

श्री उपसभापति : आपका सुझाव ठीक है।

श्री बी० सत्यनारायण रेड्डी : मंत्री महोदय का जवाब आता उसके बाद हमको मौका देना चाहिए था, वह नहीं दिया गया।
... (व्यवधान)

श्री सुशोभ चन्द्र महन्त : हमारे साथ क्या बातें हैं हम जानते हैं। मैं इस पर प्रोटेस्ट करता हूँ।

श्री उपसभापति : अब तो हो गई बात, वह चले गए, क्यों बात आउट करते हैं ?

(इस अवसर पर माननीय सदस्य सदन त्याग कर चले गए)

DISCUSSION ON THE WORKING OF THE MINISTRIES OF EDUCA- TION AND CULTURE AND SOCIAL WELFARE—CONTD.

SHRI P. N. SOKUL: Mr. Deputy Chairman, Sir, I was quoting from a speech of Pandit Jawaharlal Nehru at Panjim on 22nd May, 1983 on the language issue, especially on the use of English. I quote:

"So far as language is concerned, every language in India has freedom to function. We have great linguistic areas. We must not impose a language on anybody. In fact, we should develop our languages. They are all national languages and they can enrich one another.... It is our policy to encourage all of them, and to have translations made from one language into another so that they might grow in association with one another, and also in association with one another, and also in association with foreign languages. 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 to flourish in our country so that we can be in touch with the modern world."

These were the views of Pandit Jawaharlal Nehru on the language issue. So, I also support the three-language formula of the Government.

Sir, it is really very good that adult education has been included in the 20-point programme and also the minimum needs programme of the Sixth Plan. And it is expected that by the end of the Sixth Plan all the persons in the age group of 15 to 35 years will become literate and it will be a very great achievement for our Government. Sir, emphasis has been placed on the coverage of women, Scheduled Castes and Scheduled Tribes people and other weaker sections. However, in this connection I would like to know from the hon. Minister how many adult men and women belonging to the Scheduled Castes and Scheduled Tribes have been enrolled by the end of 1983-84.

Sir, as regards reforms, I am of the opinion, as my colleague, hon Smt Pratibha Singh, was saying, that the course of study of the children at the primary stage is very heavy. The children, of course, have to carry a donkey's load of books. So, instead of increasing it quantitatively, there should be a qualitative growth and, of course, the number of books, answer books and all those must be reduced. As regards examinations, I would suggest that after the school stage the help of books may be allowed to the examinees. This will of course make copying redundant. And I have been told that in so many other countries also students after the school stage are being allowed to use books even in examinations.

Sir, it is most strange that the UGC Report on the performance of the uni-

[Shri P. N. Sukul]

universities says that neither there should be any student unions nor the student representatives be kept on different bodies. And there should be no non-teaching representation at the higher level of university bodies. This very Report also says that the teachers are themselves the third source of indiscipline and disturbance. So, I would suggest that if the students and their representatives are not to be placed on these bodies, these teachers also must not be placed on these bodies because they are also a source of disturbance and as much a disturbance as the students are.

Sir, I would like to make one suggestion. The secondary teachers today are on par with Government servants. I am talking of my State of Uttar Pradesh. The Government pays their salary. The Government pays their emoluments. The Government pays their pension. For all practical purposes they are in the public sector and completely on a par with Government servants. Then, in this case what is the objection to the Government in nationalising these institutions? That is the demand of the secondary teachers association also. If we are paying them, if we are paying their pay and pension, then why cannot we nationalise them? So, if possible, we should nationalise such institutions, and also if they are getting Government scales on par with Government teachers, getting the same pension also, then why cannot the Government teachers be allowed to be elected to Legislative Councils? It is high time, Sir, that this matter is also reconsidered and a suitable amendment is made in the Constitution so that like other teachers the Government teachers also get elected to the State Legislatures.

Sir, I am also of the opinion, as some other Members said in the morning, that education should not be in the Concurrent List, and must be in the Central List of the Union Government only. I say this because it will ensure (1) uniformity in the curricula throughout the country and there will

be no difference, and (2) there will be no discrimination amongst teachers in matters of pay and allowances and other conditions of service and if this discrimination goes there will be less and less strikes by teachers and peace will prevail.

Sir, I am happy to say that since our hon. Education Minister has taken over, the situation in our universities has improved. Prior to that we used to have strikes in so many universities. Now, there is almost calm prevailing in universities and for all this I congratulate the Education Minister.

Sir, one thing more I would like to point out and that is that in U.P. the instructors of physical education, who were formerly Union Government servants, were later on transferred to State Government. In U.P. alone, Sir, they are suffering. They have been suffering for quite a lot of time because of non-revision of their pay scales and other emoluments. Their case is already pending with the Central Government. I would request the hon. Minister to look into the matter.

Sir, somebody from that side said that the Government was differentiating between schools and schools in matters of curriculum and some other matters; pay scales were cited for instance. I think pay scales of Public schools do not come under the Government's purview. As regards Government's own schools, Central schools, there is no differentiation. Public schools do not get any grants from the Government. They manage themselves. Even parents of children contribute. So they are having some difference. However, I would suggest to the hon. Minister that more and more Central schools should be opened in the country.

With these words, I conclude, Sir. Thank you very much.

श्री उपसभापति: श्रीरेन्द्र वर्मा जी आपके दस मिनट हैं।

श्री बोरेंद्र वर्मा (उत्तर प्रदेश) : दूसरी को 20-20 मिनट दिये हैं और मुझे दस मिनट बचे रहे हैं।

श्री उपसभापति : आपका टाइम बहुत कम है।

श्री बोरेंद्र वर्मा : हमारी पार्टी का कोई भी नहीं बोला अभी तक।

श्री उपसभापति : आपकी पार्टी का टाइम 5 मिनट है। अभी बोलने वाले सात आदमी हैं। आपका यह बतलाव कि माननीय शिक्षा मंत्री जी मान बजे जवाब देने के लिये बुलाई जा सकती है।

शिक्षा और संस्कृति तथा समाज कल्याण मंत्रालय की (स्वतंत्र प्रभार) राज्य मंत्री (श्रीमती शाला कौल) : मुझे सवा बंटा चाहिए।

श्री उपसभापति : मान बजे आपको बुलाया जायेगा तब तक रुकना सभी अपना भाषण समाप्त कर लेंगे।

श्री बोरेंद्र वर्मा : आदरणीय उप-सभापतिजी, देश की स्वतंत्रता के 37 वर्षों में अभी तक 35 या 36 फीसदी जनता शिक्षित हो सकी है। इसकी संतोषजनक नहीं कहा जा सकता। जैसे हम स्वीकार करते हैं कि वैज्ञानिक, तकनीकी, मेडिकल और सामान्य शिक्षा का देश में प्रसार हुआ है। लेकिन मंत्री जी यह स्वीकार करेंगी कि दुर्भाग्य से शिक्षा का स्तर भी गिरा है। शिक्षा के प्रसार में जातीयता, साम्प्रदायिकता तो बढ़ी है, साथ ही असमानता की भी बहुत बढ़ावा मिला है। प्रदेश और केंद्र की सरकारों के लिये यह एक चुनौती है। माननीय सर्वे जी इस चुनौती को स्वीकार करेंगी कि मैं उनसे अपेक्षा करता हूँ। मान्यवर, जहाँ तक प्राइमरी शिक्षा का प्रश्न है, सदन में बहुत से माननीय सदस्यों ने एनीमेंटरी एजुकेशन, प्राइमरी शिक्षा, प्राथमिक शिक्षा की और माननीय मंत्री

का ध्यान आकषित किया है। प्राथमिक शिक्षा हमारे विद्यार्थियों और हमारे देश की नाव है। लेकिन उत्तर प्रदेश की जानकारी मुझे है। देश के अन्य प्रांतों की जानकारी भी लोगों ने दी है। उत्तर प्रदेश में स्थिति यह है कि स्कूलों में टीचर्स नहीं हैं। अगर टीचर्स हैं तो साज-सज्जा नहीं है और यदि साज-सज्जा और टीचर्स भी हैं तो भवन नहीं है और अगर कहीं भवन है तो वे बैठने की स्थिति के लायक नहीं हैं। यह बात माननीय मंत्री जी स्वयं देख सकती हैं। इसके अलावा अगर कहीं टीचर्स हैं तो वे सिफारिश और रिजर्व के आधार पर अपने घर के पास अपना तबाला करा लेते हैं जिससे अपने घर के काम को भी देख सकें। स्कूलों में पढ़ाने के लिए टीचर्स जाते नहीं हैं। इसलिए गावां में मान्टेसरी स्कूल खुलने शुरू हो गये हैं। जो लोग 10-15, 15-20 महीना फीस दे सकते हैं वे मान्टेसरी स्कूलों में अपने लड़कों को भेजते हैं। जो लोग शामकीय स्कूलों में पढ़ने के लिए जाते हैं उनका भट्ठा ही बैठ जाता है। जो गरीब आदमी है, निर्धन आदमी है, जो अपने बच्चों को मान्टेसरी स्कूलों में पढ़ने के लिए नहीं भेज सकता है, फीस नहीं दे सकता है, वह इन स्कूलों में अपने बच्चों को भेजता है। लेकिन शामकीय स्कूलों की स्थिति अत्यन्त खराब है। हमारे देश में कहीं 10वीं कक्षा तक, कहीं 12वीं कक्षा तक और कहीं-कहीं पर एम० ए० तक मुफ्त शिक्षा दी जाती है। लेकिन जिस प्रदेश में मैं आता हूँ और माननीय मंत्री जी आती हैं वहाँ केवल 7वीं कक्षा तक मुफ्त शिक्षा दी जाती है। इसलिए मैं यह कहना चाहता हूँ कि क्या मंत्री जी इस ओर ध्यान देंगी कि हमारे संविधान के अनुसार 10वीं कक्षा तक मुफ्त शिक्षा देने का जो निर्देश है वह उत्तर प्रदेश में भी लागू कराने की कृपा करेंगी?

