

matter; they are investigating. If anybody in India is found to be responsible he will be prosecuted. We have said so in our statement.

SHRI GURUDAS DAS GUPTA: It is a black betrayal on the part of the Government.

**GOVERNMENT MOTION ON
CHALLENGE OF EDUCATION A
POLICY PERSPECTIVE—Contd.**

THE DEPUTY CHAIRMAN: Now, we will continue with the discussion on the Educational Policy. Mr. Sukul.

SHRI P. N. SUKUL (Uttar Pradesh) : Madam Deputy Chairman, I am really very thankful to you that you have allowed me this opportunity to speak on the very important subject of educational policy. Madam, it is a fact that, by and large, our educational system is still the same that was introduced by Lord Macaulay one hundred and fifty years ago in this country. But for a few who have specialised in different fields with distinction, all others who come out of our various schools and colleges do not know what they should become. They become what they can become with their education. In fact, one can never have that vocation which is best suited to one's temperament. The present system of education does not help us in selecting that vocation which is best suited to us. What is the result? The result is all-round frustration, dissatisfaction and disaffection in the society. Moreover, Madam, I fail to understand how our experts could think of prescribing so many subjects even at the elementary stage. When I see young children, eight years and ten years of age, carrying back-breaking load of books and notebooks while going to school. I could well imagine what can be their plight.

(The Vice-Chairman Shri Santosh Kumar Saini, in the Chair):

It is because of this load, I think that

the younger generation is getting disenchanted with their education, their studies and their schools and the result is very bad for them as well as for the nation. I have seen people, even people who have done M.Sc. in Chemistry ^ Mathematics, Physics or any branch of science working as clerk, in offices. They do not get the vocation of their choice, of their aptitude and, therefore, they become clerks. Those who pass B.A. or M.A. from a university do not know what they are going to do in future. As I said, they just become what they can become somehow. There lies the defect of our educational system. Such people, much against their wishes, much against their liking, much against their aptitude, much against their taste, are forced to take to a vocation, a particular vocation and they cannot shine in that vocation. They have to be contented, they have to be satisfied, throughout their life with whatever little income they can get from such vocations.

Another aspect of the present educational system is, it does not cater the social needs at all. The common student does not know the importance of the society to him or his own importance to the society. He is not aware of the immediate environment he is living in. He does not have a sense of integration with the society, or a sense of participation in the national life. Even after passing B.A. or M.A., B.Sc. or M.Sc. he is of little help to himself, to his family, as also to the society and to the nation. The Government of our young and dynamic Prime Minister. Shri Rajiv Gandhi, has, therefore, tried to do a good job by raising a discussion on a new education policy. The Ministry of Human Resources Development has produced the document "Challenge of education—a Policy Perspective" for people's consideration so that a new and more meaningful policy of education may be evolved such as may be the best suited to the present times.

[Shri P. N. Sukul]

According to the (said document, the new policy will attach much greater importance to social and moral values and will integrate the requirements of universalisation of elementary education as well as the production of sophisticated manpower to deal with new technologies in a creative way. The document is praiseworthy for its realistic approach in admitting in unambiguous terms that admitting in unambiguous education has prevented the students from acquiring insights and skills relevant to social-cultural processes or even to employment. The document has also admitted that with 77 per cent students dropping out at various stages, enrolment itself is not so meaningful. It has also admitted that the 1968 education policy has remained most inconsequential because its aim to relate education more closely to life and to improve the quality of education with an accent on the cultivation of social and moral values has not been achieved.

The most important finding of the document is that the situation cannot improve with just marginal changes and that a radical transformation alone can serve the purpose.

Sir, the new policy perspective is quite revolutionary because on the one hand it recommends multi-disciplinary courses to integrate agriculture home economics, forestry, land and water development and, on the other, it seeks to replace annual examination by a system of evaluation to test the student's capacity to learn and value disposition, etc. Also, it recommends enlargement of the 'open school' system as well as uniform core curriculum throughout the country. As the Prime Minister and the former Education Minister, Shri K. C. Pant, have said on so many occasions, education has to be vocationalised and jobs have to be delinked from degrees. It is really the I

most pragmatic view and also the need of the time. Today, as I have already said, education has no relevance for jobs and yet a degree is necessary for applying for so many jobs. For example, a science graduate, Arts graduate, engineering graduate, or a medical graduate can become an IAS officer. There are so many engineering graduates and even a medical graduate can become one of these officers. What are they doing there? What job satisfaction do they have? To what use is their entire education in medical science or in engineering colleges? One because a degree is needed, so any graduate from any discipline can now take up that job. In fact an engineer should work as an engineer, on construction works, a doctor should treat the patients and serve the society and a scientist should work in the laboratory and make researches. Then only the training that they have got be really well utilized. And then only the nation can flourish and reap the benefits of their education. So it is really needed that the jobs are delinked from degrees and one should only serve that profession for which, he has had the vocational education and possesses the desired taste and aptitude.

The Prime Minister has promised free elementary education to all by 1990. It will no doubt be an ideal thing if we can take all our boys and girls in the age group 6—14. But it is to be understood very clearly that although Government can make elementary education free, it cannot make each eligible boy and girl go to the school. There are so many factors. So much will still remain to be done by the parents, because! parents, especially in the rural areas, especially belonging to the weaker sections of society, may not feel like sending their wards to schools for fear, that after being educated their children may like to live an urban life, move over to cities instead of helping them in

ploughing the fields. Similarly, there are lakhs and lakhs of children today ; who are - working as child labour. It is because of economic compulsions that the parents have to send their children to work in factories or else where. Unless those people are raised above the poverty line they cannot afford to take back their children from those working places and send them to schools. Initially there may be some hurdles in taking all the eligible boys and girls, but I am sure, with the help of our Plans with the help of the poverty alleviation schemes and development schemes, a day is going to come when all our poor people will be raised above the poverty line and if not by 1990, may be by the turn of the century those parents may like to send their children to schools and a day will come when we will be having all the children educated at the primary stage.

I also wholeheartedly support the recommendation contained in the policy perspective for having uniformity in education throughout the country. This uniformity is needed both for the individual as well as for the nation. The standard of education has to be the same everywhere and this uniformity will by and large, contribute to a uniform growth of the students throughout the length and breadth of the country. However, as I stated at the very outset, a child should not be made to carry a heavy load of books for this purpose. The curriculum should be reorganised and simplified as much as possible. As for higher education, enrolment should be made strictly on the basis of performance at the middle stage as well as the aptitude of the student concerned. Our universities and colleges have in fact become factories for producing graduates and post-graduates. Mere graduation or post-graduation does not necessarily lead to human resource development. Many a time the result is other-wise.

As regards the three language formula, one of the friends speaking from the other side was pleading against it. But it is the golden formula for our purposes because we have so many languages. So a student must learn at the elementary stage his own language, regional language, and in my opinion, at the middle stage he must learn the second Indian language, i.e. Hindi, if he belongs to another State. And thereafter he should be free to learn English also, as the case may be. In this connection, I would like to quote Pt Jawaharlal Nehru. I am quoting from his speech at Panjim on 22nd May, 1963. It is in this context only. He said—and I quote:

We do not want to live in a narrow groove. We are encouraging English to become more or less a compulsory second language to be taught in schools and colleges. It is absurd to think that English can become our national language. We cannot expect 400 million people of India to be proficient in English. But we do not want English to flourish in our country so that we can be in touch with the modern world. We want people to learn also the French, the Russian, the German and other modern languages but especially English, because many of us know it already, if we want to progress, we must have our education in our own languages. Only that way we can reach the people. In a democratic State it is the people who count".

SHRI KALPNATH RAI: And we should speak in our own language.

SHRI P. N. SUKUL: If we can, we should. So, as I was saying, this is the only golden formula and our brethren in the non-Hindi speaking States should not have an allergy for studying Hindi. They should study Hindi in the larger interest. Today what is the state of affairs in Russia? In Russia also there are so many regional languages. In different regions different dialects, differ-

[Shri P. N. Sukul]

ent languages are spoken, but there is the Russian language and there everyone has to learn the Russian language. That is how here also it should be. In Tamil Nadu we can work in Tamil, but for all-India purposes Hindi should be learnt by all concerned.

I would also like to suggest that as part of our educational policy we should have equal opportunities for all throughout the length and breadth of the country. Today, as so many of our colleagues have mentioned, somewhere capitation fee is charged where one can pay a fee and get admitted and get a degree but one who is most deserving will not be admitted because he does not have the money. Our honourable Minister has already stated in the Lok Sabha that this capitation fee will be stopped, and he will be doing a great service to the nation and to the students by removing this scourge of capitation fee in the field of education.

In the end, Sir, I may be allowed to say that although much higher allocation has been made in the Seventh Plan for human resources development, it may not be sufficient for having free elementary education for all by 1990, not to say of middle or higher education. At least eight to ten per cent of the budget has to be provided for education if we really want to have education for all, good and meaningful education for all.

Education is suffering also because of another factor. Today we find a lot of dissatisfaction amongst our teachers, the teaching community of India. The pay scales, the allowances, the amenities and facilities available to these teachers vary from State to State, from place to place. So, if in the curriculum you are going to have any uniformity, you must also have uniformity in the emoluments, in the allowances, in the amenities and facilities of these teachers so that there is no heart-burning on that account, so that there is no dissatisfaction on that account. So that there are no strikes of teachers

on that account and so that both the teachers and students can live together, work together, function together and the teachers can devote themselves entirely to the job of teaching their pupils. This will be in the best interest of education. This will be in the best interest of the people of this country' and this will be in the best interest of the nation as a whole.

Sir, with these words I wholeheartedly support this perspective.

