresh calculation. We have taken a realistic view and we say that up to the age of 11 it will be possible; up to 14 it will not be possible. Whatever amount of money you may have, you will not be able to do. It is not just a question of putting money, it is a question of organization. It is a question of going to every village, every small hamlet, and getting things done there. So we find it will not be possible, humanly possible, to do this within 1990. We have taken 1995 as the period within which the age group of 14 will also be covered. UP to 11, we will cover within 1990. The schemes are worked out on that basis. Now, if some one criticizes this as a slide-back, it was not difficult to say something...

**SHRI CHITTA BASU:** Is the calculation about non-formal education or formal education?

**SHRI P. V. NARASIMHA RAO:**

Both together. Formal education is something which I am going to give. But it will for really cover every body. This is where non-formal education comes in. If you read the section on non-formal education, it is clearly stated that even if you have a school, even if you have a teacher, for 101 reasons boys are not going to be sent to the schools by their parents. Now, merely giving a school and teacher is not going to do the trick. We have seen that enrolment had improved. But at the same time the drop-out rate has also been so alarming. The school is there. The teacher is there. The reason of dropouts lies somewhere else, not in the school. Where there is no school, we are going to give a school. That has been stated. But the question of non-formal part of the education comes in where it is just not possible to get everybody to school for various reasons. That is why, both have to be seen together. They are not contradictory to each other; they are not really something like, if you cannot give formal education you give non-formal education as a second best; it is not like that. They are complementary; they are supplementary. We have made it abundantly clear that what non-formal education gives today is something which can be converted into formal education. The boy who has got non-formal education will easily be able to go into the formal stream. Now, what does this mean? Whenever his parents are able to send him or whenever we are able to help to the extent of getting him to regular school, he would be able to do so. This is the kind of linkage established between non-formal and formal education. Now, no amount of quibbling is going to solve this problem. When I say that every hamlet will have a school, that is only a part of the story. I cannot say that I can compel every parent to send his boy to school. But every family has to be contacted. Such micro-planning has been described in the Programme of Action to the extent of saying that every parent, every family, has to be contacted by someone. We may say to the parents, "If you cannot send your boy to the regular school. you may send him in the evening to



[Shri P. V. Narasimha Rao]

such and such a place; he will learn something. Later on, he will get into the school whenever he can". So all these possibilities have been gone into. Nothing, has been left to chance. Of course, I cannot say that it is one hundred per cent perfect. We will have to go on adding, refining, changing, wherever change is necessary. But I must submit that all these possibilities have been taken into account.

Non-formal education is nothing new. It was referred to in the 1968 Policy also. So, it is not as if some inferior kind of education is being injected into the system for the first time now. The linkage between the formal and non-formal has been very clearly established. We have even said that if the State Government thinks that the timings of the schools are not really convenient for the poor people and if they would be willing to send their children to school if the timing are change, they can change the timings. Some State Governments have said that there should be change. Others said that there should not be any change. We are going to give them the opportunity to change the timings; if they so think, they can certainly do so. This flexibility has been built into the Action Programme.

The third point is about the mother tongue. Some Members even said that we have lost sight of the mother tongue or we have not said anything about the mother tongue. Far from it, Far from not saying anything about the mother tongue, we have gone to the extent of saying that where the mother tongue happens to be a language other than those enumerated in the Eighth Schedule, even there we are going to give education in that mother tongue. If you see the Section "Language Development", it is taken for granted the mother tongue shall be the medium of instruction up to a point. The real question is whether it has to be a medium of instruction for higher education. There is no doubt about the mother tongue being medium at the primary education, secondary education etc. That has been settled long ago. Now,

what we have gone on to say is this. This is what it says:

"However, the need to provide education through the mother tongue, which may be different from a modern Indian language included in the VIII Schedule is recognised on academic grounds. The Constitution of India recognises, in respect of linguistic minorities, the desirability of providing instruction through the mother tongue for first five years of education, (Article 350-A). Every effort is, therefore, required to implement this obligation, although a number of difficulties are likely to be encountered; administrative and financial feasibility of providing instructional facilities through a variety of mother tongues, difficulty to use some tribal languages as media of education, etc."