[श्री बोरेंद्र वर्मा]

मान्यवर, गुलामी के जमाने में जब हम लोग प्राइमरी स्कूलों में पढ़ते थे या जब हम मिडिल स्कूलों में जिनको अब जूनियर हाई स्कूल कहा जाता है, उनमें पढ़ते थे तो हमारे अध्यापक हमें ओवर टाइम भी पढ़ाते थे। आज तो दुर्भाग्य यह है कि स्कूलों में टीचर गैर-हाजिर रहते हैं। पहले हमारे टीचर बच्चों के स्वास्थ्य और सफाई का भी ख्याल रखते थे। लेकिन आज बच्चों के स्वास्थ्य की तरफ कोई ध्यान नहीं दिया जाता है। कितना परिवर्तन आ गया है? इस परिवर्तन को सभी स्वीकार करेंगे। आज स्थिति यह है कि जितने बच्चे स्कूलों में पढ़ने के लिए जाते हैं वे 5वीं के बाद 6वीं के और 10वीं के बाद स्कूल छोड़ते जाते हैं। सरकार के लिए यह एक चैलेंज है। आज आवश्यकता इस बात की है मिड डे मील की व्यवस्था स्कूलों में की जानी चाहिए ताकि उनके स्वास्थ्य की तरफ भी ध्यान दिया जा सके।

मान्यवर, सभी जानते हैं, हमारे देश के ब्रिकांश लोग गांवों में रहते हैं। गांवों की शिक्षा और शहरों की शिक्षा में जमीन-आसमान का अंतर है। शहरों में पब्लिक स्कूल हैं। पब्लिक स्कूलों में जो बच्चे पढ़ते हैं वे उंची से उंची नौकरियों में जाते हैं। गांवों में पढ़ने वाले बच्चों का सामान्य ज्ञान भी कम ही होता है। उनकी एजुकेशन का स्टैंडर्ड भी कम होता है। नतीजा यह होता है कि वे किसी भी प्रकार से चतुर्थ श्रेणी की नौकरी पा जाय तो पा जाय, अन्य नौकरियां पाने की स्थिति में वे नहीं होते हैं। उंची शिक्षा प्राप्त करने की स्थिति में वे नहीं होते हैं। चूंकि स्टैंडर्ड गिरता चला जा रहा है, इसलिए इस तरफ ध्यान देने की आवश्यकता है। जो भी प्राथमी बड़ा बन

जाता है वह अपने बच्चों को पब्लिक स्कूलों में भेज देता है। लेकिन ग्राम प्राथमी अपने बच्चों को पब्लिक स्कूलों में नहीं भेज सकता है। जब तक इस तरफ ध्यान नहीं दिया जाएगा तब तक हमारे देश का भविष्य नहीं सुधर सकता है। आज अधिक दुर्भाग्य की बात यह है कि जो स्कूलों में एस०डी० आई० ग्री० डी० आई० एस० होते हैं वे इन्स्पेक्शन करने नहीं जाते हैं। रजिस्टर अपने यहां मंगा लेते हैं। इस प्रकार से स्कूलों का इन्स्पेक्शन भी नहीं होता है। जब से स्कूल जिला परिषदों से निकले हैं तब से यह स्थिति हो गई है।

6 P.M. बेसिक शिक्षा को जब से यह स्वरूप मिला है तब से और भी शिक्षा का स्टैंडर्ड गिरा है। तो क्या इस तरफ माननीया मंत्री जी ध्यान देंगी? या तो जिला परिषदों को समाप्त करें और अगर जिला परिषदों को रखना है तो उनको कोई काम दें, उनको कोई अधिकार दें। अगर वह अपने जिले में शिक्षा की देखरेख नहीं कर सकती तो उनको कायम रखने की क्या आवश्यकता है।

मान्यवर, अब मैं लड़कियों की शिक्षा के बारे में कहना चाहूंगा। हमारी आबादी में आधा प्रतिशत महिलाओं की संख्या है। शहरों में लड़कों के बराबर लड़कियां पढ़ने लगी हैं। लेकिन गांवों में लड़कियों का प्रतिशत शिक्षा की दृष्टि से बहुत कम है। जब तक हमारी महिलायें, हमारी बेटियां, हमारी बच्चियां शिक्षा ग्रहण नहीं करेंगी तब तक ग्रामों का विकास होना संभव नहीं है। कहते हैं और माना जाता है कि अगर गरीब की लड़की पढ़ती है तो सारा परिवार पढ़ता है। लड़का पढ़ता है तो एक पढ़ता है लेकिन लड़की पढ़ती है तो पूरा परिवार पढ़ता है। लेकिन ग्रामीण क्षेत्रों में लड़कियों की शिक्षा की ओर मान्यवर, ध्यान नहीं दिया

जाता है, न वहां अध्यापिकायें हैं और अध्यापिकायें वहां रहना भी नहीं चाहतीं। वे केवल शहरों में ही रहना चाहती हैं। इसलिये मेरा निवेदन है कि लड़कियों की शिक्षा की ओर माननीय मंत्री जी को विशेष ध्यान देना होगा। जहां तक हायर सेकेंडरी स्कूल और हाई स्कूल की एजुकेशन का सवाल है, मान्यवर, अगर माननीया मंत्री जी स्वयं वहां छुट्टियों की लिस्ट उठाकर देखें तो अधिकांश समय में यहां छुट्टियां ही छुट्टियां रहती हैं। मैंने कुछ टीचर्स से पूछा कि आपको साल भर में कितनी छुट्टियां होती हैं, आपको साल भर में कितने घंटे काम करना होता है तो पता चला कि उनको कुल 87 घंटे या 90 घंटे काम करना होता है। तो क्या इस तरह से बच्चों का निर्माण हो सकेगा। क्या यहां भी इस तरह से नहीं हो सकता कि जो शासन अपने कार्यालयों में छुट्टी रखता है वहां छुट्टियां स्कूलों के लिये रखी जायें। अननसेसरी, अनावश्यक इस प्रकार की लंबी छुट्टियों की लिस्ट रहती है, अबल तो कोई पड़ता नहीं और फिर ऊपर से छुट्टी ही छुट्टी रहती है। इस तरफ अगर माननीया मंत्री जी ध्यान दे सकें और शासन के अनुसार उनकी छुट्टियां रख सके तो यह ज्यादा उचित होगा।

मान्यवर, यहां यह कहना उचित ही होगा कि देश में शिक्षा का प्रसार हुआ। 36 प्रतिशत के नर्राव लोग यहां शिक्षित हैं। लेकिन शिक्षित जो हमारे युवक हैं और विशेषकर गांवों के शिक्षित युवक हाथ पर हाथ धरे बैठे रहते हैं, उन के लिये रोजगार की व्यवस्था नहीं है। आप फिंगर्स उठाकर देख लीजिये कि शिक्षा तो बढ़ती चली जाती है लेकिन साथ ही साथ पढ़े लिखे युवक बेरोजगार होते चले जाते हैं। इसलिये शिक्षा के

क्षेत्र में आमूल-चूल परिवर्तन करने की आवश्यकता है। मान्यवर, मुझे अच्छी तरह से याद है कि हमारे पूर्व राष्ट्रपति डा० राजेन्द्रप्रसाद, हमारे प्रधानमंत्री श्री जवाहरलाल नेहरू और लाल बहादुर शास्त्री और हमारे राष्ट्रपति और प्रधानमंत्री यह ऐलान करते रहे हैं कि देश में शिक्षा में आमूल-चूल परिवर्तन करने की आवश्यकता है। न जाने कितने केन्द्र और राज्यों में शिक्षा से संबंधित आयोग स्थापित हुए। लेकिन नतीजा क्या निकला? शिक्षा जो हमें अंग्रेजों के जमाने में दी जा रही थी वही शिक्षा आज भी दी जाती है। कभी 10+2 कर देते हैं, कभी 10-11 कर देते हैं, कभी 11-3 कर देते हैं कभी 12-3 कर देते हैं। क्या इस प्रकार कर देने से कोई फायदा होने वाला है? आवश्यकता इस बात की है कि जो वोकेशनल एजुकेशन है उस तरफ ध्यान दिया जाय जिससे कि लड़के कालेज छोड़ने के बाद अपने अपने पेशे में जाकर अपने लिये और अपने बूढ़े बाप के लिये रोजगार का साधन जुटाने में सफल हो सकें और वह अपना रोजगार चला सकें।

इसके अलावा मान्यवर, इस बात में आप मुझ से एग्री करेंगे कि हमारे जो प्रतिभाशाली विद्यार्थी हैं यहां पर रिसर्च के अभाव में विदेशों में जाते हैं। वे उच्च शिक्षा प्राप्त करने के लिये और रिसर्च करने के लिये वहां जाते हैं और वहीं पर रह जाते हैं। किन्तु वे प्रतिभावान होते हैं, सरकार द्वारा उन पर कितना यहां पर खर्चा किया जाता है लेकिन रिसर्च के अभाव में जब उच्च शिक्षा प्राप्त करने के लिये विदेशों में जाते हैं तो वहीं रह जाते हैं। इससे देश को बहुत बड़ा नुकसान होता है। इस आर भी, रिसर्च की ओर भा अगर माननीया मंत्री जी ध्यान दे सकें तो यह देश के लिये बहुत अच्छा होगा।

[श्री बिरेन्द्र वर्मा]

मान्यवर, मेरा सुझाव है कि ग्रामों में जो हमारे बच्चे हैं और जैसा कि मैंने प्रारम्भ में कहा था कि उनका सामान्य ज्ञान बहुत कमजोर होता है, शिक्षा का स्तर वगैरह भी कमजोर होता है लेकिन उन में भी जो प्रतिभाशाली विद्यार्थी हैं, जो मेरीटोरियस हैं वह किसी भी कम्पीटीशन में, परीक्षा में शहर के पब्लिक स्कूलों में पढ़ने वाले लड़कों के मुकाबले में बैठ नहीं सकते। यह माननीय मंत्री जी से मेरा सुझाव है कि ग्रामीण और निर्वन प्रतिभाशाली विद्यार्थियों के लिए विश्व-विद्यालयों में इस प्रकार की ट्रेनिंग, कोचिंग की व्यवस्था कराई जाए जिसे कि वह सरकार के खर्च पर या अपने खर्च पर जैसी भी उनकी आर्थिक अवस्था हो अपना सामान्य ज्ञान बढ़ा सकें और कम्पीटीशन के लायक ग्रामीण अपने बच्चों को बना सकें, उनके बच्चे बन सकें।