SHRI MADAN BHATIA (Nominated):
Mr. Vice-Chairman, Sir, I have listened to the speeches of some of the honourable Members on this side with considerable interest. Some of the honourable Members have mixed up the concept of centralization of education with the concept of education having been made Concurrent Subject. The two concepts are really different. When education has been made a Concurrent Subject, all that it means is the Parliament has been made competent to make laws in order to provide national parameters and contours of the education policy for the country as a whole and to provide the means to

attain them. Most of the hon. 7.
p.m. Members on this side have not

mentioned that education could be a very powerful instrument for forging national unity and national integration. But, unfortunately, this has not happened. We cannot deny that education has faulted at least on six counts. It has faulted our educational system because it has failed to foster a sense of national pride and national unity. It has faulted because in spite of commendable efforts to reduce the ratio between the primary schools and the middle schools, it has not been able to eliminate the dichotomy between the primary stage and the middle stage of the elementary education. It has also, Sir, faulted because it has led to mushroom growth of colleges and universities resulting in a serious decline in the standards of education. It has faulted because it had been unable to convert the highest seats of learning into powerful instruments for fundamental, elemental, scientific research. And, Sir, it has faulted because it has not been able

to integrate itself with the opportunities of employment available in the country as a whole. And lastly it has faulted because it has lost the resilience to respond to the challenges of rampant indiscipline and communalism which has started breeding in various institutions, of education. In this respect, I must say, Sir, that so far as the judiciary is concerned, it has not been very helpful by extending its jurisdiction to interfere in the matters of discipline in the educational institutions.

These are the shortcomings and the faults which have gripped the educational system in the country. The choice today before the country is quite clear. Will the country continue with the present regionally fragmented education system or will the country opt for a basic national educational system which will come to grips with these problems and tackle them with a nationally integrated approach? If the choice is the latter, and I respectfully submit, after 37 years of the independence, we hardly have any choice in the matter, then, there can be no alternative except for the nation as a whole to step in, and the nation can step in only through the instrumentality of Parliament. It is for Parliament to step in, and Parliament can step in only by means of its legislative powers which have been conferred upon it by virtue of education having been made a Concurrent subject.

Sir, in this regard, I wish to bring to the notice of this hon. House one particular statement which is contained in this policy. This education policy document recognised after a lapse of 37 years that education has to be made into a powerful instrument of forging national unity and national integration. And this can only be done if the rising generation is instilled with the history of the freedom movement, with the history of grandeur and glory of ancient India, the reasons why India declined in the subsequent ages and how India ultimately rose from the ashes of her defeat and produced a long y of great men and women who sacrificed their all so that future generations of this country might breathe an air of freedom and emerge from the demeaning poverty and rise to the full stature

of their destiny, how India has been striving in the last 35 years to emerge as a strong, united, secular, socialist and prosperous India? This document has recognised this particular objective. This document also at page 47 has highlighted the rampant indiscipline, the casteism and the communalism which have gripped the colleges and the universities. This document also at page 113 brought to the notice of the hon. House the politicisation of the academic life in this country. But, how to deal with these problems? In this regard, I would like to bring to the notice of this hon. House a statement contained in the document at page 40, it says:

"Thus far, despite the decision to make Reducation a concurrent subject, there is no way in which an institution or a state system can be made to introduce teaching programmes essential for national goals or personality development, or prevented from spreading ideas which would circumscribe a child's mind within the narrow mould of regional, social or doctrinaire preconceptions."

This, Sir, is an amazing statement. It says, there is no way to deal with these problems. There is no way, because we have not tried to find a way. There is a confession at page 113 that, in fact, we have not tried to find the way even after the education was made a concurrent subject.

At page 79 it says even though the education is under the concurrent subject in the Constitution, the implications of this provision are still to be considered and incorporated into the legal and structural framework of the educational system." There lies the rub.

Sir, I would like to bring to the notice of this hon. House the powers and means that have been conferred upon the Parliament—the representative of the nation to make the education as a national integrated policy and provide the nation with the means to attain that. That is article 254 of the Constitution which says that if there is any subject which is a con-

[Shri Madan Bhatia]

current subject on that if the Parliament makes the law, that law shall prevail over any law which has been made by the State on the same subject."

... is another proviso:

"If the State makes the law relating to the same subject that law shall prevail provided it receives the consent of the President." If the President does not give the consent to the State law, then, it is the Central law which will prevail over the State law, if the State law is repugnant to the Central law.

Then the proviso of article 254 further says:

"Provided that nothing in *this* case shall prevent Parliament from enacting at any time any law with respect to the same matter including a law adding to, amending, varying or repealing the law so made by the Legislature of the State."

Supposing the Government makes the law providing for particular national parameters and contours of educational policy and the State also makes the law and that law of the State is repugnant to the law made by the Parliament and it receives also the consent of the President. The Parliament has been given the power to repeal the law of the State under the proviso to article 254.

[The Vice-Chairman Dr. (Shrimati) Sarojini Mahishi in the Chair].

This article was interpreted by the Supreme Court in A.I.R. 1979 in Karunanidhi case. This is reported at page 898; It says:

"where the provisions of a Central Act and a State Act in the concurrent list are fully in consistent and absolutely irreconcilable. The Central Act will prevail and the State Act will become void in view of the repugnance.

2. Where, however, it law passed by the State comes into collision with the law passed by Parliament on any entry in the concurrent list. . . .

"... the State Act shall prevail to the extent of the repugnancy, and the provisions of the Central Act would become void, provided the State Act has been passed in accordance with clause (2) of article 254, which requires the assent of the President."

Then it says:

"The result of obtaining the assent of the President would be that so far as the State Act is concerned, it will prevail in the State and overrule the provisions of the Central Act in their applicability in the State. Such a state of affairs will exist only until Parliament may, at any time, make a Law adding to or amending, varying or repealing the law made by the State legislature under the proviso to article 254."

Therefore, Sir, once we have chosen to take the only option which has been left, to us, namely, that education cannot be allowed to become fragmented regional!) and communally, and once we have decided to opt for a national education policy, we must go in for a legislative policy, education policy. And in this regard, I suggest to the hon. Minister that we should bring forth a comprehensive legislation which will provide, first, that the teaching of India's history, the teaching of India's history, relating to the freedom struggle and the teaching of the books of all the great leaders of the freedom movement like Mahatma Gandhi and Nehru, e.g. "My Experiments with Truth", "The Discovery of India", autobiography and selected works from the speeches of Mr. Nehru as regards the role which he played for building up the nation, would be compulsory in the curriculum of the schools at a particular level, which is to be decided by the academics. Secondly, this legislation must also provide for various measures dealing with indiscipline and politicisation in the educational institutions. Thirdly, it must also provide for efficient and proper management of the higher seats of learning. Madam. I

would respectfully submit that my next suggestion is that I would rather like to put a limited caveat to the statement which is made at page 93 of this statement. It speaks of the help to be taken from voluntary agencies. But it also says that some State Governments have expressed reservations regarding involvement of voluntary agencies. When the Constitution was enacted, the Constitution-makers introduced article 30 into the Constitution and article 30 gave a guarantee to the minorities to establish their educational institutions in the name of religion, in the name of languages. The Constitution-makers had not realised at that point of time, in spite of the past history, that some of these denominational institutions which had been guaranteed under article 30 would become the breeding grounds of communalism in this country. But what can we do? The political reality on the ground today is such that we cannot take away this guarantee unless some revolutionary spirit surges on the surface of this nation. But there is something about which we can certainly do, and that is with regard to clause (2) of article 30. Clans; (2) of article 30 says;

"The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language."

Madam, is it not surprising that the funds of the Public exchequer of a State which has been proclaimed in this Constitution as a secular State are being used for funding these communal institutions which are the breeding grounds of communalism? I appeal to the honourable Members on this side to join hands unanimously in order to delete clause (2) of Article 30 so that not even one penny of this nation should be used for supporting those institutions which are becoming the sources of communalism and casteism in this country.

My third suggestion to the honourable Minister is that we speak of excellence in educational institutions and I totally commend this idea, but excellence in education

, cannot stop at schools. It has to go forward and has to be taken up at the higher seats of learning. In this respect I propose that India should establish its own Cambridge and Oxford, India should establish its own Harvard and Heidelberg, India should resurrect the glory of its Saranath and Nalanda Universities, and for that purpose India should establish at least four national universities, one in the north, one in the south, one in the east and one in the west with a threefold objective: (1) to attain excellence in the quality of education. How can this be done? This can be done by limiting the admission to these universities only to those students who get at least 75 per cent marks. (2) These four universities, at least in the beginning, should become the centres of national integration by devising means to allocate quotas to various States for admission to each university so that the best young brains from all parts of the country would

come together under one roof and contribute to the learning efforts of the country by joining the academic national mainstream in these universities. I submit that these universities are not supported to be the elitist universities. They should be residential universities where admissions governed by this method should not be restricted only to the rich. Those who cannot afford, it will be a great national investment for the country that those persons, should be given full-fledged scholarships to help themselves through the three years or the four years of their academic-life. This is what is happening in Cambridge and Oxford. I have been a student at Cambridge and more than 70 per cent of the students were on national help. They were not spending a single penny from their own pocket. And (3) These universities should become powerful instruments of fundamental, elemental, original scientific research. We want to enter the 21st century. Let us enter the 21st century with these academic institutions which will produce the real genius of India that will contribute to the scientific development of this country so that one day nature might stand up and say that India did not lag behind in realising the full potential of her genius. '

SHRIMATI KRISHNA KAUL (Uttar Pradesh): Madam Vice-Chairman, with

[Shrimati Krishna Kaul]

your permission I rise to speak and to welcome the document entitled "Challenge of Education—a policy perspective". At the very outset I congratulate the Ministry of Human Resources Development on presenting this document to the House. This document, to quote Shri K. C. Pant, former Minister of Education, "represents an important stage in the process of revising and shaping the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality." This document has been prepared as a Status Paper in fulfilment of the concern of our worthy Prime Minister, Shri Rajiv Gandhi, for improving the quality of human resources and in fulfilment of his promise to the nation in his broadcast on January 5, 1985, wherein he had stated—I quote:—

Education must provide national cohesion. The glory and the grandeur of our freedom struggle and its significance for national integration have to be brought to every student. Our schools and colleges must acquaint the younger generations with India's ancient heritage and culture. The curriculum and the textbooks should curb the communal and parochial interpretations of our composite culture."