Even these difficulties have been referred to and it has been clearly stated that an effort will be made to make the mother tongues the medium of instruction, even where they are not either Bengali or Hindi or Telugu or any of the languages enumerated in the Constitution and any of the languages which are official language in their respective States. Therefore, even other languages, if they happen to be the mother tongue of a child, will be made the medium of instruction and the child shall get education, at least for the first five years, through that mother tongue.

SHRI M. KADHARSHA (Tamil Nadu): What about 'after five years'?

SHRI P. V. NARASIMHA RAO: That is the point. After five years, what are the State Governments doing? Today, every boy or girl does not study only just for the joy of learning. He has to live. He has to get a job. He has to get higher education. So the question is: where do you switch over from one language to another? If there is a tribal language and it is not so developed that it can be the medium of instruction at higher levels, what do we do? What is the position of tribal languages today? Many of them do not have even a script of their own. But still efforts are being made to create a script for them or to adopt a script for

them, whether it may be Nagri or Roman or whatever. All this is being done and this is going to be continued according to the Programme.

Sir, then I come to incentives. I am really sorry that all that I am doing is only to point out that all the points raised and the criticism made are already covered in the document. Sir, about the incentives, it is clearly stated here.

In fact, it is the weaker sections of society who need incentives; that goes without saying. I don't think there are any two opinions about this. And the question of incentives comes in the Action Programme while dealing with the weaker sections, the Scheduled Castes, the Scheduled Tribes and other backward classes. It is that Chapter which gives you a full account of what incentives are going to be given. It is said here. "The operational strategy for achieving the above goals and the targets for implementation will be as follows: (a) Incentive to indigent families to send their children to schools regularly till they reach the age of 14". Under that there are about 12 to 14 points. Then the second one is "pre-matric scholarship for children of families in occupations like scavenging, flaying and tanning." "Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of the courses by the SC/ST and weaker sections do not fall at any stage."

Sir, it is not simply improving once as a one-time operation and forgetting about it. We shall see to it that if there is improvement, there is no slide back. And further improvement, and again no slide back. The improvement should be a sustained one. Now to that extent, micro-planning has been brought out in the Document. Then, Sir, "Location of school building, balwadis, adult education centres in the areas inhabited by SC/ST and the weaker sections as far as possible. Of course, if the school is already located at some other point in the village" we cannot possibly close the school or dismantle it. Whenever new schools are built, the location will be chosen so that for the weaker sections it will be easier, whenever a balwadi

is opened, it should be easier for the weaker sections to take advantage of these facilities. So, all these have been spelt out very clearly.

Then, Sir, about primary education. The entire Elementary Education section, the chapter itself clearly spells out what is being done in the field of primary education. Then comes Technical Education. Sir, one Member again said something which shows that he did not get the time to go through the document; he is not to blame, time is to blame.

श्री शरद यादव : बराबरी का कोई कांसेप्ट आपने दिया है ?

श्री पी.वी. नरसिंह राव : बिल्कुल बराबरी का कांसेप्ट है। प्राथमिक एजुकेशन के बारे में मैंने बताया है। इस प्रोग्राम आफ एक्शन में स्पष्ट रूप से कहा है कि इसको प्राथमिकता देने के बाद जो पैसा इसके लिए लगेगा वह पैसा जुटाया जायेगा। अकेला पैसा देने का सवाल नहीं है, उसको ऑर्गनाइज करने का भी सवाल है। यह किया जायेगा और बराबरी और क्या होती है ?