मान्यवर, बड़ी बहस हुई, हमारे सदस्य चले गये। मुझे इसका बड़ा भारी अपसोम है। हमारे देश में संकुलरिज्म को स्वीकार किया गया है। यहां सभी भाषाओं और सभी धर्मों के लिए हमें टालरेट होना चाहिये। कौन-सी भाषा राष्ट्रीय भाषा होगी, किस को हम आफिशियल लैंग्वेज कहें? हिन्दुस्तान के संविधान में 13-14 भाषाएं हैं जिनको राष्ट्रीय भाषा स्वीकार किया है और बड़ी बहस मुमयजने के बाद हिन्दी भाषा को जिसके 43 फीसदी बोलने वाले हैं इस कारण इसको देश की आफिशियल लैंग्वेज स्वीकार किया गया था। यहां सब भाषाएं फर्ने-फूले, सब धर्म फर्ने-फूले, यहां कोई एकावट नहीं है, न किर्मा की उन्नति में कोई एकावट है और न किसी पर कोई जबरदस्ती थोपने की बात है। हमें यहां अधिक से अधिक टालरेट होना चाहिये।

मान्यवर, एक और सुझाव यह भी दे देना चाहता हूं। हमें शर्मिंदगी होनी चाहिये दो फीसदी आदमी इस देश में अंग्रेजी बोलना है। विदेशों में जा कर हम अंग्रेजी बोलें और विदेश का एक आदमी भी चाहे वह यूगोस्लाविया का रहने वाला हो, चाहे हंगरी और चेको-स्लोवाकिया का रहने वाला हो, चाहे किसी भी देश का रहने वाला हो अपनी भाषा में बोलेंगा जिसको राष्ट्रीय भाषा कहते हैं, आफिशियल लैंग्वेज कहते हैं उसमें फखर समझेगा। हमारे माननीय सदन के बहुत से सदस्य जो हिन्दी के पक्षधर भी हैं लेकिन अंग्रेजी बोलने में गर्व समझते हैं, उसमें घमंड मानते हैं। दूसरों को शिक्षा देते हैं कि हिन्दी का बढ़ावा नहीं हो रहा है।

मान्यवर, मैं दो बातें कह कर समाप्त करता हूं। एक तो चरित्र निर्माण की तरफ माननीय मंत्री जी अपने स्कूलों और कालेजों में कोई विशेष व्यवस्था करने की कोशिश करें। आजादी के बाद भी नगर नागरिकों का चरित्र निर्माण नहीं हो रहा हो तो राष्ट्र कभी भी उन्नति नहीं कर सकता, उठ नहीं सकता है। चरित्र निर्माण की तरफ हमारे स्कूलों और कालेजों में जरा भी ध्यान नहीं है और न खेल-कूद की तरफ ध्यान है। मान्यवर, अभी एशियाड के गेम्स हुए थे। उसमें हमने यह देखा कि चीन, जापान के खिलाड़ी जो नवी, दम्बी, ग्यारहवीं कक्षा में पढ़ते थे वे यहां कम्पेंट कर रहे थे और प्रथम स्थान उन्होंने प्राप्त किया था। हमारे स्कूलों और कालेजों में गेम्स की क्या स्थिति है यह आप जानते ही हैं। इसलिए मान्यवर, माननीय मंत्री जी से मैं यह निवेदन करूंगा कि स्कूलों और कालेजों में जहां चरित्र निर्माण बच्चों के सम्बन्ध, सफाई की तरफ विशेष ध्यान दिया जाए वहां स्पोर्ट्स और गेम्स की तरफ भी विशेष ध्यान देंगे।

मान्यवर, अंत में यही एक बात कह कर बैठ जाता हूँ कि विश्वविद्यालयों में जो हमारे वाइस चांसलर हैं उनका जो सिलेक्शन होता है अगर राजनीति में ऊपर उठ कर विश्वविद्यालयों के एमीनेंट एजुकेशनिस्ट्स को ही वाइस चांसलर बनाया जा सके तो बड़ी भारी कृपा होगी एजुकेशन के ऊपर और यूनिवर्सिटीज के ऊपर। मुझे उम्मीद है कि माननीया शिक्षा मंत्री जो इन मुद्दों पर ध्यान देंगी।

श्री जगन्नाथ सोतारामजी अरुल्लै :
(महाराष्ट्र) : उपसभापति महोदय, मेरी मातृभाषा मराठी है। मेरी शिक्षा अंग्रेजी भाषा में हुई है। हिन्दी में मेरा बहुत ताल्लुक नहीं रहा है तो भी मैं आज हिन्दी में भाषण करने की कोशिश करना हूँ। मैं ऐसा मानता हूँ कि जब तक किसी राष्ट्र की राष्ट्रभाषा नहीं होगी तब तक वह राष्ट्र नहीं बन सकता है। इसलिए राष्ट्र भाषा का प्रसार करना हर एक नागरिक का कर्तव्य होता है।

शिक्षण के बारे में दो बातें मैं कहना चाहता हूँ। आज के पंचम में दो न्यूज फ्लैश हुई हैं। एक है अकोला में हिन्दू मुसलमान का दंगा हुआ और दूसरी हुबली में हिन्दू मुस्लिम दंगा हुआ। इन दंगों में जो भाग लेंगे वाले रहते हैं वे सब तरुण लोग होते हैं, जो कालेज में रहते हैं, कालेज में अभी बाहर आए हैं ऐसे बंग जनरेशन वाले रहते हैं। दूसरा बात यह है कि जैसे कम्युनिस्ट राष्ट्रों में बंग लोग रहते हैं वैसे ही आज मोस्ट इम्पॉर्टेंट बात यह है कि आज आप किसी भी बड़े होटल में जायें जो कालेज के पास होया तो आपको विद्यार्थी और विद्यार्थिनियाँ हा शराब पीते मिलेंगे। हमारे प्रोहिबिशन मिनिस्टर महाराष्ट्र का असेम्बली में भाषण हुआ तो उन्होंने कहा

कि मैं शराबबंदी मंत्री हूँ पर मेरा नाम बदल देना चाहिए और मेरा नाम दारू प्रसारक मंत्री होना चाहिए क्योंकि बम्बई में एम० एन० एज० होस्टल के पास जो माधना होटल है जब मैं वहाँ जाता हूँ तो उस होटल में तरुण लोग, गर्ल्स ये सब बंग आदमी, आज मोस्ट आल स्टूडेंट्स जो हैं उनको मैं शराब पीते हुए देखता हूँ। तब मैं सोचता हूँ कि मेरे मिनिस्टर होने में क्या कायदा है। यह हमारे प्रोहिबिशन मिनिस्टर का असेम्बली का भाषण है। अब आप स्थिति समझ सकते हो। हम महात्मा गांधी का नाम लेते हैं, उनके नाम पर चुनाव जीतकर आते हैं, उनको राष्ट्रपिता कहते हैं और गांधी जी का शराब के बारे में क्या खैया है वह आपको मालूम है। गांधी जी से एक ने पूछा कि देखो एक शराब की बोतल रखी है टेबुल पर और उसके दूसरे बाजू फायर रख दिया है, आग लगी है और तुम्हारे लड़का तुमसे पूछे कि मैं फायर में जम्प मारकर अपनी जान दे दूँ या शराब की बोतल को हाथ लगाऊँ तो आप क्या कहेंगे? बापू न कहा कि अपना लड़के को मैं कहूँगा कि आग में तूड़ी मारकर जलकर खाक हो जाओ मगर मैं शराब की बोतल को हाथ लगवाना पसंद नहीं करूँगा। यह महात्मा गांधी का शिक्षण और तपश्चर्या श्री जिसमें कि अपना देश स्वतंत्र हुआ लेकिन आज शिक्षण संस्थाओं में क्या हो रहा है। हमारे अमरावती में एक कालेज है, हजारों विद्यार्थी हैं और कालेज के सामने बड़े बड़े होस्टल्स हैं और वहाँ मंत्री जो होस्टल्स के बीच में रेस्टोरेंट है और वहाँ चिल्ड बीयर अवैलेबल है। ऐसे बड़े होस्टल्स कालेज के कैम्पस के नजदीक है। अब कुछ स्टूडेंट्स ने मूवमेंट किया कि यहाँ होटल भूत लगाइयें लेकिन गवर्नमेंट ने मुना नहीं बलिक एक था तो दूसरा भी लगवा दिया। इन परिस्थिति में जो ये बंग आदमी है, लड़के हैं ये क्या करेंगे। कालेज के प्रोफेसर शराब पीते हैं, प्रिंसिपल्स शराब पीते हैं, कालेज की लड़कियाँ शराब पीती हैं। इस

[श्री जगन्नाथ सीतारामजी अकतें]

एजुकेशन का क्या असर होगा आप समझ सकते हैं। इसको क्या परिस्थिति है? डेढ़ सौ साल तक अंग्रेजों ने हमारे ऊपर राज किया उस वक़्त शराब का प्रसार जितना नहीं हुआ था जितने हमने 35-36 साल के स्वतंत्र हिंदुस्तान में शराब का प्रसार किया। डेढ़ सौ वर्ष में शराब से देश के ग़रीबों का क़ाना नश्वानाश नहीं हुआ जितना अपने कांग्रेस राज में 35 साल में हुआ है। यह आप देख सकते हो। इसका कारण क्या है? जब तक आप विद्यार्थी की लाइफ़ बिल्ड-अप नहीं करेंगे, उनको ब्रह्मन-मुक्त नहीं करेंगे, तो आपकी एजुकेशन का कोई असर नहीं होगा।

आज इसका कारण क्या है? एक ही है कि अंग्रेजों के वक़्त में शराब तैयार करने का मानोपली प्राइवेट लोगों के हाथ में नहीं था, शराब तैयार करने को मानोपली गवर्नमेंट के पास था, शराब तैयार करने वालों के लिए वेंस्टेड इंस्ट्रेट नहीं था। इसलिए शराब के तैयार करने में किसी का कोई इंस्ट्रेट नहीं था। आज शराब तैयार करने की मानोपली—
—मैंने मिलने वाले करोड़ों रुपये इन्दिरा कांग्रेस के नेताओं को मिलते हैं, तो शराब का प्रसार नहीं होगा, तो और क्या होगा, मुझे बताओ? आज वह माल तैयार करता है तो मुताफ़ा करने के लिए तैयार करता है, मोदा करने के लिए तैयार नहीं करता।

महाराष्ट्र में जितना राज है, जितना नेतृत्व है, चाहे इन्दिरा गांधी के नेता हों, या खिलाफ पार्टी के भी नेता हों, दोनों शराब मैनफैक्चर करने में, डिस्टिलरी में करोड़ों रुपये कमाते हैं। जब तक इनके हाथ में आप क़ानून देते हो, राज देते हो, तब तक जेनरेशन के बचाव की बात करने में क़ानून मार्शकता नहीं है।

आज हम यह कहते हैं—आपका बीस-सूची प्रोग्राम है, पर उसमें प्रोहीबिशन नहीं आता। मैंने बहुत कोशिश की, इन्दिरा जी को लिखा कि बीस-सूची प्रोग्राम में प्रोहीबिशन नहीं आता, क्यों नहीं आता?