He had further stated that programmes were being formulated for the use of the new communication technology on a large scale in our school system and that delinking all degrees from the jobs under Government was under consideration, and that the Central School Organisation will be expanded so that these schools function as centres of excellence in every district of our country. Emphasising education's organic link with the productive forces of society, he stated that vocational education would be reorganised, so as to align it with industry, agriculture, communication and with other productive sectors of our economy, and that an Open University would be established to bring higher education within easy reach of all.

It is noteworthy that this document has been brought out in record time and I again congratulate the Ministry for its speed

and efficiency in doing so. The beauty and value of this document, which is not meant to be a final statement of policy, lie in its in-depth, frank, free and honest analysis of the educational system and the problems confronting education in our country. It touches upon and views the entire system including the growth of educational institutions, their functioning, enrolment, drop-outs, non-formal education, literacy, problems of teachers, expenditure on education, lack of facilities in the primary and middle schools, etc.

Madam, we have come a long way since 1968 when Parliament had adopted a statement on our educational policy on the recommendation made by the Kothari Commission. Major changes have come about since 1968, and in the next fifteen years, tremendous changes and advancement will take place in our onward march into the 21st century. It is high time, therefore, that we took stock of our educational system and gave unto ourselves a new educational policy.

Mailani, the honourable Minister for Human Resources Development has outlined some of the salient features of this document and given indications of some of the lines on which our educational system could be reoriented. It is satisfying to note that only a few days ago, in the debates on this subject in the Lok Sabha, several areas of consensus have emerged. It has been universally accepted that elementary education must get a higher share of the funds allocated to education. It has also been felt and voiced without any reservation that the evil of capitation fees must be abolished. The need for qualitative change in our educational system has been universally acknowledged cutting across all party lines. That higher education should be purposeful and relevant has been admitted. The open system of education has been widely accepted and widely welcomed. The Indira Gandhi National Open University, which was recently inaugurated on the birthday of our beloved leader, Shrimati Indira Gandhi, by our honourable Prime Minister, Shri Gandhi has been warmly welcomed all over the country.

Madam, this concern and consensus are heartening and give us a secure base for the formulation of the basic objectives of our new educational policy.

With due respect, Madam, I would, however, like to dwell upon a few important questions which, I think, may be central to the changes that we envisage.

I refer to pages 55, 56 and 57 of the document which deal with the question of teachers and teacher education. The role of the teacher in the entire system of education never be over-emphasised. It is the teacher at whom the future of the nation looks with its innocent starry eyes in the class room. It is the teacher who moulds the minds, the thinking feeling process of the young. Teachers and lawyers are the two legs on which human civilisation has historically walked. Sir, may I submit that teacher and teacher education should have been given greater consideration and thought in the document. This is an age of unprecedented educational experiments all over the world. New models of learning—teaching processes are being formulated. Learning is being defined as a process of transmutation, transmutation of innate reflexes into organised and conscious perceptions, visions and actions, transmutation of innate drives into well-considered and successful pursuit of means and ends, transmutation of innate tendencies into an harmonious integrated personality. Learning by doing is being increasingly advocated. It is being recognized that there are different ways of learning corresponding to different categories of learners. It has, therefore, been suggested that teachers should be sensitive and so skillful that they can provide to each learner a method or a combination of methods suitable to his or her specific requirement of learning. Thus it is imperative that teachers are trained on completely new lines and the teachers training institutions need to be thoroughly re-oriented. Besides, modern technology with its emphasis on computer, radio and T.V. will impel every teacher to utilise audio-visual methods in the system of teaching in our methods of examinations and even in regard to the formation of ordinary timetables in school and colleges.

Madam, I again submit that teaching is a mother profession. Teacher is an agent of change. What teachers do in their class rooms has a great multiplier effect upon all other professions. Hence the entire question of the selection of teachers, their role, status, the quality of their training has to be studied in depth.

Another point that I would like to raise concerns non-formal education. Madam, it has been mentioned in this document that non-formal education will be a necessary instrument of universalisation of elementary education. It has been admitted that nearly 6 crores of additional children will have to be enrolled during the next five years. Of them, only 2 crores can be admitted to the formal system of education. The remaining 4 crores have to be provided education through the non-formal channel. Now this raises a very important question. Non-formal education is largely a paper scheme; it has not yet taken a definite or concrete shape. It is true that in the nine educationally backward States the Central Government is giving grants for the promotion of non-formal education, and it is also true that the programmes of non-formal education have not yet been evaluated. We do not know the quality of non-formal education, nor do we know whether this mode of education is effective or not. May I, therefore, request the hon. Minister to have this matter examined in depth so that a sound system of non-formal education is evolved? It is equally necessary to build bridges between non-formal education and formal education, to enable students of non-formal education to have a lateral entry into the formal system and *vice versa*. There is also a need to have a few resource centres for non-formal education.

Now, coming to the examination system, we are well aware that our examination system has degenerated to such an extent that it has lost all credibility. It lacks a clear-cut or adequate objectivity and has no common standards of evaluation. Students study merely to pass examinations and obtain certificates or degrees. The real aims of education are totally lost or have a very low priority, if at all. Education has not only to be skill-oriented but also value-oriented. As

[Shrimati Krishna Kaul]

Swami Vivekanand pointed out, the aim of education should be man-making. As we move towards the 21st century, what will be more important is the development of inherent capacities, skills and values of the human personality, rather than storage of crammed-up information. To quote Justice Whitehead "A merely well-informed person is the greatest bore on God's earth." The aim of education is the inculcation of the activity of thought, humane feelings and responsiveness to beauty. It is, therefore, imperative that our educational system is liberated from the overpowering and all-crashing influence of the present examination system which tests memory" rather than the acquisition of knowledge and skills, which tests the extent of information rather than the acquisition of values. I suggest evolving a national system of examination at various terminal points—at Class VIII, X, Class XII and at the graduate and post-graduate levels. The system of written examinations should be supplemented with oral and practical tests and computer technology should also be placed at the service of the examination system to enable us to arrange for individualised testing of the students. Once the burden of examination is taken up by a national agency, schools and colleges can be allowed to concentrate on the real process of learning. Provision should be made for the continuing process of internal evaluation, interwoven in the learning process itself. To safeguard internal evaluation against partiality or victimisation, the marks or grades obtained therein may not be mixed with the marks obtained at the national examination. Such a change in the examination system will enable the teachers to make innovations in the contents and methods of teaching. I believe that one single factor that can revolutionise our education system is examination reform and I would like to appeal to the hon. Minister of Human Resource Development to kindly get this matter examined in depth from all points of views. May I submit, Madam, that when the hon. Minister of Human Resources Development was the Chief Minister of Andhra Pradesh and also its Education Minister, he had prepared and submitted

a remarkable report on the examination system. That was 15 years ago. The suggestions made therein were unfortunately not implemented. Time has come now when those suggestions are once again examined in the light of the present context, updated, supplemented, enlarged so that a new system of examinations can be evolved.

Due to limitation of time, I am unable to dwell upon some of the points which I would have liked to emphasise and a few of them have been very ably put and discussed by my friends on my side.

I would submit that our system of higher education which has defeated its purpose and the portals of higher learning have become dens of vice, anti-social activity, violence and corruption, needs a radical overhauling. The University Grants Commission requires to be thoroughly reorganised and consideration of relating it to school education in a meaningful way is necessary. There is an urgent need to establish National Commission for School Education. We may also think of setting up an agency to look after the extra-curricular and co-curricular activities of children and adolescents. The experience of Bal Bhavans has been satisfying and may consider setting up a Bal Bhavan in every town. Likewise, centres for the care and advice to adolescents who are passing through a critical period of their life when they are neither children nor adults, may be established for this is a period when they need advice and direction for forming their interests, hobbies and orientation towards, choice of their future work or profession, dreams and ideals. Links of their education with the world of work have to be forged. I would close by quoting from the statement made by our Prime Minister Rajiv Gandhi in the Rajya Sabha on 16th December, 1985, while speaking on the Seventh Plan which reveals a mind in which hundreds of generations gone by, look with their cumulative wisdom and strength towards the on-coming generations, with vibrant expectancy and foresight, with hisotirity of vision and expansion, with a will that lends speed to wings and wings to speed, with a commitment that envisages and achieves, and an imagination that extends towards ever

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ding horizons of a tremendous future, a glorious future for our country, for our people, and for India's pivotal role in the comity of nations and for better tomorrows for all. He says in his inimitable style, with intensity and serenity, with confidence and assurance, I quote:

"One of the biggest problems facing not only India but other countries of the world, is that of a gap between the development of the human being and the development of science and technology. India has traditionally developed the human being on spiritual lines, on an inner strength. Today that is changing. Our system is developing on science and technology and in a more material and consumer oriented direction..."