I would like to know what exactly anybody can mean by universalisation? You see first that you give priority to those sections. Number 2, make the schools more attractive. Is there any third thing that can be done? I have already described the incentives. Now all these things have been incorporated in this under different heads, different sections. Therefore, you must have a full reading of the Document. You may perhaps still find that something is not there. That is a different thing. But at least find something which is there first. Then you think of something which is not there. I am prepared to take up that which is missing in the document any day. There is no question about that. यह कोई पत्थर की लकीर नहीं है। मैंने ऐसा कुछ नहीं कहा है।

Sir, about Technical Education, we have said that the All India Council of Technical Education will be given a statutory

[Shri P. V. Narasimha Rao]

status. That has come very clearly in the section on Technical Education. It is said: "A proper legislation will be introduced by the Central Government after due consultation for vesting the All India Council of Technical Education with statutory authority to play the roles assigned to it by the National Policy on Education effectively." In the policy and in the other sections of Programme of Action, the role of the All-India Council has been very clearly brought out. Again, it is a question of time. I could read from the document but I assure the hon. Members and the House that if they find a little time to go into that chapter, they will find that all these matters have been properly spelt out as fully as one can.

About vocationalisation, मस्टू साहब तो चले गये, अब किस को बताएँ, किस को सुनाएँ।

Sir, there is a very clear spelling out of our objectives in vocationalisation. I must say that there has been a lot of confusion between the ITIs, the polytechnics and the + 2 stage vocationalisation, and this confusion has persisted for a long time. Mr. Matto read out one para. The very next para I was requesting him to read, which I have to read since he has not read it, "The role of plus-two stage in schools vis-a-vis those of the polytechnics, ITIs and other Certificate-level institutions in providing vocational opportunities has to be outlined. While ITIs and polytechnics would cater generally to the organised industrial sector, thrust in the school programmes of vocationalisation would be on the sectors not covered by them and on the potentially very much larger service sectors. The school system would give greater attention to the areas of agriculture, agro-industries, business and commerce, home science and health and para-medical vocations."

In health itself, we have appointed a committee. The Health Ministry has appointed a committee; it has come up with several courses at the + 2 stage which seek to give these boys and girls

much better expertise, much better motivation than is being given at present for the medical staff who are being trained. They are getting some kind of training; they are good. But that training needs to be supplemented, and this committee has come to the conclusion that the + 2 stage of vocationalisation is the most appropriate stage at which all this can be imparted. So, that content of training will be considerably strengthened and improved. Thus, vocationalisation has been very well taken care of. In fact, only day before yesterday I was in Madras, visiting an institution called Technical Teachers' Training Institute. It trains technical teachers working in the polytechnics. Four such institutions are there in the country and Madras is one of them. I happened to be there and I visited that institution. I have given them a task. I said that this is my need. They have to demarcate these areas; what is an ITI to do, what is a polytechnic to do, what is + 2 to do and what are the courses. We have to give you a hundred courses, or two hundred if necessary, at the + 2 stage; so that, what Kothari Commission said years and years ago, will come true at least now. Kothari Commission wanted all this to be done immediately then. But, for various reasons, the State Governments did not come forward, the Central Government had no authority at that time in this part of education, and for various reasons this could not happen. Today, with the acceptance of 10+2+3 system—it has taken exactly 10+2+3 years to get accepted—now that it has been accepted by most of the States, we can take the next step of really diversifying the + 2 stage and we are at it. The Programme of Action has brought out these points very clearly.

And then about funding of education. I have already said that according to priorities, funds will be allocated, whether it is at the high-school stage or primary stage. But one thing I must make very clear that according to the policy—I cannot go against the policy; I cannot go beyond the bounds of the policy.