इसका कारण है कि वेंस्टेड इंस्ट्रेट से लड़ने के लिए इनमें ताकत नहीं है। यही कारण है, और कुछ कारण नहीं है। यह जानते नहीं कि सब की सब जेनरेशन खराब हो रही है, खराब तो होंगे ही। पर कोई कुछ नहीं करता।

आप ध्यान में रखो कि जब तक फैमिली के नजदीक ऐसे होटल—(समय की घंटी) मैंने भी प्राइमरी से एल०एल०बी० तक शिक्षा पाई है और होस्टल में भी रहा हूँ, पर मैंने कभी किसी विद्यार्थी को शराब पीते देखा नहीं। हमारे एडवर्ड कालेज में एक लड़का शराब पीकर मारा, उसको ऐसा सबक सिखाया कि उसको रस्तीकट कर दिया गया था। मगर वहाँ आज जितने फंक्शंस होते हैं, वही ओपनली शराब पीते हैं। जब तक आप शराब पीना बंद नहीं करते, तब तक इस देश का करेक्टर बिल्ड-अप नहीं कर सकते। अब कम्युनिज्म।

श्री उमसभापति : उसको छोड़िये।

श्री जगन्नाथ सीतारामजी अकतें : अच्छा कम्युनिज्म के बाद अब नेशनल इन्टेग्रेसन की बात करने हो, इन्दिरा गांधी, जवाहरलाल नेहरू, हरेक ने नेशनल इन्टेग्रेसन करने को कहा, पर क्या असर हुआ है? यह सिविल स्टुडेंट्स फेडरेशन और अन्य टैरिस्ट जो पैदा हुए हैं, उनका कारण क्या है?

इसका कारण कि जो उनको एजुकेशन हुई है, वह कम्युनल बेसेज पर हुई है।

श्री उपसभापति : अब समाप्त
करिए।

श्री जगन्नाथ सीतारामजी अकलें :
जब तक एजुकेशन में आर०एस०एस०,
विद्यार्थी परिषद्, विश्व हिन्दू परिषद् और
खालसा, यह सब कम्प्युनल आर्गनाइजेशंस
हैं—जब तक इनको कानून प्रेमिसेज से स्टैम्प
आऊट नहीं करते—(समय की घंटी) —तब
तक नेशनल इन्स्टीट्यूशन की बात करना
मीनिंगलेस है।

श्री उपसभापति : अब समाप्त करिए।

श्री जगन्नाथ सीतारामजी अकलें :
राइम हो गया है क्या ?

श्री उपसभापति : हाँ, हो गया है।
बस, अब समाप्त करें।

श्री जगन्नाथ सीतारामजी अकलें : तो
मैंने जो दो बातें कही हैं, उनको मिनिस्टर
माहब को जाँच करदानी चाहिए और
यसबबंदी करने के लिए जितनी ताकत हो इस
देश के कानून में, उसको लागू करना चाहिए।

वैसे ही कम्प्युनल आर्गनाइजेशंस हैं,
जैसे आर०एस०एस०, विद्यार्थी परिषद्, इनको
एजुकेशनल इन्स्टीट्यूशंस से बिलकुल स्टैम्प
आऊट जब तक नहीं करेंगे, तब तक एजुकेशनल
इन्स्टीट्यूशंस का कोई भी सुधार नहीं
होगा।

इतना ही कह कर मैं अपनी बात
समाप्त करता हूँ।

SHRI KAMALENDU BHATTACHARJEE (Assam): Mr. Deputy
Chairman, I thank you for giving me
an opportunity to say something on
the working of the Ministry of Edu-
cation. We all know the object of
education is:

"Tamasoma jyotirgamaya,
asatoma sadgamaya"—

It is to take us from darkness to light
and to take us from evil to good.
In India today we have the problem
of unemployment, we have the pro-
blem of low agricultural production,
the problem of rural and urban un-
employment; there are so many pro-
blems. And the only answer to all
these problems is education and
spread of education. I would like to
complement our Government for un-
derstanding and realising the impor-
tance of education.

The Vice-Chairman (Shri R. Rama-
krishnan) in the Chair)

If we are to remove tears from every
eye, if we are to make a *Sonar Bharat*
then we must give top priority
to education. Our Government is
well aware of the importance of edu-
cation. It has evolved a very new stra-
tegy which deals with the crux of
the problem. It has outlined what
are the major problems of educa-
tion. In our country the first priority
is spread of literacy and secondly,
universalisation of elementary educa-
tion. These two have been incorporat-
ed in the new twenty point pro-
gramme. That they are included in
the twenty point programme is a very
salutary step. It is a right step
taken in proper time. The target
year of 1990 has also been mentioned
for the achievement of these twin
objectives. Government is also well
aware that the existing LP schools
are not sufficient to achieve these
objectives and therefore Government
have decided to give financial assist-
ance to voluntary organisations with-
out any communal bias and to non-
formal Education centres. I would
like to congratulate the Education
Minister for this.

The performance of NCERT has
shown great improvement. I would
compliment the Education Minister
for that. I would like to make a
humble suggestion that the books
published by NCERT should be in-
troduced at State level also. This
will inculcate a feeling of national

[Shri Kamalendu Bhattacharjee]

integration in the minds of the people.

I come from Cachar district and you would have seen from the newspapers that the students there have been agitating for the establishment of a Central university there. Students of all categories belonging to all political parties, Congress (I), BJP and others, and teachers belonging to all parties have been demanding the establishment of a Central university there. Siksha Sangathan Samiti a Teachers' Organisation consisting of teachers of L.P. schools, high schools and colleges is spear-heading this agitation in a most peaceful manner. There is a general feeling that already much delay has already been incurred in procrastination of the inevitable i.e. the establishment of University. I would like to request the Hon'ble Education Minister to give her sharp and pointed attention to this matter because the students are resorting only to peaceful and democratic methods. To sustain their faith in the usefulness and effectiveness of democratic means, proper step may be taken in this regard before it is too late.

Government has been trying to open polytechnics and regional engineering colleges all over so that development of such institutions will forge a useful linkage between technical education and industry. A regional engineering college was established in Silchar. In the other six regional engineering colleges established along with this the intake is about 250 whereas due to shortage of infrastructural facilities the intake of Silchar college is only around 120 or 125. This is a very serious matter and I would request the Hon'ble Education Minister to give her pointed attention to this matter.

In his report it is mentioned that at the instance and directive of the Prime Minister, in order to defuse communal tension and foster com-

and ITI are proposed to be started in minority community areas. In my district there is an area called Sumal which is a minority community area. I would beseech the Education Minister to start an ITI or Polytechnic in this area and to release necessary financial assistance for the purpose.

Now, Sir, the UGC gives grants to the colleges and there are certain norms for giving such grants or development assistance to the colleges and there is also some ratio and there is something called matching grant and all that. But, Sir, here I would like to draw the pointed attention of the honourable Education Minister to the fact that in my district there is a college called the Guru Charan College. It is a solitary and novel example and it is, indeed, an out-of-the-way case, because from 1978 onwards the students of this College have been contributing at the rate of one rupee per month and they have thus donated more than a lakh of rupees for the establishment of an auditorium there. So, I would like to draw the attention of the honourable Education Minister to this so that she can do something special for this College, because this is not an ordinary case, but this is a special case and it deserves special help, since the students have been donating from 1976 onward and they have already contributed more than a lakh of rupees for the establishment of an Auditorium there.

Now, the UGC has set up a Committee just for the revision of the pay scales of the university and college teachers and to review the position. Their pay scales should be revised and it is high time they were given higher pay scales and other facilities also. We are only paying lip service to the teachers. We say that the teachers are the makers of this nation, that they are the makers of the destiny of the nation, and all that. But, if we do not know how to im-

give them a better deal, how can they teach? There is a pedagogue in our area and he says—he does not know much English—"Teacher? No to daughter give, overseer to give." By this he means that nobody is willing to marry off his daughter to a teacher because he does not get enough extra money. But since an overseer gets much extra money, the people think that it is better to give their daughters to overseers than to teachers. I think the lot of the teachers should be improved and the teachers should have better remuneration and should have better pay scales and better facilities. Only then people will join this profession. Otherwise, they would like to join IAS or IPS cadres, the all-India services and they will not be inspired to join the teaching profession and they will never be inspired to become teachers.

Now, Sir, I have got one or two points to make. If one goes through the three volumes published by the Bhartiya Gyan Pith. "Jain Art and Architecture" "The Panorama of Jain Art", one will find that the Jain art has made a considerable contribution to the mainstream of Indian art. The range of Jain art is wide and Jain art is very charming and inviting and its study is very revealing. I would like to request the honourable Minister of Education to do something special about the preservation of the Jain relics in the country so that there is no apprehension or misunderstanding in the minds of the people belonging to this religion that they are being neglected. Recently, in the district of Goalpara, in the Suraj mountain range, a Jain cave has been found. I would like to draw the attention of the honourable Education Minister to it so that she can instruct the Archaeological Survey of India to take special steps for the preservation of the Jain relics in the Suraj mountain there. (*Time Bell Rings*). I am finishing, Sir, and I will not be wasting the time.

We should give priority to physical education. In this connection, I would like to mention that in Silchar there is a stadium. We all know that sports and physical education are an important component of our education. Now, the foundation-stone of this stadium was laid by the former President, the late Fakhurddin Ali Ahmed. I should like to draw the attention of the Minister to this and request her to see that liberal financial assistance is given so that this can be completed. Only one block has been completed with local assistance.

We all know that travelling is a part of education. Shakespeare has said: "Home-keeping youths have their homes only". Virginia Wolf has said that life and book must be taken in right proportion so that education becomes meaningful. We must encourage travelling and the Ministry of Education should encourage travels by students in the districts and there should be all-India excursions by students.