"And we must find a way to narrow this gap." Again he says,

"India perhaps is in a better position than other countries to think along those lines because of our heritage, because of our traditions and because of our inherent we would like to try and give a thrust to develop the human being in India, into a better human being—develop the human being not just so that he ends up in a consumerist, materialist race that always leaves him unfulfilled, because that is what we are seeing happening in many parts of the world. Ultimately fulfilment must be part of the development process. And if we are not going to give fulfilment to our people, then we are not giving a complete package of development to our people. We have to see that moral, spiritual and artistic values are brought back into our system..."

"The allocation for human resource development is one of the largest that has ever been made in a Plan. On education we are giving a massive thrust and we hope that the new policy which will come soon will be able to deliver everything that the country needs for the challenges that lie ahead." unquote.

With these words, Madam, I welcome the Document—Challenge of Education-A Policy Perspective. Thank you, Madam.

THE VICE-CHAIRMAN DR. (SHRI-MATI) SAROJINI MAHISHI]: Now, Shri Rameshwar Thakur.

SHRI S. W. DHABE: How long we are sitting?

THE VICE-CHAIRMAN [DR. (SHRI-MATI) SAROJINI MAHISHI]: He is the last speaker.

श्री रामेश्वर ठाकुर (विहार) : माननीय उपाध्यक्ष महोदय, शिक्षा की नयी नीति के संबंध में शिक्षा की चुनौती नामक जो परिपत्र हमें प्राप्त हुआ वह ऐतिहासिक है। मैं उसका स्वागत और समर्थन करता हूँ हमारे लिए यह बड़े सौभाग्य की बात है कि आजादी के बाद देश ने विभिन्न दिशाओं में बहुत प्रगति की है। शिक्षा के क्षेत्र में भी हमने बहुत प्रगति की है। लेकिन एक नयी दिशा हमारे प्रधान मंत्री जी ने दी है कि मानव शक्ति के विकास का चिन्तन राष्ट्रीय स्तर पर हो और शिक्षा की एक नयी नीति अपनाई जाए और इस कार्य के लिए उन्होंने जिम्मेवारी हमारे देश के बड़े विद्वान अनुभवी शिक्षा विद नरसिंह राव जी को दी है। हमें आशा ही नहीं पूर्ण विश्वास है कि उनके संरक्षण में, देखरेख में सारे राष्ट्र के विचार चिन्तन के बाद वह शिक्षा नीति तैयार होगी जो दीर्घकालीन होगी और जिससे राष्ट्र में एक नयी चेतना, एक नयी दिशा एक नयी शक्ति उभरेगी और उससे हम विश्व में अपनी नयी पहचान रख सकेंगे।

शिक्षा के सुधार के संबंध में बहुत से लोगों ने कहा। महात्मा गांधी ने आजादी के पहले ही कहा, तमाम विद्वानों ने, हमारे कई भूतपूर्व राष्ट्रपतियों, प्रधान मंत्री और दूसरे बड़े नेताओं ने कहा कि शिक्षा में आमूल परिवर्तन की आवश्यकता है। इस दिशा में कई बड़े-बड़े आयोग बने और विशेषज्ञों की समितियाँ बनीं। उन के जो सुझाव थे वे रखे गये। कुछ प्रयत्न भी किये गये लेकिन यह बात राष्ट्रीय स्तर पर सभी मानते हैं कि शिक्षा को दिशा में आमूल परिवर्तन करने की आवश्यकता है इस सम्बन्ध में जो परिपत्र हमारे सामने रखा गया है उस में खास तौर से शैक्षणिक आयोजना के संबंध में और लक्ष्यों

[श्री रामेश्वर ठाकुर]

को निर्धारित करने की दिशा में इस पत्रिका के चौथे अध्याय में जो सुझाव दिये गये हैं, मैं उनका स्वागत करता हूँ और जो सुझाव अन्य मित्रों ने दिये हैं उनको जोड़ कर दक्षासंभव मैं कुछ सुझाव अपनी ओर से माननीय मंत्री जी को विचारार्थ प्रस्तुत करना चाहता हूँ।

पहला सवाल यह है कि मानव शक्ति के सांस्कृतिक मूल्यों के संबंध में जो बात कही गयी, मैं उस से दूर कुछ और बात कहना चाहता हूँ कि हमारे देश के जो बड़े विद्वान और चिंतक और दार्शनिक हुये उन्होंने यह माना कि सारे विश्व में, ब्रह्मांड में मानव शक्ति योनि में जन्म लेना ही सब से बड़ी उपलब्धि है और जन्मजात जो गिम्बू होता है वह अज्ञान होता है चाहे वह पंडित के घर में हो या किसी निरक्षर व्यक्ति के घर में हो। वह अज्ञान होता है। वह ज्ञान प्राप्त करता है माता की गोद में, अपने परिवार में और समाज में और औद्योगिक संस्थाओं में। इसलिये हमें सोचना यह है कि क्या गरीबी के आधार पर या साधन के अभाव में हम कह सकते हैं कि अपने देश में बहुत बड़ी संख्या के लोगों को हम योग्य शिक्षा से वंचित रखेंगे। यह शिक्षा उसके रोजगार का सवाल नहीं है। मानव जीवन की उपलब्धि के लिये जो सब से बड़ी उपलब्धि की चीज है वह यह कि उसके जीवन का विकास हो। उससे उस को वंचित रखना कितना बड़ा सामाजिक दोष है इस को हमें गौर से और गहराई से समझना है और फिर सोचना चाहिये कि हम किस तरह से शिक्षा देश के गरीब से गरीब लोगों को दे सकते हैं जो पहाड़ी अंचल में रहते हैं, जो जनजाति के लोग हैं, जो हरिजन हैं, किसान, मजदूर हैं और दूसरे लोग हैं और उन के बच्चे हैं। उन को कैसे शिक्षा का सुअवसर दिया जाय ताकि उन का विकास हो सके। हम आज चाहते यह है कि जो हमारे प्राकृतिक साधन हैं उन का अधिक से अधिक विकास हो। क्या इतना बड़ा जो मानव साधन हमारे पास है उनमें से प्रत्येक का समुचित विकास हम नहीं कर सकते? यह हमारे लिये बड़ी चुनौती है और उस का सामना करने, उस

का समाधान करने का दायित्व हमारी सरकार पर और पूरे समाज पर है। इस शिक्षा की दिशा में सब से पहली बात यह है कि मानव अपने आप को समझ सके। शिक्षा की शुरुआत यहाँ हो कि वह अपने आप को समझ सके। अपना संबंध संपूर्ण विश्व से क्या हो, अपने अस्तित्व उस की शक्तियों क्या हैं जिन को अज्ञानतावश हम नहीं जान सकते। बाहरी शिक्षा का ज्ञान हम प्राप्त करते हैं लेकिन यह समझना बहुत जरूरी है कि केवल साक्षर होना जरूरी नहीं है ज्ञान की प्राप्ति के लिये। हमारे गाँवों में बहुत से किसान अनपढ़ हैं, जो साक्षर नहीं हैं, लेकिन उन को जीवन की मूल बातों का ज्ञान है। कृषि संबंधी बातों का इतना ज्ञान उनको है कि बहुत से आधुनिक स्नातकों का उतना स्पष्ट ज्ञान नहीं होता। इस लिये जरूरी है कि हमारा परंपरागत ज्ञान जो हम को मिला है और खास तौर से मनुष्य के अन्दर जो ज्ञान है उसके शरीर के विषय में, अपने विषय में हमारी जो आंतरिक शक्ति है, जो मानव शक्ति है, जो भौतिक शक्ति है उस सब का विकास हम कैसे कर सकते हैं, मानव मूल्यों को हम अपने जीवन में कैसे उतारें, इस पर हमें ध्यान देना चाहिये। मानव समाज के लिये, दूसरों की सेवा के लिये कुछ करना अलग बात है लेकिन अपने जीवन को सार्थक करने के लिये हम इन मूल्यों का विकास कैसे कर सकते हैं इसकी शुरुआत हमारी शिक्षा नीति में होनी चाहिये। इस प्रकार की भावना हम प्रारंभ से ही दे सकें तो वास्तव में हम उनको ठीक से शिक्षित कर सकते हैं। अंतर्राष्ट्रीय स्तर पर इसके महत्त्व को समझा जा रहा है इसलिए आवश्यक है कि हम इसकी शिक्षा प्रारंभ से ही किसी न किसी रूप में दें तो यह उनके लिये उपयोगी होगा। भारतीय खेलकूद को उचित स्थान देना चाहिये। इसके अलावा हम चाहते हैं कि आयुर्वेद की कुछ मूल बातों का भी उन्हें ज्ञान होना चाहिये। नैचुरोपेथी जो हमारे प्राकृतिक नियम है उनकी बातों को भी मूल रूप में बच्चों को बताया जाना चाहिये ताकि उनको स्वास्थ्य संबंधी ज्ञान प्राप्त हो और उन्हें छोटी-छोटी बीमारियों के लिये डाक्टरों या वैद्यों पर निर्भर न रहना पड़े और वे स्वयं इनका इलाज कर सकें।

राष्ट्रीयता के विकास के लिए बच्चों में चरित्र निर्माण आवश्यक है। इसके लिए उन्हें अनुशासन में रहकर निस्वार्थ सेवा को शिक्षा दो जतों च हिए और हमारे स्नाउटस और गाइड्स के नियमों का उन्हें पूरा ज्ञान कराया जाना चाहिए। उसमें बहुत ढील आ गई है। मैं समझता हूँ कि शिक्षा मंत्रों इन्हें देखेंगे और नई शिक्षा नीति में इसे प्रोत्साहन दिया जाएगा। खास तौर से अनुशासनहीनता को जो अबूक्त दबा है वह इन नियमों का ठीक से पालन करना है।