मस्टू साहब आप अब आये हैं, पढ़ लीजिये फिर।

Sir, the policy is very clear. We have to concentrate on the base of the pyramid. We also have to concentrate on the top of the pyramid because that is where the real prestige of the country is involved. Most of our IITs, our prestigious institutions, highest institutions on the technical side, have become handicapped as a result of the equipment available with them having become obsolete. They are ten years old, fifteen years old and the equipment needs to be improved. Unless we give first priority to these institutions and their equipment, they will become totally irrelevant. Therefore, these are the two areas where there will be concentration. In all other areas, as the policy says, there will be consolidation. Consolidation is not a small programme. High-school level consolidation itself is a massive programme. Vocationalisation is a massive programme and it is also to receive priority. It is in the priority sector so far as we are concerned.

The language question has been very fully brought out. In fact, the policy says nothing about language except to reiterate the 1986 policy. But the Programme of Action gives a whole Chapter on language and I would, particularly, like to mention that for the first time in the history of education in India, the Central Government has taken the responsibility, a major responsibility, to develop all the languages of India and not just Hindi. On a hundred per cent basis, language teachers are going to be funded by the Central Government. I will just read three paragraphs, sub-paragraphs, from page 164:

"(i) The Central Government should continue to assist the non-Hindi speaking States for the appointment of Hindi teachers.

(ii) The pattern of Government of India's assistance should be restored to 100 per cent of the approved expenditure on the appointment of Hindi teachers as was available till 1978-79."

In 1979, it was brought down to 75 per cent or some lower percentage.

"(iii) On the pattern of the scheme for appointment of Hindi teachers in non-Hindi speaking States, cent per cent assistance should be given to Hindi-speaking States for the appointment of modern Indian language teachers, preferably teachers of South Indian languages, as the three-language formula suggests.

(iv) Apart from establishing teacher training institutions for training of Hindi and modern Indian language teachers in States, facilities for training of language teachers need to be augmented and improved in existing teacher training colleges.

(v) The Ministry's language institutions should be strengthened to undertake programmes facilitating teaching of languages, particularly research in methodology of teaching languages and experimentation in the use of computers and new communication technologies."

This will come in handy in giving them new skills of language teaching. Imagine 14 languages, 15 languages, teaching in those languages being developed not only for those who speak that language but also for those who do not speak that language. In a non-Telugu area, if Telugu is to be taught, how is it to be taught? Is it to be taught as it is taught in Hyderabad or Warangal or Guntur? It has to be on a different footing altogether. Just as we have an institution in Agra which trains Hindi teachers from non-Hindi States in the methodology of teaching Hindi to non-Hindi students, imagine the same thing being replicated in the case of all the languages. It is a massive programme. You cannot take up the entire programme within the next two-three years. But what is really conceived of is a massive programme which will make for national integration. Imagine lakhs of people say from U. P. or some other State speaking the South Indian languages in their own way. As Hindi is spoken in the South, Tamil will be spoken in the North, Telugu will be spoken in the North. All this can happen. There will be a kind of cross-fertilisation of the language genius in this country.

**SHRI PARVATHANENI UPENDRA** (Andhra Pradesh): But, Sir, it will be a one-way traffic.

**SHRI P. V. NARASIMHA RAO:** It will not be a one-way traffic because the Central Government is accepting the responsibility. So far it has been a one-way traffic mostly, except one State having tried teaching Telugu and having succeeded very well, I know that. So, this is the new thrust. If I have to say anything more, I will have to start reading from page 1 to page 204.

**SHRI NIRMAL CHATTERJEE:** This is one area where you have said that the fund will be available from the Centre. Apart from this you can indicate where else you have talked about funding from the Centre.

**SHRI P. V. NARASIMHA RAO:** In the policy itself it has been very clearly stated that the Central Government will hereafter bear a major share in the area of education, particularly on the quality side. What does that mean? Take operation blackboard. What is operation blackboard? It is nothing but quality. Now if the Central Government is going to share a major portion of operation blackboard or may be more than major, we will have to talk to the State Governments as to where they stand, where we stand and how much we can give and all that, but the money has to be found. Now there is no question of funding by the Central Government or the State Government, the point is that money is going to be found. What is the plan of education? It consists of a State sector and the Central sector. If additional funds are found, they will naturally be spent in the same manner. Naturally as the policy says, the administration and implementation at the grassroot level will remain with the States. We come in only where the question of quality comes in. Just like the UGC. That is under the old dispensation of the Schedule, the Central List, Union List.