There should be all-India excursions so that people of one region may go to the other region and there may be special trains for this purpose. The students of India will know what India really is and we may also consider giving financial assistance for visiting. I request the hon. Education Minister to give her serious thought to this.

Now teachers from Indian Universities go abroad and foreign scholars come to our country under various Exchange programmes. In 1983-84, 30 teachers from India went abroad and 80 foreign scholars came to India. Now, I would like to draw the attention of the hon. Education Minister to give her attention to this fact: Assam and the north-eastern region is an under-developed area, it is a backward area; so more and more teachers should be taken from that area to represent India during such Exchange programmes.

Now, Miss Jayalalitha—she is not present now—was very eloquently

[Shri Kamalendu Bhattacharjee]

championing the cause of English language. Back in 1968 when I was a University student, I was once reading a magazine—Organiser—and in that magazine a point was raised and one columnist was writing about Neeraj Chaudhury for his championing the cause of English. He commented:

अप्रेज लोग नो चले गए इन को क्यों यहाँ
छोड़ गए ?

I think if this columnist were present here, he would have commented the same thing about Miss Jayalalitha.

Now, coming to my last point, Mrs. Kanak Mukherjee from the CPM levelled charge against the Union Government that this Government is evolving such educational policy which will help the privileged and the common man will derive no benefits. Now, our Government is committed to socialism and our party is following such a programme which can only fulfill the socialist aspirations. Even if for the sake of argument I accept that this is a policy for the privileged she has no reason to mind it, because the CPM is a party of the privileged, for the privileged and by the privileged. (*Time Bell rings*) It is said about Mr. Jyoti Bapu:

"Upare bhara neeche bhara
Majkhane neizibasu Sarbahara"

It means that he is living in a 3-storeyed building; the ground floor is occupied by tenants, the second floor is occupied by the tenants, and he lives only on the first floor. And what is their educational policy they are following a very wonderful educational policy. The Government is directly encouraging the University workers to stop the payment of salary to the Vice-Chancellor who was democratically elected. I am constrained to say things even in her absence, because she was saying so many things against the policy of the Union Government. (*Time Bell rings*).

I would conclude my speech over here. Thank you, Sir.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Mr. Dhabe. Please be brief. We are getting late.

SHRI S. W. DHABE: We are already late. Mr. Vice-Chairman, Sir, It is very unfortunate that in the Business Advisory Committee we pressed that the Ministry should be discussed because for a long time we have not discussed the Education Ministry in our House. Sir, attendance in the house is their parliamentary etiquette requires that at least those who participated should be here to hear the Minister what she has to say on the various points raised by them. But we are following the practice of the House of Lords making a speech and going away. I think, Sir, it is very essential that parliamentary etiquette be revived and, through you, Sir, I request this should be restored so that. . .

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): There is an Orientation Seminar for new Members tomorrow. Please advise them there . . .

SHRI S. W. DHABE: I tell you, Sir, because you are the champion of democratic institutions, otherwise. . . (*Interruptions*)

Sir, I want to restrict my observations on this Ministry to two aspects. physical education and sports. I find in the whole Report physical education has been given a very raw deal. Only one paragraph is there, that is at page 10:

"Physical education and sports today are accepted as integral part of education all over the world. The new national policy on sports and physical education is still under the consideration of the Government. . ."

What government is doing is not stated here. What is accepted in the world has been stated in the report at page 10. Physical education and sports have got a very important role

to play. If we really want our boys to have not only best physical education but also to make a mark in different spheres of life, it is necessary. Physical education not only imparts training and skill, but cultivates moral values in life. My friend from Maharashtra—He is not here now—was speaking on prohibition and evil effects of liquor. Today what we find is that even in socialist countries like the U.S.S.R. and East Germany, health and recreation become a part of the education programme. In the evenings people don't go to cinema houses, but to circus and gymnastic shows. There is a positive cultivation of habit in those countries. In our country, even today when the examination season is there, two pictures are shown on the T. V. in a week. Then there is cinema music for two days and music in regional languages for one day. Instead of doing their studies, the children flock to the T. V. This is the effect of T. V. on our children. These things are not programmed at an opportune time.

So far as physical education is concerned, this subject is not new to our country. But we have left the battle in between. A Committee was appointed in 1967 under the Vice-Chancellor of Delhi Shri C. D. Deshmukh who was an eminent person and the ex-Finance Minister of our country. He has given a report in 1967. In that report, the first committee's reference is made. In 1956 we had a national plan of physical education and recreation programme by the Central Advisory Board on Physical Education and Recreation. What were the objectives. The objectives were to development of physical fitness, development of new schemes for building of character and personality. After going through this report, he has given a very exhaustive report stating what should be provided in the universities and colleges for sports. It has been found by the committee that the facilities are ab-

sent or inadequate in the colleges and universities. It has been stated at page 9 that if you want this to be done, it is necessary that each college should aim at having at least 8 to 10 acres of land for playgrounds and each university should have at least two cricket fields, 1 hockey fields, two football fields, 4 basket ball courts, 6 volley ball courts, 12 tennis courts, a sports stadium with facilities for gymnasium. If you apply these statistics of 1957 today, no university had got these facilities. The report says further that each college should have at least one cricket field, one hockey field, two foot-ball fields, 2 basket ball courts, 2 tennis courts, a sports stadium with a running track and gymnastic hall and a priority should be given to create such facilities. As regards the funds and other things are concerned, he has examined the whole question in details because he was a financial wizard. He had come to the conclusion that if college sports have to be given any encouragement, Rs. 20 per student should be spent in each college. And Rs. 8 lakhs should be given to a university for creating sports facilities in a university. Now, Rs. 20 per student at 1967 level would mean, whatever calculations we do, not less than Rs. 100 per student today to be spent in a college or a university if we really want the standard of sports to go up. So, this subject was again discussed in the National Sports Policy to which I would like to make a reference in this connection. The National Sports Policy has stated at page 3...

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): It is now under a different Ministry.

SHRI S. W. DHABE: I am only speaking of university colleges. I do not want to go beyond that. The National Sports Policy has also considered the question of playgrounds in schools, colleges and universities. "No actual survey has been carried out of the physical facilities of sports in the shape of playgrounds, gymnasia,

[Shri S. W. Dhabe]

indoor and outdoor stadia, swimming pools. But it is common knowledge that such facilities whether in schools or in colleges are woefully short of requirement. Efforts made in the direction over the last 30 years have so much fallen short of the requirement that unless special and concerted efforts are made and necessary funds are allotted, it will take decades to satisfy the essential requirements." So, the reply given by the Education Ministry is that no survey report is available with the University Grants Commission as to what are the playground facilities available for the universities and colleges. So, no survey has been made, as this Report says in 1979 and which we are still considering. So, I would urge upon the hon. Minister that a survey should be made as to what are the facilities that are available with the schools and colleges and university.

Sir, this is also stated in 1968 in a Resolution which we passed in Parliament on the National Policy of Education. There is a paragraph on games and sports. It says: "Games and sports should be developed on a large scale with the object of improving the physical fitness and the sportsmanship of every student as well as those who excel in the department. If play-fields for developing a nation-wide programme of physical education do not exist, they should be provided on a priority basis." What priority is given to it today, Sir? If the money which is spent by the University Grants Commission for creating facilities for students in the schools and colleges is taken, it will hardly be 2 paise per student. That is the money which is spent on creating facilities for sports.

Physical education and sports from a very vital subject. In that connection, I would like to suggest the following step to be taken by the Government: Previously, like the All India Council of Technical Education and the All India Medical Council, we used to have an All India Council of

Physical Education and Recreation. I do not know what has happened to that. Probably it is dead for a number of years. It has not been revived. My suggestion to the Minister is that the All India Council for Physical Education and Recreation under the Education Ministry should be revived. (Interruptions) I am making a suggestion; it should be noted down. My first suggestion is for having an infrastructure. The All India Council of Physical Education and Recreation which was earlier functioning and which prepared a plan in 1956, should be revived like the All India Council of Technical Education. Secondly, Boards of Studies for physical education and recreation should be created in every university. Very few universities have got boards of studies for physical education and recreation. These should be created if the physical education is to be made a compulsory subject.

Then, Sir, I am surprised to find that the Central Schools are being administered from here. No sports coaches are appointed. Physical education teachers are there but no sports coaches. The Central Schools is one category of schools where there is a very large scope for the development of sports. In this connection Sir, it has been stated and I do not want to repeat all that, that the real problem of sports and physical education is the absence of facilities at the lower level of colleges and universities. It is unfortunate that in the Asian Games of 1982 India was represented in the Games not by university and college students, but 80 per cent of the athletes came from the military. All over the world it is considered that universities and colleges are the nurseries for producing athletes and they have a right and a privilege to represent the country. I hope that the process in our country would be reversed. Universities and colleges should be regarded to have talented athletes and for that purpose basic facilities are necessary. But the unfortunate thing is that the amount

allocated by the University Grants Commission is so meagre that nothing can be done. A massive effort is necessary at least in the Seventh Five Year Plan and a special programme should be there so that on a selective basis some universities in every State can be encouraged to have full facilities as recommended by the Deshmukh Committee and repeated in the National Policy on Sports.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Mr. Dhabe, don't you think that all this will form part of the Department of Sports and not Education Ministry?

SHRI W. DHABE: Sir, the Department of Sports have said—I am a Member of the Consultative Committee—that so far as sports in schools and colleges are concerned, the Education Ministry is concerned with it. Therefore, I am taking this opportunity to emphasise that in the National Policy on Sports which is still under consideration, due provision should be made for the necessary facilities required in different types of schools, and this should be done in consultation with the National Institute of Sports, Patiala. They have also given in paragraph 45 the various types of playfields and other things required in the university and colleges. I do not want to repeat all that because they are the same as given in the Deshmukh Committee's Report. Therefore very great responsibility lies on the Education Ministry to promote sports and physical education in the universities and colleges at that level.