महोदया, हमारे लिए यह भी जरूरी है कि हमारे बच्चों में बौद्धिक शिक्षा के साथ-साथ आजादी की लड़ाई, उसके इतिहास के ऊपर भी उन्हें प्रेम हो। हम कौसी अवस्था में थे हम कौसे आजाद हुए, इसके लिए क्या बलिदान हमारे नेताओं ने, हमारे कार्यकर्ताओं ने किया है, इसका ज्ञान भी देश के बच्चों में हो तो उसने राष्ट्रीय एकता बढ़ेगी। धर्म-निस्पेक्षता और समाजवाद को भावना हम सभी उनमें ला सकते हैं। सत्य और अहिंसा का जो पाठ गांधी जी ने हमें बताया, दूसरे नेताओं ने हमें जो उपदेश दिए हैं, उनकी जानकारी भी बच्चों को होनी आवश्यक है। हमारे संविधान के जो मूलभूत प्रश्न हैं, मूल तत्व हैं, उनकी जानकारी भी हमारे छात्रों में नितान्त आवश्यक है। उनके विना राष्ट्रीय चरित्र का निर्माण नहीं हो सकता है।

महोदया, विद्यार्थी केवल यह न समझें कि हम विद्यालयों के जरिए प्रमाणपत्र लेंगे और उसके जरिए हमें काम मिलेगा। यदि उनको यह बोध कराया जाए कि शिक्षा के जरिए उनमें जो विकास हो रहा है, जो उनका नैतिक विकास हो रहा है, उसमें जो प्रगति हो रही है, उसका वे अनुभव कर सकें, तो मैं समझता हूँ कि वह किसी भी क्षेत्र में अच्छा काम कर सकते हैं। शिक्षा प्राप्त करने के बाद शारीरिक श्रम से लोग घृणा करने लगते हैं। गांधी में कुम्हार का लड़का पढ़ लेता है तो वह समझता है कि वह मेरा पेशा नहीं है। इसलिए शिक्षित लोगों के लिए

शारीरिक श्रम करने की भावना आवश्यक है। पढ़े लिखे लोगों को श्रम करने वालों का हेय दृष्टि से नहीं देखना चाहिए।

उच्च शिक्षा में प्राविधिक प्रशिक्षण जैसे इंजीनियरी, डाक्टरों, चर्टर्ड ऐकाउंटेंसी अदि की शिक्षा लेने वालों के लिए यह आवश्यक है कि वे ग्रामीण जीवन का अनुभव करें, ग्रामीण वातावरण में रहें। शिक्षा को निःशुल्क और कम खर्चीला बनाया जाए। ज्यादा खर्चीला नहीं होना चाहिए। शिक्षा को मातृभाषा में दिया जाना भी राष्ट्रीय एकता के लिए आवश्यक है। मातृभाषा से प्रारम्भ करके तीन भाषाओं का जो फामूला है उसका पल होना नितान्त आवश्यक है।

संस्कृत जो हमारी राष्ट्रीय धरोहर है, हजारों सालों से जो चली आ रही है, उसका राष्ट्रीय स्तर पर विकास राष्ट्रीयता के लिए आवश्यक है? इससे सभी भाषाओं का विकास होगा। (उपम की घंटी)

उपसभाध्यक्ष [डा० (श्रीमती) सरोजिनी महिषी] : मैं आपसे प्रार्थना करूँ ?

श्री रामेश्वर ठाकुर : महात्मा गांधी और आचार्य विनोबा भावे ने शिक्षार्थियों और शिक्षकों को उचित स्थान दिए जाने की बात कही थी। उनके अनुशासन के आधार पर, शिक्षा के कार्यों के प्रति अटूट निष्ठा हो तभी हम पालन अच्छी तरह से कर सकेंगे। शिक्षा का अधिक से अधिक विकेंद्रिकरण किया जाए, यह भी हमारा सुझाव है। यह शिक्षा प्रशासनिक सेवा में अखिल भारतीय स्तर पर रहनी चाहिए। इस शिक्षा में भी, प्रशासन के लिये आवश्यक है कि वह इसमें एकरूपता लाये। जैसा कि कुछ माननीय सदस्यों ने कहा कि जो साधन प्राप्त किए जाए शिक्षा के लिए, उसको राष्ट्र में एक ऊंचा स्थान दिया जाए। शिक्षा की जो नई नीति चल रही है इस नई नीति को दीर्घकाल नीति माना जाए। नीति जब स्वीकार कर ली जाए तो उसका अच्छी

श्री रामश्वर ठाकुर

तरह से पालन हो और दृढ़ता के साथ और निष्ठा के साथ उसका पालन किया जाए जिससे कि देश में एक नई दिशा आए और नई शिक्षा के द्वारा, जैसा मैंने शुरू में कहा, देश में और विदेश में अपने आप को सुयोग्य नागरिक बना सकें, अपने जीवन की सार्थकता की पूर्ति कर विषय में ख्याति प्राप्त करें।

उपसभाध्यक्ष [डा० (श्रीमती) सरोजिनी महिषी] : माननीय मंत्री जी।

श्री राम चन्द्र विकल (उत्तर प्रदेश) : मैंने सुवहू से नाम दिया हुआ है। संसदीय कार्य मंत्री जी ने भी कहा है। यह विषय ऐसा है कि इस पर लम्बा मंथन होना चाहिए। मंत्री जी कल बोल लें तो अच्छा है क्योंकि सुनने वाले बहुत कम रह गये हैं। मंत्री जी ने जो मेहनत की है उससे ज्यादा लोग लाभान्वित हो सकेंगे तो ज्यादा अच्छा है। यह गंभीर विषय है इस पर लम्बा मंथन होना चाहिए।

उपसभाध्यक्ष [डा० (श्रीमती) सरोजिनी महिषी] : पार्टी की तरफ से जितने नाम दिये गये थे वे सब समाप्त हो गये हैं।

श्री राम चन्द्र विकल : मेरा नाम भी दिया गया था। लिस्ट शीक से देख लीजिए।

उपसभाध्यक्ष [डा० (श्रीमती) सरोजिनी महिषी] : आदरणीय मंत्री जी से प्रार्थना है कि वह अपना भाषण आरम्भ करें।

श्री राम चन्द्र विकल : सदन के कार्य संचालन में कुछ सुधार करने की जरूरत है।

उपसभाध्यक्ष [डा० (श्रीमती) सरोजिनी महिषी] : माननीय मंत्री जी।

SHRI P. V. NARASIMHA RAO: Madam Vice-Chairman, twenty-five hon. Members have participated in this discussion. The debate has been of a very high order. Whatever they have suggested, I am sure, I am going to be greatly profited by it.

First of all, I would like to dispose of the amendment to the motion tabled by Mr. Dhabe. I would like to submit, respectfully, that Government is not in favour of causing any further delay, by appointing committees and commissions. We had a plethora of commissions. In fact, we would have appointed another commission, three or four months back. We did not do that for the reason that a commission takes a long time. Naturally. It is nobody's fault. They have to go round the country. They have to call people, take their evidence and so on as commissions go. We still feel that the Kothari Commission's report can be taken, for many respects, as the last word. We do not consider it necessary to have another commission appointed for any purpose in regard to education.

SHRI S. W. DHABE: I have not suggested any commission.

SHRI P. V. NARASIMHA RAO: it may be a committee. You have said, two months. But in two months, no committee will be able to complete its endeavours. Therefore, I would like to respectfully tell him not to insist on his amendment. So much has come as feedback on this document. So much. And it is still coming. It is a torrent that is coming. In fact, it has become difficult to cope with the amount of feedback that is coming in, collating it, in analysing it and in bringing out conclusions out of this mass of information and opinion. Therefore, I would like to suggest that he may not insist on his amendment. We can analyse it. We have been analysing it. Parliament is there. Whatever a Parliamentary Committee can do, Parliament can certainly do. I am prepared to have any number of discussions, if hon. Members so desire. In fact, I would like to have discussions on cer-

tain specific aspect of education. May be, we sat for seven hours today. But we still have to zero-in on certain areas. I would welcome a discussion on each area separately if time permits. It is not in my hands, but I would like to say that I am prepared for it.

SHRI PARVATHANENI UPENDRA:
Can you yield for minute?

SHRI P. V. NARASIMHA RAO: Yes.

SHRI PARVATHANENI UPENDRA: We need not go in for the appointment of another committee, as suggested by Mr. Dhabe. But you have yourself said that you are receiving so much feed-back, so many memoranda on this subject. Could you tell us how these are being processed in the Ministry-by a committee or by individuals?

SHRI P. V. NARASIMHA RAO: We have liifereed all this to the National Institute for Educational Planning and Ad-ministi ation (NIEPA). That is a competent imtitution which is running along with ti ie NCERT and it is doing all this work. They are sending from time to time certain interim reports on what they k are receiving. May be it is going to be a voluminous report or voluminous information which they will give us after fully collating ard analysing it. That part of it is very well taken care of. It is going hand in hand with what is happening all over thecountry.