Now the question of how much is going to be spent will be decided only when we

sit with the State Governments, there is no difficulty about that. If there is some misgiving that we are going to throw the entire burden on the State Government, well, all I can say is that that is not our policy. The Central Government, having taken the major responsibility, will not say that we cannot find funds. It is a different thing if the amount is too large, then wherefrom that kind of money will be found? As Mr. Chitta Basu said, it is also true that in the Seventh Five Year Plan amount 'X' has been provided and within that 'X' amount we will not be able to do all that we wish to do. That is why I am saying that alongwith the 'X' amount another amount 'Y' which is required is going to be found.

**SHRI CHITTA BASU:** Sir, what I understand is, before the new education policy was framed the structure of the Seventh Five Year Plan was already there. Does the Government propose to alter the basic structure of the Plan financially, particularly in respect of the education?

**SHRI P. V. NARASIMHA RAO:** the idea is that we give a new priority to education. A new priority means a priority which has not found a place in the Seventh Five Year Plan when it was formulated. Is that all right, am I clear?

**SHRI CHITTA BASU:** Yes.

**SHRI P.V. NARASIMHA RAO:** Thank you very much.

**SHRI M. KADHARSHA:** Just one minute. I am thankful to the hon. Minister for making the intention of the Government clear by saying that regional languages will be taught only up to fifth standard. So, if he wants to get employment opportunities, he will automatically have to go in for Hindi. This is one way of imposing Hindi an indirect manner. So, our apprehension in this respect should be cleared.

**SHRI P.V. NARASIMHA RAO:** I never said that. If you are wanting to put words in my mouth which I have never said, what can I do? Anyway, it is good, I must thank you that you have done it here so

that I can clarify the position. If you had gone outside and said so, I would not have got the opportunity to clarify it. That is not the intention at all. We are having the regional languages taught as medium of instruction at all kind of levels—high school, college, university. It is already happening. We know that many of the subjects are being taught even at the university level in regional languages. There is no question of going back on that. I am very grateful to you for having raised this here.

PROF. (MRS.) ASIMA CHATTERJEE: I have one small point for clarification. Separate bodies are to be constituted for agriculture, medicine, engineering etc. What will be the role of the ICAR, ICMR etc.

SHRI P. V. NARASIMHA RAO: Their role will be as has been very clearly set out in the policy. In fact for all these areas of professional education, an umbrella body is to be set up, because today what is happening is that these bodies are functioning in isolation. They should not function in isolation; there should be proper coordination. Take agriculture for instance. There are many courses at the plus 2 level which we could introduce and get these boys and girls some livelihood at the end of plus 2. They need not go to an Agriculture college. All of them need not go because once they go there, one does not know whether they want to become farmers or Agricultural officers. Similarly at the graduate and post-graduate level, they get instruction, they get education which makes them a little unfit or less fit for doing manual work at the middle level. Now the middle level courses have to be devised at the plus 2 stage. Naturally we will sit with the ICAR, we will sit with the ICMR, we will sit with the Polytechnics, we will sit with the All-India Council of Technical Education—all these bodies will come in. So far as AICTE is concerned, it has already come in. They are looking into vocationalisation very closely;

they will have to go through vocational courses at plus 2 stage. Similarly ICAR will have to do it, ICMR will have to do it, whatever expert bodies are there, they will have to devise courses. Universities are devising our high school courses in many States. This is well known. At least I remember in Andhra Pradesh, when we wanted to have the Intermediate courses drawn up, we actually asked the university because we told them, "These are going to be your feeders, what are you going to teach them in the university, what do you want us to teach them before they enter the university? Because there should be continuity and that continuity can come only when you are the authors of the syllabus." Of course, we had the teachers also, but the point is that we have had to do it at the expert level.