Sir, it is unfortunate that even though the Sports Authority of India is created, officers are appointed but there is not yet the General Council even after one year of its constitution. In 1982 we had the Asian Games and we had a promoting spirit and an atmosphere was created in the whole country but because of the inordinate

delay, I am sorry to say that, that enthusiasm is diminishing now and the people are losing interest in organising tournaments, the 1992 Olympics or the World Universities Tournaments. So far as the basic facilities are concerned we are neglecting them. Therefore, I would request the Minister that at the time of the next report we should have and get full information as to what is happening in different universities and what the University Grants Commission is doing in the matter and what facilities are available. If that picture is given to us then we shall be able to give more suggestions in the matter. (*Time Bell Rings*)

Sir, I am sorry to say that the capitation fee colleges are mushrooming and they are having a growth. Eighteen such engineering colleges have come up in my State. They charge Rs. 6000 from each student for admission. There are 52 polytechnics. I find that there is no need for such technical personnel in our country but the Central Government is sleeping over it. They have also started the same experiment in medical colleges. This is one of the ways in which educational standards will go down. In this way the Government will have to share more responsibility because afterwards they have to take over sick units. Therefore the lacunae that I have pointed out in the regulations should be removed. Sir, the All-India Medical Council has provided in their regulations that prior permission is necessary of the Central Government and the Council for starting a medical college. Similar provision is not found in the All-India Technical Education Council regulations. I urge upon the Minister to check this mushroom growth and amending the Act only will not be just sufficient; you will have to amend the regulations of the All-India Technical Education Council so that prior permission is necessary for opening a technical college or an engineering college or a polytechnic. This is very

[Shri S. W. Dhabe]

important which is engaging the attention at least in my State and also the other States where private institutions are coming up in large numbers.

It is very unfortunate that teachers have to go on strike. I invite the attention of the hon. Minister to the 12-day old strike which is going on in the Delhi College of Engineering run by Delhi Administration. Teachers are on indefinite strike and their demands are restructuring the posts, raising the retirement age from 58 to 60 years and so on. If the Delhi Administration cannot run it then some university should take over. Delhi Administration has taken a stand that they have made their recommendations to the Ministry and the Ministry is not yet replying and unless the Ministry replies, they cannot do anything in the matter. I would request the hon. Minister to immediately intervene. Sir, examinations have been postponed from 1st of April; even the vacations have been postponed. If that is the position of an engineering college in Delhi, we can imagine what can be the position elsewhere. Delhi Administration has taken a stand that they have sent the demands to the Ministry. I would request the hon. Minister to immediately intervene and see that the strike ends and their demands which are legitimate are accepted. The students should not suffer.

Lastly, recreation is not made a part of the curriculum in our schools and colleges. In France, there is a Ministry of Leisure. Because of their having achieved industrial technological proficiency, working hours are reduced and people are without work for two days. Therefore, there is a Ministry of Leisure which chalks out programmes of healthy recreation including circus shows etc. which we have plenty in our country. But here, I think time has come when we must have not only physical education but also recreation should be made part

of educational system so that besides physical fitness, recreation is also provided in our educational system. Unless educational system meets the needs of the modern society, we will not be able to make progress. Therefore, I request the hon. Minister to reorient the educational system to meet the needs of today's society. Thank you.

SHRI C. HARIDAS (Kerala): Sir, the Ministry of Education, Culture and Social Welfare, especially the Ministers in charge, are very efficient, experienced and hard-working. India is developing at all levels under the leadership of our beloved leader, Indiraj. Besides development that we find in various fields, Education Culture and Social Welfare Departments are also playing their part very well. Even though there is improvement, we should not forget the problems faced by these departments. It is a very important Ministry and I am aware of the problems that it has to face. We have got so many States, so many languages, so many castes and so many ideologies and systems. Even now there are children who are not getting even preliminary education. The reasons can be analysed. But I would say that many of our people are not yet serious to get at least preliminary education, even though all the State Governments as well as the Central Government are making every effort to improve the educational facilities.

Sir, I am coming from Kerala which has a high percentage of education, progressive culture and social welfare awareness. All children are getting fundamental education. And even though the educational status of the State is high, there are so many problems. The main problem the State Government is facing is the shortage of money. The Government of Kerala is giving salary and other benefits to the teachers and all other staff including those of the private sector institutions. I am not sure about the other States. Kerala is having several Cen-

tral schools and other necessary institutions. In some areas there is need for further schools and colleges. I could understand that the educational problems are worse in other States. I would suggest the Government of India.

All educational institutions should be under the State or Central Government. That is, clear nationalisation in this field is highly essential.

In such a developing country like India, the Government should take immediate steps to teach the students the technical subjects in which the children have special interests from the primary class itself.

The technical education should be given to the children after assessing their interest in the technical field.

There should be special interest and necessary canvassing for attracting the children of the backward areas in education.

Sir, in the social field, India is developed in all the sections up to a good level. But I am much doubtful in the culture and social welfare areas how far we could achieve. There are several areas in which we did not take any interest to improve. For example, in Kerala, there are so many items, even items of interest world over, which are now going downwards; e.g. Kathakali, Mohiniyattam, Kodyattam, Ththeyyam, Thiruvathirakali etc. They are very attracting items which could reach even America and Britain, and foreign countries are now crying for their existence. I would request the Government to take immediate steps to save these arts from dying out. I know, in other States also there are several traditional items "Adikala's" which are now facing the above problem which I have stated earlier. The same is true about the social welfare also in this area. I would once again like to apprise the Minister and the Government that we could do several things in a very short time. There are so many social welfare items started in many areas like education, in-

dustry, labour fields etc. Even though some steps have been achieved, there are many problems which have to be tackled without delay. I would suggest the Government to take urgent steps to give all possible helps for the social welfare of the areas which I have mentioned earlier.

Thank you.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Mr. Prashant. Your group has already taken all the time. Do you still want to speak? Two minutes. The last speaker of the day.

श्री धर्मचन्द्र प्रसांत (जम्मू और काश्मीर) : उपसभाध्यक्ष महोदय, मैं शिक्षा मंत्री जी से एक बात के लिये प्रार्थना करूंगा कि संस्कृत की उन्नति और उत्थान के लिए जो उन्होंने 5 संस्कृत केन्द्रीय विद्यालय नगरे देश में खोले हैं, यह 70 करोड़ की जनसंख्या और इतने राज्यों के लिए बहुत थोड़े हैं। इनकी संख्या बढ़ाई जाये ताकि हर राज्य के विद्यार्थियों को संस्कृत पढ़ने का अवसर मिल सके क्योंकि संस्कृत भारत की सांस्कृतिक भाषा है। इसका इतिहास 6 हजार वर्ष पूर्व चला जाता है। भारत में संस्कृत जैसे आज नीचे जा रही है अगर इसी तरह चलती रही तो एक दिन आयेगा कि जब संस्कृत के पढ़े लिखे व्यक्ति नहीं मिलेंगे। यह ठीक है कि शिक्षा मंत्रालय संस्कृत के विद्वानों को अनुदान दे रहा है। उनकी 7.00 P.M. सहायता कर रही है हीनी भी चाहिए। परन्तु विभाषा फार्मूला जो है, उसके अन्तर्गत संस्कृत की उन्नति कैसे करेंगे। अगर इसी प्रकार से नीचे से विद्यार्थी ऊपर न आएँ, तो अंत तक जो कॉलेज स्टेज है और यूनिवर्सिटी स्टेज या उसके ऊपर वहाँ से विद्यार्थी मिलेंगे ?

इसलिये मेरा यह निवेदन है कि संस्कृत को विभाषा फार्मूले से बाहर

[श्री धर्मचन्द्र प्रशांत]

निकाल कर इसके लिए कोई ऐसा उपाय किया जाए कि छोटी क्लस से, और छठ, क्लास से ही विद्यार्थी शिक्षा प्राप्त कर सकें क्योंकि संस्कृत इस वक्ता एडोशनल सबजेक्ट का रूप धारण कर चुकी है।

दूसरे, केन्द्रीय विद्यालय जिनकी बड़ी शोहरत है, यह लोगों की मांग है कि वह अपने बच्चों को केन्द्रीय विद्यालय में दाखिल करवायें। अपने कैपिटल, दिल्ली में ही कई ऐसे लोग हैं, जो मारे-मारे फिर रहे हैं कि वह अपने बच्चों को इन स्कूलों में दाखिल करवायें, लेकिन स्थान नहीं मिलता। उनको कहा जाता है कि कमरे नहीं हैं, स्थान नहीं है। उनकी संख्या को जितना हो सके, बढ़ाइये ताकि वह लोग जो अपने बच्चों को केन्द्रीय विद्यालय में दाखिल करवाना चाहते हैं, उनको सहायता हो।

तीसरा जो प्वाइंट है, वह है भारतीय पुरातत्व सर्वेक्षण विभाग का। आर्कैओलोजिकल विभाग 125 साल पुराना विभाग है। इसको शाखाएं सारे भारतभर में हैं, परन्तु इसके लिए आठ करोड़ रुपये वर्ष में खर्च होते हैं।

मेरे विचार में और जैसे कि मुझे पता लगा है कि यह पैसा उनकी बिल्डिंग और कमचारियों की तनखाह पर खर्च हो जाता है, अन्य प्रोजेक्ट्स के लिये पैसा नहीं है। जो मैंने इत्तिला मांगी है, तो वह कहते हैं कि जितना पैसा है, वह आफिसर्स या जो और उनके इम्प्लायोज हैं, उनके ऊपर खर्च हो जाता है।...
(समय की घंटी)

चौथे, यह कि अब आर्कैओलोजिकल विभाग में कुछ ढेर सी ट्रांसफर को जा रही हैं। जो आफिसर्स हैं, उनको एक स्थान से दूसरे स्थान पर, एक कार्नेर से दूसरे कार्नेर में ट्रांसफर किया जा रहा है।

मे शिक्षा मंत्रों जो से पृष्ठना चाहंगा कि इसका जस्टिफिकेशन क्या है, क्यों वे ट्रांसफर हो रहे हैं?

अभी-अभी मुझे पता लगा है कि लोधी मान्युमेंट जो है, वहां एक फारेन टाइम आई था और उसने वगैर विदेश मंत्रालय की अनुमति के हं। उनको टी० वो० शूटिंग को है (समय की घंटी)

उपसभाध्यक्ष जी, यह जो शिक्षा विभाग है, उसको एक सम्पर्क भाषा बनाने के लिये कार्य करना चाहिये। जो हिंदी, भाषा है, इसका स्थान कोई भाषा नहीं ले सकती क्योंकि हिंदी सारे देश की भाषा है, सारे राष्ट्र की भाषा है, इसको संविधान में पूरा दर्जा दिया गया है।

यदि हम यह कहें, जैसे आज प्रातः जयललिता जी ने कहा कि 90 प्रतिशत लोग क्रिकेट को जो कमेंट्री है, वह अंग्रेजी में सुनते हैं—परन्तु अंग्रेजी 10 प्रतिशत से ऊपर नहीं है इसकी शिक्षा, तो कैसे हो सकता है कि 90 प्रतिशत लोग अंग्रेजी में कमेंट्री सुनें और जो 10 प्रतिशत जानते हैं, वह हिंदी में सुनें। यह बाज मुझे समझ में नहीं आई।

इसलिये हिंदी के लिये खास व्यवस्था की जाए, ताकि यह तमाम देश को सम्पर्क भाषा बन सके।

इसके साथ ही मैं अपनी बात समाप्त करता हूं।

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Now, the Minister will reply.