I could as well dispose of another very important aspect which Mr. Dhabe raised in his speech—regarding sports, games, physicitl culture etc. I would like to tell him that now after all these activities have been brought under one umbrella of the Minist) y of Human Resource Development, it has become easier for us to pay as jnu th attention as is needed to games, sports, physical culture, physical education etc, at the school level right from the giassroot upwards. This was not so easy sa far, but now it has become easier. And I would like to assure tha House that the very intention of bringing all these subjects together is to see that all theJie activities are brought into a pac-

kage and that package is delivered to the child at the grassroot level when he enters school. This is the idea. I know that in many cases, as we do not have blackboards, the question of having play-grounds is still more difficult. Now we will have to go to the root of the matter: why is it that the school is not having a playground? Is a playground available to two or three schools in the same village or town? Could it be made that way? Or is it a fact that in some districts we have too many facilities given because of various reasons and some other districts are lacking even the elementary facilities? Now all this can be gone into only when we put the school in front of us, the child in front of us, and then look around to see what is available and what is not available. Just a few days back, I visited a particular district. There is already a full-fledged college there and the college has a full-fledged stadium. It is a district headquarters. They are wanting another stadium in the same place, because thes* two have been processed in different channels. The UGC probably gave money to the college. The stadium is already there; it is already functioning. But while building that stadium, they have not taken into account the need for making the stadium available to others also outside the college. They made it a college stadium pure and simple and the others are now clamouring for another stadium. A stadium today would mean a crore of rupees at least. Now they wanted me to give this money to them from sports. I said, "yes, maybe it is in your plan or not. I do not know, but I would have to think ten times before giving another stadium at he same place. Even if I wish to give. it is not going to be liked; the Parliament will come down heavily on me if I ask for another stadium to be built at a place where there is one already existing. And this is what I want the Parliament to do* So let us see how these monetary resources that we have can be husbanded in such a way that the school is made the centre of our attention, whether it is culture, whether it is sports, whether it is mid-day meal—whatever it is. The school gets it as a package so that whatever is the benefit to the boy, he gets it right

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from that age rather than catching him at 15 years, 16 years or 18 years when all his joints have become stiff already and then starting to give sports education to him, physical education to him. So it will have to be a question of catching 8.00 P.M. them as young as we can. So this is the new approach—not very new, strictly speaking, but since there were different compartments this approach should not be really followed to the hilt. Therefore, we are going to do that and Mr. Dhabe could rest assured that the entire aspect of the organization of sports and physical culture in this country is going to undergo some change. I won't say it is a total change, because we have to continue with whatever we have—the Olympics, the National Games and all that—and whatever stadia we have to build we will build. But the point is, the attention on the school and the attention on the child from the point of view of culture, sports and physical education will be much more hereafter than it has been hitherto.

Madam, the debate in this House, I must say, has been more of a generalized nature. We have gone into the objectives of education, we have gone into the philosophy of education, we have gone into most of the abstract aspects of education and alito, to some extent, into the nitty-gritty. The nitty-gritty part of it, I must say, has been a little less than the other part. N>Dw I cannot say anything in reply beyond saying that whatever has been said will be taken into account because this is just a part of the dialogue that is going on. There is no policy, cut and dried, before the House or before us, for that matter. And whether it is being criticized or praised, the fact remains that we have come before the country, before the people in advance of making a policy and not after making one. Some may criticize this by laying that we have no policy at all in our mind. Well, I would rather take that criticism than the other one, going to the other extreme, that Members would say what is it they have to do now if the Government has made up its mind and come here with a closed mind

and a policy that is signed, sealed and delivered? Then what else can anyone say about it except that it is good or that it is bad? Only two opinions will come. So, we are in the process of formulating a policy. It is not that we are completely blank. When such a torrent of feedback is coming, we cannot be blank but, at the same time, we would not like to look it and say this is it. So I have made reference to certain aspects which come out very prominently, certain messages that have come loud and clear in regard to this debate. The first message is that whatever has happened in the past, Parliament would like, people would like, educationists would like, everyone in this country would like elementary education to receive first priority hereafter. Now, we have said so before, but we have not been able to resist the pressures from other areas of education because those areas were much more vociferous. Whether the State Government has done it or the Central Government has done it is really immaterial. What has been done is this: Proliferation has taken place. I cannot say that all this proliferation was unnecessary; much of it was necessary. But the point is, it took place to the exclusion of something which we consider much more important, which we consider as falling within the area of a constitutional responsibility. So, that responsibility will have to be restored. The emphasis on that responsibility has to be restored hereafter.

Now we have gone into the nitty-gritty also to some extent. There is an enrolment of 92 per cent. Normally, the total enrolment is supposed to be of the order of 92 per cent at the class I level. Now I would like to tell honourable Members, if the enrolment is of the order of 92 per cent already, it cannot be in the air. There must be some infrastructure even at the village level—adequate, inadequate, whatever it is. There must be some infrastructure. There must be something educationists would like, everyone in enrolment is going on. Boys are going, girls are going and entering the school. Now the point is why they are not being retained there. This could happen for various reasons. This is what I would like

Members to appreciate. If you say that ■ the child is being put to work by his family, then, the corollary is, when we go to a village, all the children should either be at school or at work. How is it, that when we go to a village, a very large number of boys are neither at school nor at work? They are only playing *gilli danda* there in the lanes and bylanes. Is it not our daily experience? We visit our constituencies. We find so many children coming and joining us in slogans. We are leaders, and they say 'Jai' to us. Another leader goes, they say 'jay' to him also. They are just footloose in the village. • Should they not be in the school? Or, if their parents are so poor, should they not be doing some work for the parents? They do neither. I have no doubt that if Members of Parliament, Members of Assemblies, MLCS, Members of zila Parishads panchayat Samitis, panchayats, all of us, this very big army of non-official leadership in the country take it seriously, I have no doubt, no manner of doubt, in my mind that we can bring down the number of drop-outs and enhance the retention at least to the extent of 50 per cent to 60 per cent, if not more.

When you say, when the World Bank says, that this country is going to have the dubious distinction of having more than 50 per cent of the world's illiterates at the turn of the century, what it really means' is, if the situation is going to continue, is allowed to continue, as it is today, the population increasing as it is increasing, the drop-out being what it is, if this is the condition, then, that will be the result. But this need not be the condition. If, as I said, all of us really take it up as a programme, we can certainly bring down the drop-out to a very considerable extent, and at the end of the century we need not have that dubious distinction.

Let us decide today. Sitting here, we may have different kinds of information coming to us, and we make speeches on the basis of that. Maybe our observation is different; from place to place it differs. So, let us decide now that as Member* of Parliament, as representatives of the •people, we will think of education, elementary education as the first priority, not only in our speeches, but whenever

we visit our constituencies let us see if something is happening there. Let us ask the *sarpanch* who comes with a garland. We take the garland. We do not ask him anything about what is happening in his village. Take the garland by all means. But also ask him how the school is doing. It is that simple to me. To the extent of 50 to 60 per cent, of the drop-out, we can certainly obviate as a result of this. I would like Mr. Lohn to come with me. We will go from place to place. This has to be taken as a people's movement. The officials will not be able to do it, the bureaucrats will not be able to do it. We have spoken against the bureaucrats. I may agree, may not agree, I may agree partially. But keep that aside. If the bureaucrats are not there, we have to be there. Let us take this pledge now, whether the bureaucrats do it or not, we are going to do it. Money is not going to be a question. If somebody says, because there is no class room, boys are not coming, this is not correct in most cases. There is a class room, there is a teacher. He is just sitting there, doing nothing. Or a very small number of boys come. It is quite possible that this school is not attractive, and they find *gilli danda* more attractive. So, they go there. It is not always a responsibility of Government or the Members of Parliament or the authorities. The questions is: what are* the conditions in the village? Is it possible for the boy or the girl to do his homework or her homework in the house? What are the conditions there? So it is inextricably linked with the social conditions there. Take Scheduled Castes for instance. Figures have been given in regard to the Scheduled Castes enrolment. Can we really say that the enrolment of Scheduled Castes or drop out from Scheduled Castes is not connected with untouchability in the villages? I say it is very intimately connected. We may not be observing untouchability as this society used to some 50 years ago. But still there is some inhibition which comes in the way of the Scheduled Caste boy or girl coming and getting admitted in the school or remaining in the school. We cannot deny all these things. So it is a much deeper problem. It is a much wider problem. Let us go into it. At the end of one year, let us review the situation.

[Shri P. V. Narasimha Rao]

I have made some analysis of certain districts. I called the Education Officers and said "Go to the grassroot level, go to the school level and find out for the last five years, what was the enrolment and what was the drop-out from 1980-81 right upto 1985." You will know what the drop-out is. Now you tell me why it is so, because an all India average means nothing to me, a district average means nothing to me. When I went to the same district headquarters again, the officers gave me the full list of the drop-outs from the schools, and one of the most stunning revelations which I got was that contrary to everybody's expectation, it is a non-tribal block which comes at the bottom and not the tribal block both in regard to enrolment and drop-out. So the conclusion is that whatever plans we are having in the tribal areas are bearing fruit

श्री चन्द्रिका प्रसाद त्रिपाठी (मध्य प्रदेश):
जब वहाँ मास्टर ही नहीं बैठते हैं, तो लड़कें क्या करें ?

श्री पी० वी० नरसिंह राव : वहाँ की बात नहीं कर रहा हूँ। मैं तो ट्राइबल की बात कर रहा हूँ।

You see, about the tribal areas, we have an impression that there is no school, there is no teacher and, therefore, there are no boys. This is not so. At least in one district, this is not the case. Maybe in other districts the same will be proved. Or something else; I do not know. The point is unless you go into the nitty-gritty, you will not be able to find the causes. Now that we are trying to find the causes, let us put our shoulders to the wheel. Unless this becomes a movement, a people's movement led by the people's leaders, this will not prosper, this will not have any real effect. This is what we irrespective of party persuasion, irrespective of what we consider as the causes, etc. etc., have to pledge. If this is done, we can go on reviewing the situation from time to time. So far as money is concerned, I have no doubt that after all this criticism, all this review that has taken place, we will certainly see that a given L

portion of our resources is ear-marked for elementary education and not allowed to be diverted. I am going to sit along with the Education Ministers of all States particularly those whose enrolment and drop-out are really bad. I will sit with them and find out from them what they can do and what I should do to supplement their efforts. And in total, what is it, that we are going to achieve at the end of this Plan.