MR. DEPUTY CHAIRMAN: Now I shall first put...No more questions please.

SHRI NIRMAL CHATTERJEE: I don't think you are suggesting that it is education which is the missing link for our full employment work.

MR. DEPUTY CHAIRMAN: No, please. I shall first put the amendments Nos. 1 to 5 moved by Shri Satya Prakash Malaviya to vote.

*Amendments Nos. 1 to 5 were put and the motions were negatived.*

MR. DEPUTY CHAIRMAN: I shall now put amendments Nos. 6 and 7 moved by Shri Chitta Basu to vote.

*Amendments Nos. 6 and 7 were put and the motions were negatived.*

MR. DEPUTY CHAIRMAN: I shall now put amendments Nos. 8 to 16 and 18 and 19 moved by Shri Chaturanan Mishra to vote.

*Amendments Nos. 8 to 16 and 18 and 19 were put and the motions were negatived.*

MR. DEPUTY CHAIRMAN: I shall now put amendments Nos. 20 to 23 moved by Shri Mostafa Bin Quasem to vote.

*Amendments Nos. 20 to 23 were put and the motions were negatived.*

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

"This House approves of the Programme of Action of the National Policy on Education, 1986, laid on the Table of the Rajya Sabha on 8th August, 1986."

*The motion was adopted.*

MR. DEPUTY CHAIRMAN: Now Mr. Janardhan Poojari to lay papers on the Table.

#### PAPERS LAID ON THE TABLE— (contd.)

**I. Notifications of the Ministry of Finance (Department of Revenue) and related papers**

**II. Central Excise (15th Amendment) Rules, 1986**

**III. Notifications under the Customs Act, 1962 and related papers**

THE MINISTER OF STATE IN THE MINISTRY OF FINANCE (SHRI JANARDHAN POOJARI): Sir I beg to lay on the Table:—

I. A copy each (in English and Hindi) of the following Notifications of the Ministry of Finance (Department of Revenue), together with explanatory memoranda thereon:—

(i) Notification G.S.R. No. 1014 (E), dated the 20th August, 1986, seeking to provide full exemption from excise duty on goods and materials of iron or steel obtained by breaking up of ships, boats and other floating structures,

(ii) Notification No. 387/86-Central Excises, dated the 22nd August, 1986 regarding grant of full exemption from excise duty to liquid oxygen explosives.

(iii) Notification No. 388/86-Central Excises, dated the 22nd August, 1986, prescribing a concessional rate of 10 per cent excise duty for electrically operated trolley buses and battery powered road vehicles.

(iv) Notification No. 389/86-Central Excises, dated the 22nd August, 1986, restricting the concessional rate of excise duty for damaged and sub-standard cut-pieces of leather cloth by providing certain size and quantity restrictions.

(v) Notification No. 390/86-Central Excises, dated the 22nd August, 1986, extending the full exemption available to erstwhile Tariff Item 68 goods manufactured by Government factories, KVIC units etc., upto 31st August, 1987.

(vi) Notification No. 391/86-Central Excises, dated the 22nd August, 1986, prescribing a concessional rate of 10 per cent excise duty for sugar confectionary.

(vii) Notification No. 392/86-Central Excises, dated the 22nd August, 1986, prescribing a concessional rate of 20 per cent *ad valorem* for food colour and food colour preparations.

(viii) Notification No. 393/86-Central Excises, dated the 22nd August, 1986, prescribing a concessional rate of 20 per cent *ad valorem* for Barrier Creams.

(ix) Notification No. 395/86-Central Excises, dated the 22nd August, 1986, prescribing a concessional rate of 15 per cent excise duty *ad valorem*, on winding wires of copper.