SHRIMATI SHEILA KAUL:

Sir, it is very depressing to speak in a House like this and also as mentioned by hon. Member, Shri S. W. Dhabe that even parliamentary etiquettes requires that if you put questions you should wait for the reply and here I notice 20 hon. Members have participated and I think only three or four of them are here. So,

I am at a loss whether I should answer them or not because it is very essential that after so many years Education and Culture and Social Welfare is discussed in the Rajya Sabha—in the Upper House. And yet the interest that is shown is—I don't want to say what it is. But I feel really very depressed and I am sure that all those who are sitting here are feeling the same way. I would request you to ask people here to find out if there are any Members about in Parliament so that they may come and listen to what they have asked me to say.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): In the light of the observations of the hon. Minister, I would like to say something. In the past also it has been ruled from the Chair that when some points are raised in a debate, parliamentary etiquette and courtesy demands that the Members who participated in the debate—though the quality of this debate was very high and generated a lot of heat and light—should remain present when the Minister replies. I can well understand the feelings of the hon. Minister. I think for Parliament to be effective and to make parliamentary democracy more meaningful, it is necessary that both from the Government side and from the Opposition, all the Members who participated and others who are interested, should definitely remain present. I hope that this ruling of the Chair will be kept in mind.

SHRIMATI SHEILA KAUL: Thank you very much. Mr. Vice-Chairman, Sir, I have heard with rapt attention the speeches made by hon. Members and I am grateful for their extremely useful suggestions and comments. The Ministry of Education and Culture and also the Ministry of Social Welfare are engaged in dealing with the issues to which references have been made in these speeches.

At the outset, let me assure the hon. Members that I am in full agreement with them on the goals that have to

be achieved and which have been emphasised by them. As far as the criticisms are concerned, some of them arise from inadequate information, while others stem from perfection that need exchange of ideas and a fresh appraisal of accumulated experience.

Our basic objective is to reflect in our education the overriding concern for India, her development, integration and prosperity that can be shared by all equitably and by the criteria of social justice. We also need to prepare our youth for an integral development of their personality, capable of imbibing great ideals and values, particularly those that came up in the forefront during our freedom struggle. India also needs to sustain her high status and standing among the comity of nations, contributing significantly to scientific advancement, international understanding, peace and human unity. We are also committed to the welfare of all sections of the people, particularly children, women, handicapped and other weaker sections. I would like to mention here that Shrimati Kanak Mukherjee and Miss Jayalalitha mentioned about the status of women and their development and what we are doing in this regard. I would like to say that our Government is committed to raise the status of women. In the Sixth Plan, for the first time, a separate chapter on women's development was included to focus attention on issues concerning women. There has been an all-round improvement in the situation of women. In the area of education, the literacy rate amongst women has gone up from 18.7 per cent in 1971 to nearly 25 per cent in 1981. In the last 30 years, the life expectancy of women has gone up from 31.7 years to 55 years. The trend of a lower sex ratio for women as compared to men has also been reversed. It has increased from 930 per thousand in 1971 to 937 per thousand in 1981. And the main programmes in the health sector are being implemented through the infrastructure of child and maternal

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health services as part of the primary health care approach both in the urban and rural areas.

Several hon. Members have referred to the thrusts that the Ministry of Education and Culture has endeavoured to give. The basic thrust of our efforts is in respect of promotion of our vision envisaged during the freedom struggle and in particular putting on a sure basis the realisation of the goal of universalisation of elementary education and eradication of adult illiteracy. At the same time the Ministry of Education is engaged in providing further impetus to a number of schemes which include promotion and quantitative expansion and qualitative improvement of school education. And you will recall that the honourable Dr. Sarojini Mahishi also suggested that there should be a qualitative improvement in school education, and we are doing it.—Accelerating the base of education of girls and women, their orientation in education, to contain fissiparous, communal, sectarian tendencies, promotion of national integration by preparing instruction material and evolving methods of education conducive to promoting the objective of national integration. The present performance in respect of school enrolment indicates that the physical targets of enrolment for the Sixth Plan including the additional enrolment targets, that is, 108 million, will not only be achieved but exceeded. According to a mid-term appraisal 116 million children in the age group 6—14 including those enrolled under the non-formal education programmes, will be enrolled by the end of the Sixth Plan. It is further indicated that 10 States and 8 Union Territories have achieved the target of 95 per cent of enrolment at primary stage, clauses 1 to 5, age group 6—11. 13 States and 7 Union Territories have achieved more than 50 per cent enrolment at the middle stage, classes 6 to 8, age group 11—14. While the situation may seem satisfactory, the

rate of dropouts from schools both at primary and middle stages causes us considerable concern and our effort will continue to be directed to bring down the rates of dropouts and retain more children at school. Honourable Members are aware of the high priority Government has given to the attainment of the aim of universal elementary education. However, even after injecting massive resources into this sector, the goal of universal coverage has still not been reached. Socio-economic factors and growth in population make the task of attaining universal coverage increasingly more difficult. The Government has, therefore, decided to give very high priority to non-formal education. This strategy would allow population groups with special problems which force them to remain out of the school system, to also get education. My Ministry has been extending liberal assistance in this sector to the nine educationally backward States and as a consequence, the scale of assistance has shot up from Rs. 61.38 lakhs in 1980-81 to Rs. 731.62 lakhs in 1983-84. Honourable Members have expressed their concern on the need for increased Central assistance to State Governments to set up functional centres with a view to check growing mass rate of adult illiteracy and also on the need to involve voluntary organisations in the literacy effort. Government has given high priority to the spread of literacy in the 15 to 35 age-group which is included both in the minimum needs programme and the new 20-point programme as one of the major strategies to achieve the objective of universalisation of education. Of the Sixth Plan outlay of Rs. 128 crores, Rs. 60 crores is provided in the Central sector and Rs. 68 crores in the State sector. Nearly 1½ crores of adult illiterates have been enrolled under the programme in the first four years of the Sixth Plan. Our efforts during this year 1983-84 were directed to ensure an increased coverage of women and weaker sections of the community who constitute the spe-

cial target groups and I am happy to say that approximately 49 per cent of the total learners enrolled during the year 1983-84 were women, 29 belong to Scheduled Castes and 16 Scheduled Tribes. And I think Mr. Sukul who mentioned it would like to know this. The thrust of adult education programme is primarily in the rural areas.

Some mention was made about imparting different standards of education in the country. Government schools have same type of education. But some voluntary organisations or people open private schools and they can afford to have a standard of education of their choice. We have Central Schools spread all over and the Hon'ble Members have praised their standards and performance.

During 1983-84 there has been considerable expansion in the involvement of voluntary organisations in the literacy effort. About 264 agencies were given financial assistance amounting to Rs. 2.01 crores for running 10,965 adult education centres during the year as against 133 voluntary agencies assisted during the year 1982-83 for organising 6900 adult education centres. The scheme of financial assistance provides necessary safeguards against any malpractice or misappropriation of funds. I would assure the Hon'ble Members that action will be taken if any such complaint is received.

I would like to inform Hon'ble Members that with a view to ensure retention of literacy skill, priority has been attached to post-literacy follow up programme for which assistance is provided by the Government of India. Hon'ble Members will be pleased to know that the remuneration to instructors has been increased from Rs. 50 to Rs. 100 per month during the year and the field cost on learning material and equipment has also been revised upwards. The revised rates have been implemented from 1-2-1984.

Having identified that the growth of literacy and universalisation of elementary education is retarded due to the poor enrolment of girls and adult women, Government of India has increased the quantum of Central assistance to 90 per cent for opening non-formal education centres exclusively for girls in the 9 educationally backward States. Financial assistance has been sanctioned to set up 10,000 non-formal education centres at primary level in the educationally backward States during the year 1983-84. Under another scheme, also launched during 1983-84, Government of India provides financial assistance to the 9 educationally backward States on 80-20 sharing basis for appointment of 8,000 women teachers in primary schools. This is a new scheme that we have introduced for the enhancement of girls education.

Some of the important schemes and incentives being implemented by the State Governments to step up school Rs. 50 to Rs. 100/- per month during enrolment are, free text books, free stationery, free uniforms specially for girls, attendance scholarships for girls only and mid-day meal programme.

Here I would like to mention what the Hon'ble Member from Tamil Nadu has mentioned about the programme that is being carried in Tamil Nadu and which is very satisfactory. It is done with the help of the UNICEF Special Assistance for training about 10,000 child welfare organisers approved in 1982-83 for which about Rs. 60 lakhs were given, and the CARE also gives food to about 11 lakhs of children. School feeding covers about 8 lakh children and pre-school feeding covers about 3,27,000 children. All together in 1983-84, 11 lakh children are given food by the CARE. Also through the Government World Bank aid was also given to the extent of Rs. 35 crores in 1981 for nutrition project in six districts. And, Sir, the Tamil Nadu Government also gave its share. The Government of India, Ministry of Social Welfare, is giving aid for 39 ICDS projects, incol-

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ving Rs. 2.36 crores, and that is for the ICDS projects. As I said, in 1983-84, 2,28,000 children got nutrition and 1,19,000 children got nutrition at pre-school level. The facility of free textbooks is extended to about 140 lakhs of children and I am sure the coverage under these schemes would further increase.

There is another new scheme: It is the Central scheme of incentives and awards to States for excellence in performance in enrolment of girls and adult women. This scheme was launched for the first time during 1983-84. An amount of Rs. 7 crores was set apart for awards for best performance in enrolment of girls in the 6-14 age group in schools as well as non-formal education centres. Similarly, an amount of Rs. 3 crores was set apart for best performance in adult literacy in respect of women. State-level awards have been given to Kerala, Punjab, Maharashtra, in elementary education, and MP, Rajasthan and UP in non-formal education, and Tamil Nadu, Bihar, MP, Maharashtra and UP in adult education. Similarly, awards for best panchayat, block and district adult education centres have been given proportionately to all the States and Union territories. The most vital component in the improvement of the quality of education at all levels is the teacher. In February 1983, the Government appointed two National Commissions on teachers: One for school education and the other for higher education, to advise the Government on various aspects relevant to the teaching community. The two Commission have been very active during the year and have interacted with a large cross-section of the teaching community through institutional visits, seminars and conferences and also sample surveys, and are currently engaged in analysing the data and formulating their recommendations.