In another State, I have been told, Madam, that about 99 per cent of their resources are being spent only on teachers salaries. Maybe it is an exaggeration. Maybe if not 99, 88 or 85, whatever it is, it means they have little for anything else. But should we believe when one tells us that in spite of the Panchayats—in spite of the Panchayat Samithis—in spite of the leadership available at the village level, a blackboard cannot be given to a school? And at the end of all these 38 years, we find, we discover that about 40 per cent of the schools do not have blackboards?

Now, my own experience is, whenever a school building was constructed, we had a blackboard built into the wall with cement in every class. In those areas, you will not have the complaint that there are no blackboards. There may be other areas. Why is it so? With all this leadership available, with all this voting in seven or eight or ten elections—and I do not know how many bye-elections and so on—having made the people so conscious of their rights, how is it that a blackboard is not made available in the school? Do I start an "Operation Blackboard" sitting in Delhi now, and place an order for five lakh or ten lakh blackboards? This is not on. These are small things which the village community should do and will do. It is amazing how much the village community has contributed to education in this country. They used to come with money, five thousand rupees, six thousand rupees, seven thousand rupees, give it to the District Education Officer and say, "Here is the money: give us Class V. Here is the money; give us Class VHI." Class after class after class, yer" after

[Shri P. V. Narasimha Rao] year, after year, they came to the authorities with money. How is it that all that has dried up? We have to go into those reasons. In the 'fifties' and 'sixties' this was their contribution, this was the situation. After that, everything seems to be thrown on the Government. Now we have to restore the responsibility and the involvement of the people. That is where our duty comes in. What will the bureaucrat do? If there is no blackboard, he will write a report that there is no blackboard. If there is no chalkpiece, he will write that there is no chalk-piece. There is no one to look into that report. So what can he do? And what is the use or saying that the bureaucrat is responsible? So let us not go into who is responsible. Let us go into what can be done now. I am sure that the position can be largely retrieved by us if we make a resolve.

As I have stated in my brief statement, the first attempt has been to undertake integration of all the activities that have been brought under this umbrella. We are sitting with the Health Minister because the immunisation programme is under Health. There is a small gap there, which is otherwise starting from the mother and going right up to the boy or the girl. But there is one programme namely immunisation which is still in the hands of the Health Ministry. So we have been discussing with them and trying to find out how this package can be properly coordinated. In our case it is integration, but when it comes to some other Ministry, it has to be coordination. We are coordinating our activities and in a few days' time, I am sure we will have a programme whereby the same child is given all this package—not another child in another part of the district or taluk or block, but the same child in the same village—so that he gets the full benefit out of it. If the package is not given, there is no benefit, there is no real result. Therefore, this is what we are going to do. This is part of the integration programme that we have undertaken.

Now, Madam, I have said that the community has to be involved in a big way. Something has been said about the curriculum and the philosophy of the cur-

riculum. I would like to dispel certain doubts that have been raised. Now if you take an extreme view, naturally there will be opposition, there will be a controversy. What is being aimed at is a core curriculum at the national level, giving the necessary flexibility to build into it whatever is warranted by local conditions. It cannot be a curriculum, hard and fast, being foisted on every child in every State. That is not the intention. The intention is that it should not be just left to the winds. There is not even the national consciousness that is needed. We want it. But we want it in such a way that it does not become a dogma. We want the national consciousness to be there, but at the same time, whatever local colour has to be given, has to find a place in the curriculum. About text-books so much has been said, as also about the bookload. Now we have asked too much to be put into the text-books. That I do not know whether putting all these into the textbooks in going to make it lighter; it is going to make it a bit heavier. At the same time, I am told, we have gone into it in detail, the big load you find being carried by the children is speciality in the towns and if you go to a village you will not find the corresponding child carrying so many books—firstly, he cannot afford it. and secondly, it is not really prescribed, all those books are not prescribed. Here perhaps the schools, according to their own scheme, public schools and other schools, may have added books. But we have not come to a final conclusion. We will certainly look into the matter. Sushilaji is one of the crusaders for lightening the book burden. I entirely agree with her that if there is anything avoidable, we should certainly avoid it. We will go into it. And, talking of books, we very much wanted to have an exhibition of the NCERT books today itself but we could not get the premises in the Annexe; so we could not do it. In fact, I would have welcomed all Members to have a look at the NCERT books and see whether they want something more to be done or some modification to be done from the point of view of whatever they consider correct. We would certainly do it. This institution, NCERT, is doing this work very meticulously, assiduously, for the last 24-25

[SHRI P. V. NARASIMHA RAO]

years. I know it ever since its inception. So I can say that a very devoted band of workers are working on it. I don't say whatever they produce is perfect. Nothing can be perfect. They have been trying to correct themselves from time to time and whatever reactions they get, whatever responses they get, they do take them into consideration. So, they are on the way to producing whatever we think is the ideal need, ideal output of textbooks. Of course, that is again a matter of opinion. We can see those books and if there is any feedback again, I would like to tell the House that we will certainly look into it. Today we could not do it. Maybe, next time it will be possible.

There is only one contentious issue which, for various reasons, has led to a lot of misunderstanding. The schools which we wanted to open have been termed or have been branded as elitist schools, one in each district. I am glad Mr. Upendra is here, he must be knowing something about the four or five schools that are running in Andhra Pradesh based exactly on the principles on which these schools are being planned. No one can say that these are elitist schools. No one can say that any multi-millionaire's son has got admission and got the facilities of those schools. Those who have been the beneficiaries of those schools—I am just telling the House the experiences of Andhra Pradesh for the last 8-10 years—come from such poor families, leave alone the quality of education, these boys and girls could not have afforded even education, even normal education. Such is the record of those schools and when it comes to examinations, the students of those schools have been topping the list year after year, after year. They have been proved to be better than Grammar Schools, better than public schools, better than all the other high-brow schools which we know of, and they are bagging all the first positions. And they are from the lowest strata of society, the poorest strata of society. So at least in Andhra Pradesh we have about 10,000 boys and girls, maybe by now, who are from those strata

of society and who have been given quality education. Now my worry is where they have gone after Class X. If we had not followed them up, then probably they would have gone into oblivion. Maybe, they could not afford to go to the college. I will have to ask the authorities there whether they have been following up these boys and girls after their school. We will have to find how to really cultivate that talent which has been detected, which has been cultivated already to a point, we will be making it to the end of their career to see whatever he is capable of, he should get it, he should get into a position which he is born to get. God has given him the talent and we have no reason to block it. So, this is the point. I would like to tell Hon'ble Member, Mr. John one thing. He was a little hesitant to agree that this is so. I gave figures from the experimental schools which are going to be started where admissions have been finalised. Now that cannot be a wrong figure or a wrong description. It is there on record. Whenever we start these two schools, these boys are going to be there. So, there is no question of my giving any wrong information. I will take any one of you to come and see whether these boys are the same whom I have described here. Now, this again arises out of what, in a way the Kothari Commission has said in its Report. Now this is not very well known. Sometimes we quote the Kothari Commission Report very selectively. Whatever suits us we quote. Teachers quote one chapter, students another chapter, we quote a third and the Opposition quotes the fourth. This is what is happening to the Kothari Commission Report. I would like to read from the Report itself.

SHRI S. W. DHABE: It is a Bible for everybody.

SHRI P. V. NARASIMHA RAO: Yes, it is a Bible for all and it has something for everybody. Now, it says:

"It will not be possible, for lack of resources, to raise all the schools to a higher level within a short period."

The para in the Kothari Commission Report starts with this sentence. So, what is the use of saying that there should be more schools? What is the use of asking, "Why only 400 schools, why don't you have four lakhs of such schools?" Now, the Kothari Commission or any Commission or any person who knows what the finances of the country are and what finances are needed for education, will understand that if you have to really bring up all the schools, it will not be possible, for lack of resources, to raise all the schools to a high level within a short period. It says further:

"The strategy to be adopted for development should, therefore, be on the following lines:

The highest priority in the programme should be given to the creation of a minimum number of quality schools at every stage which would serve as pace-setting institutions."

Now, this precisely what we are doing and we are not just concentrating on these schools in an isolated manner. We are taking up these schools as part of a massive programme of school improvement. These will become the pace setters. I know that, in Andhra Pradesh these schools have become the pace-setters all around and ten or fifteen villages around each school have learnt so much from these schools. They have radiated quality all round and this is the experience and this is intended to be the experience. Again, the Commission further says:

"At the higher primary and secondary stages, admissions to those schools"—with the abolition of fees they will be really open to all children which is the case—"should be regulated on the basis of merit to ensure that the brightest children from all strata of society receive the best possible education."

Now what else is it? It is exactly the translation into action of what has been put here in the Commission's Report. So, let us give it a fair trial and, at the end

of one year or two years, let us have a review to the best of our lights. This is what needs to be done.

Now, I would also like to make you an offer: I will say that there are six parameters which are needed for this kind of education and they are all unobjectionable. There can be no exception to any of these. One is quality. We know that our schools are poor in quality. So, what is the use of saying that they are all poor in quality if you are not in a position even to start one school in a district which has quality? Then, number two: Social justice. We say that the present situation is all elitist, that high brow schools in Delhi and in other places are giving admission to boys who are the children of very rich people. What is the use of saying this? Let us give at least one school to those who cannot afford anything at all. Start with social justice. Then, merit-based admission. This is the third parameter. What is the use of saying that we are giving admission to those who are not having any talent at all where as so many talented boys and girls in the villages are being denied admission? Let us give at least one school now. Maybe next year we add one more and the year later one more and then another and so on. As a result of this, the general standards of the schools in that area will go up. It will take time. I am not saying that it will happen overnight. But it has to be done; experience has been that. Four, utility and social purpose conforming to accepted national policies. We have been talking so much about the three-language formula. It is being observed rather in breach in different ways. Now, why don't you have some schools where the three-language formula will be implemented. What is the difficulty there? If we want to do it, we can certainly do it. Yes. From the north the boys will learn Tamil or Telugu or Bengali or some other language which is not their language, and in the South the boys will learn Hindi. They are learning it anyway. But, in any case, in our schools they will learn.

SHRI PARVATHANENI UPENDRA: In the others they are not doing it.

SHRI P.V. NARASIMHA RAO: That is why I am saying that the additional advantage is that where South Indian languages are not being learnt on one pretext or another, those boys will be learning the South Indian languages or East-Indian languages. What is wrong about it? This is just following the national policy at least in our schools and forge national integration where there is no national integration in the schools. So much casteism has come, so much of radicalism is coming, and so many other things, and other undesirable trends. Why not start schools where these trends do not come and the right trends come? Now, these are the parameters, absolutely unexceptionable parameters. I would like to ask the hon. Members if they can think of any other pattern. All right. Let this pattern be kept aside if there is any other pattern. This is the pattern which we thought of. If there is any other pattern which fulfils all these conditions and still is better, then let us discuss. I am not going to spend money on buildings. I have already decided to take buildings from the State Governments. Why should I spend money if the State Governments are prepared to give me buildings? And wherever I have gone in several districts buildings are already being offered to me—by private individuals, by the Zila Parishads, by the leaders, by Members of Parliament. In fact, they are coming and asking me: I do not have to run after them; they are running after me. Whether you like it or not, the position is that these schools have become so popular even before they have been started that people are running to me with all kinds of offers. I will select the best buildings, so that I can cater to the needs of the village people, those who are backward, those who have been left out, with that finance...

SHRI KALPNATH RAI: Selected villages.

SHRI P. V. NARASIMHA RAO: Selected villages, naturally. I am saying: you give me one Zila Parishad school, I will build whoever is needed—hostels, etc. Give it at a distant place so that they

will not run away from there to sit in cinemas. I am prepared to do all that. There is no question of my spending large amounts on buildings. I can spend all that money in improving the schools. That also is a promise. Whatever I save I am putting it back in school improvement programmes. So it is a kind of what you call 'virtuous circle',... *(interruptions)*, exactly opposite to 'vicious circle*'. One school gives inspiration to the other and in that process that school also gets improved. This is what we have set in motion. And, therefore, I would very respectfully say that the notions of elitism which had been attributed to these schools are entirely without foundation, and therefore let us give them a fair trial. We have decided on it, because this is the only way of bringing up the standard of schools.

Madam, I would very briefly, at the end, like to take the House into confidence in regard to the steps we would like to initiate in 1986. Now, this is not just a talk, this is not just a dialogue, going on in the air. While the dialogue is going on, we are doing the exercise of what can be done in 1986. The policy is there. This is going to be a firm part of the policy, whatever the details of the policy are, like in the matter of school improvement programmes. Now, there can be no two opinions on that. I am going to take up school improvement programmes as a part of which I am going to take up these quality schools. That programme will be started in 1986. We are not going to wait for anything else.

SHRI PARVATHANENI UPENDRA: What will you do under School Improvement Programme?

SHRI P. V. NARASIMHA RAO: We will make a good study of what is needed in each school. The schools are so heterogeneous in their character and in the facilities that they have in some areas. Even amongst the schools there is so much of disparity. I will have to pick and choose which school to give more money and which school to give less and which school can really stand on its own feet. What has happened is that under the Con-

tribution Programme during the last 20 years, the well-off schools, the better-off schools and villages had to pay only one-fourth. They paid only one-fourth and got the three-fourth from the Government. Ultimately, what remained unattended to were the villages who could not pay one-fourth. Therefore, they have remained backward for ever. We will have to pick up those schools to see what improvement we can give them. So, again it is matter of micro planning. It is not just giving money from here to somebody and that somebody making use of it in whatever manner he likes. There are so many pulls. We know that. There are political pulls and other pulls and so on. We do not want these pulls to operate to the disadvantage of those who are already disadvantaged. It is again a question of micro planning. You have to go from school to school to see what is immediately possible. Naturally, all this will be difficult within the four corners of the available resources.

Then there is the training of teachers, educational planners and administrators. This need not wait for any policy. It is an accepted programme and we would like to start it next year. Whatever innovations we would like to bring into this programme, we will start it next year. It is not that training is not there at the moment. But whatever innovations and whatever new elements we want to bring into it, we are already in touch with the experts. They are going to give us a plan and we will introduce it on that basis.

Then comes the National Core Curriculum which I have just described. That curriculum is in the making and we will introduce it and enforce it. How this is going to be done is a matter which we will have to go into in greater details. Mr. Bhatia has given certain lines of action. Not that we do not know that all this can be done under the Constitutions. But the fact remains that it has not been done. If we mean business, we will have to do it. This is the intention.

I have already spoken about the three-language formula.

Then we would like to start the mass movement of national literacy. Here, I would like to tell the hon. Members that

after the formation of this Ministry, it has become much easier for us to start any programme on the basis of a movement. I have visited some districts where we have the Nehru Yuvak Kendras. Some are working well; others are not working well, I have visited a place where it is working well and I was amazed. I visited that district about 6 or 7 years ago. Now, in these six years so much work has been done there that the literacy rate has gone up. This has been brought out in a survey undertaken by the local scholars in the college. There is a P. G. Centre there. The boys of the P.G. Centre and the Lecturers went from village to village and gave an independent report about the results of this programme undertaken by the Nehru Yuvak Kendra. They have been helping in all kinds of programmes there, educational, cultural, sports, etc. They are doing everything which is supposed to be done by the Ministry of Human Resource Development. They are all village youths. There are not many from the towns. If you really want to do anything on a large scale going from village to village, this is necessary. I have the N.S.S. programme in which about one million youth are involved. I have the N.C.C. Programme. It is not under me. But I have dealt with it. The programme is similar. Certainly we can press them into service. That is another million. Taking the Nehru Yuvak Kendras and their capabilities to organise village youth, it becomes a very large army and if you want, you can do anything with it. We are drawing up programmes of what is to be done by this army in the next summer vacations. This is the time when you get the students because there is not much activity and so on. That is the programme we would like to introduce next summer, the coming summer. Then we will know how it works. So, on the ground, we would like to put so many programmes with this as the nucleus, with N.Y.K. as the agency. These programmes are under preparation. I have already said about the NSS. Now, the de-linking of degrees and jobs. This is also one of the important aspects which have been discussed and we feel that we should go in for it; not all degrees from all jobs, but selectively we will have to start do-

[Shri P. V. Narasimha Rao] ing it. We have been talking about it for 16 years or even 20 years now. In the Examination Reforms Report which I was partly instrumental in bringing out 15 years ago, this was said. Maybe even before, this has been said again and again. But somehow we have not been able to summon the courage to do it. There is another programme which is called the National Merits Programme. If there is a disparity between the degrees of different Universities, how do you strike a kind of GCM or LCM at the national level? That immediately becomes an issue. That is also being looked into. These are not entirely connected, but not entirely unconnected. So, we are looking into both these programmes at the same time. These are some of the programmes which will be introduced in 1986, which will form part of the policy because no policy can be against these programmes. We have already decided on these programmes. We will introduce them. The policy naturally will be the result of consensus all over the country. It will go before the State Education Ministers. It will go before the National Development Council. The Prime Minister promised the National Development Council that after the Policy is ready, he will have a special meeting of the NDC to go into it. Then, of course, it will come before Parliament and we hope that it will be accepted, it will be announced, it will become part of the Policy or it will be there for us to implement very quickly without losing any time. !

SHRI PARVATHANENI UPENDRA:
Roughly by...

SHRI P. V. NARASIMHA RAO: It is already said. You know, Mr. K. C. has already answered a question saying that it is expected to be accepted in the Budget Session.

SHRI PARVATHANENI UPENDRA:
We want a commitment from you.

SHRI P. V. NARASIMHA RAO: Do you think I am not going to honour my predecessor's word?

SHRI PARVATHANENI UPENDRA:
You can repeat that.

I

SHRI P. V. NARASIMHA RAO:
Thank you.

THE VICE-CHAIRMAN [Dr. (SHRI-MATI) SAROJINI MAHISHI]: Now there is one Amendment moved by Shri S. W. Dhabe.

SHRI S. W. DHABE: In view of the hon. Minister's statement that the matter is being discussed and his promise that physical education will be given its due place in the scheme of things, I withdraw my amendment.

The amendment, by leave, withdrawn.

THE VICE-CHAIRMAN [DR. (SHRI-MATI) SAROJINI MAHISHI]: Now, the discussion is concluded. Now, the Messages from the Lok Sabha.

MESSAGES FROM THE LOK SABHA

I The Salary and Allowances of Leaders of Opposition in Parliament (Amendment) Bill, 1985.

H The Salaries and Allowances of Ministers (Amendment) Bill, 1985.

III The Salary, Allowances and Pension of Members of Parliament (Amendment) Bill, 1985.

IV The Salaries and Allowances of Officers of Parliament (Amendment) Bill, 1985.

(V) The President's Pension (Amendment) Bill, 1985.

SECRETARY-GENERAL: Sir, I have to report to the House the following messages received from the Lok Sabha, signed by the Secretary-General of the Lok Sabha:—

I

"In accordance with the provisions of rule 96 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to enclose the Salary and Allowances of Leaders of Opposition in Parliament (Amendment) Bill, 1985, as passed by Lok Sabha at its sitting held on the 19th December, 1985."