While I am on this subject, I would like to refer to the demand made for the setting up of a National Commis-

sion on School Education. This demand was made by Shri Sudhakar Pandey and Shrimati Pratibha Singh. The demand for setting up a National Commission on School Education has been made in recent months. The National Commission on Teachers has received this demand from several teachers' organisations. This demand was also discussed by the Parliamentary Consultative Committee attached to the Ministry of Education. It has sometimes been argued that the National Commission for School Education should be like the UGC in the school sector. But, as against this, it has been pointed out by some experts that the model of UGC may not be practicable in the school sector. The question of the role of the proposed Commission with the NCERT is also being examined. However, since the National Commission on Teachers is examining this problem, we have decided to await the report of this Commission before arriving at any conclusion.

Mrs. Pratibha Singh had mentioned about the curriculum load and some other honourable Members of the House also had expressed their concern about the curriculum load in schools. I fully share their concern. A Working Group under the chairmanship of the Director of the NCERT has been conducting a quick appraisal of the curriculum load in classes III to X in two phases. The first phase of the study in the Union territory of Delhi is nearing completion. The interim report is likely to be available in July 1984 soon after the data obtained from the field is analysed by computer and interpreted by a group of curriculum experts. The results of this survey conducted in the first phase would enable the Working Group to improve the methodology proposed for the all-India level. The report of the other curriculum load study in different States is expected to be available by the end of 1984. One of the distinguishing features of both the interim and final reports would be the inclu-

sion of concrete recommendations for improvement in the school curriculum, class-room teaching and the method of examination, for the reduction of avoidable load on students without adversely affecting the standards and their international comparability. It is hoped that the report of the two Commissions would help in identifying the problems of the teachers and for devising ways and means for attracting the most talented people to the teaching profession, retaining them in the system and in upgrading their professional abilities at regular intervals.

Obsolescence of equipment, teaching methodology, curriculum and teachers' competence continue to concern us on the entire education front. Efforts have been continued during the year to meet the challenge of obsolescence through increased grants for modernisation of laboratory equipment in universities and engineering institutions and offering large-scale teacher training programmes.

A high priority is being given for use of radio and TV for supplementing the teaching programmes and to cover educational needs of those who are not able to go to schools. An ambitious project involving extensive use of INSAT-I.B. through T.V. and Radio, for education purpose is under implementation. Under this project in the first phase six States of Andhra Pradesh, Maharashtra, Gujarat, Uttar Pradesh, Bihar and Orissa are being covered. Temporary studios are being constructed in each of these States which are likely to be operational by the end of 1984. Full scale production of programmes and implementation would, however, take place from the end of 1986 when permanent studios would be completed in those States. For this purpose, the Ministry of Education has set up CIEF—Central Institute of Education Technology in Delhi to plan, control and coordinate the programme.

The rapid advancement in the field of electronics and microprocessors is

ushering in a new information society where computers are going to play a very major role. To make certain that India is not left behind in this information revolution, a computer literacy programme for school children is under preparation by the Ministry in close cooperation with the Department of Electronics. Computational facilities for education and research are progressively being increased in tertiary institutions.

New programmes for computer education at the bachelor, post-graduate diploma and master's level have been introduced in several institutions. Under new schemes of technical education, support for improving courses in electronics has been given to 23 institutions. Support has also been given to several institutions in the fields of emerging technologies, e.g. Microprocessors, education, training and research, micro-electronics, bio-conversion, laser technology, atmospheric sciences, water resources engineering, etc. The Ministry is continuing its efforts in making education promote national integration. We have taken up the review of text books in use in schools all over the country, in first stage only Languages and History books, with a view to seeing that there is nothing in the textbooks which could militate against the spirit of national integration. Groups of experts in each State are reviewing the books and at the national level a similar group of experts has been constituted to review the progress of the programme. The Central Board of Secondary Education, NCERT and many States have already completed the work. The Ministry is trying to see that the job is completed in time so that students get such scrutinised material in their textbooks for the session 1984-85. In this context, I am sure, the hon. Members would be happy to learn that NCERT has taken concrete steps to ensure timely publication and availability of its text books and 203 titles have been published. Similarly, the Ministry had decided to take up a review of history textbooks

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in use in the schools in the country with a view to seeing that they contain an appropriate graded coverage of our freedom struggle. It is considered that this would help the students to realise the tremendous sacrifices made by our national leaders and freedom fighters. The Ministry is taking it up as a time-bound programme. During the year a new scheme of community singing for promoting national integration has also been launched.

Shri Anand Sharma and Shri Sudhakar Pande had spoken about value-oriented education. It has been receiving our attention in the Education Ministry. As a first step of implementation, it has been decided to have camps of teachers where ideas and techniques of Value-Oriented Education be expounded. N.C.E.R.T. is also preparing learning material on this theme in close collaboration with the Indian Council of Philosophical Research. U.G.C. has also set up a committee on this subject. Education is an important instrument for national development. The concept of socially useful productive work has been built into the school curriculum as an integral part. To improve linkages between education and development, Government has taken several measures, first among them being the stepping up of the tempo of vocationalisation of secondary education. The Government of India has been extending fullest policy support to opening of numerous vocational courses at the 2 stage. It is up to the States to implement this policy effectively. I hope it would be possible for the Ministry to play a more direct role in the spread of vocationalisation in the Seventh Plan. During the year an Inter-Ministerial Steering Committee has been set up under the Chairmanship of Education Secretary to identify courses/programmes of high employment potential and to oversee the implementation of the scheme in all States and Union Territories. Steps have been taken during the year to provide for amendment of the Apprentices Act, 1961 to enable products of

the plus 2 vocational education stream to get apprenticeship training under the Act. Meanwhile a pilot scheme for providing such training for a period of six months for 3000 students has been launched during the year. Nearly 1500 were allocated to Tamil Nadu. The students under the scheme are given a stipend of Rs. 200/- per month while gaining work experience in their related vocational field.

The Ministry has just set up a National Manpower Information System to continually monitor and forecast the demand for technical manpower at the diploma and engineering degree level, so that there is no mismatch between the supply and demand of technical manpower.

Some hon. Members have been very interested in Hindi and other Indian languages. I would like to say something on that. Some hon. Members have spoken on the need to implement the Three Language Formula in all States and on the need to propagate effectively the importance of learning Hindi in non-Hindi speaking States. The National Policy on Education as adopted by the Parliament in 1968 lays down clearly our approach in respect of the Three Language Formula. The Ministry is operating a number of schemes to encourage State Governments to implement this formula. For the information of the Members, I may say that under the scheme of appointment of Hindi teachers in non-Hindi speaking States, more than one lakh teachers have been appointed so far. Plan provision for 1984-85 for Hindi is 152 lakhs and non-plan provision is 153.51 lakhs. Overall Sixth Plan provision for promotion of Hindi is Rs. 5.50 crores. 19 training colleges have been set up all over the country in non-Hindi speaking States and Union Territories which receive cent per cent Central assistance. The Central Institute of Indian Languages which coordinates the development of Indian languages and built up expertise in different fields concerning language development, has taken up 52

tribal languages for linguistic description and material production.

While the three-language formula has been accepted as a framework of national policy, its implementation is basically the responsibility of the State Governments. State Governments are implementing the formula with modifications in the light of the local requirements. Recognising the importance of implementing the three-language formula in all the States as laid down in the national policy, the Central Board of Education at its meetings held on 6-7 June, 1983, urged the State Governments to take effective steps to implement the three-language formula. Our policy about teaching of languages in schools, as the hon. Members are fully aware, remains firmly guided by the three-language formula. Equally unambiguously, we remain of the view that the teaching at the primary level should be through the medium of mother tongue.

The Commission for Scientific and Technical Technology with adequate financial assistance from the Ministry of Education has evolved about 3,87,500 terms pertaining to sciences and humanities. Under the scheme of assistance for production of university level books in regional languages 730 books pertaining to different disciplines of science and technology have already been published in Hindi and regional languages. And I am sure the hon. Members will be very happy to know of this. Hon. Members have also emphasised on the need for translation of important works into different languages and publication of works of renowned authors at cheap prices. It may be mentioned in this context that out of approximately 2,500 titles published during the last year, more than 1600 were in the regional languages. That apart, a special project called 'ADAN PRADAN'

covers exclusively publication of outstanding books of major Indian languages into other languages of the country, and 579 translations were published up to the end of 1982 in these series.

The responsibility of promoting the regional languages rests with the State Governments. Still the Central Government looks after the interests of the regional languages through a number of schemes and institutions, particularly the one-crore scheme of university level books as also the Mysore Institute of Indian Languages. It also looks after the other Indian languages like Urdu, Sindhi which are not limited to any particular State. I may also inform the hon. Members that the National Book Trust, the Sahitya Akademi, and the NCERT are encouraged in publication of important works of renowned authors and also contemporary creative works which are cheaply priced. The NBT have compiled "A History of Freedom Movement for Children". And some other books on the theme published by the NBT include "How India Won her Freedom", and the "Life of Mahatma Gandhi".

Government have a special responsibility for promotion of Sanskrit which is a pan-Indian language of culture and is useful for national integration. I feel happy to inform the hon. Members that the seventh Kendriya Sanskrit Vidyapeeth was set up at Jaipur in Rajasthan during 1983-84, the other six institutions established earlier being in Jammu, Delhi, Allahabad, Puri, Tirupati and Guruvayoor. These institutions are meant for post-graduate study and research as well as teachers' training. For propagation of Sanskrit learning, we have a programme. But the hon. Members who are interested in it are not here. I do not know what to do about it. I think I better skip it.

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over. A national survey of madrasas and makhtabs... कोई, बैठे हैं साहब,
हम आपके लिए बना रहे हैं।

AN HON. MEMBER: Mr. Prashant is here.

SHRIMATI SHEILA KAUL: Thank you for taking this trouble. Now we give grants to State Governments...

MISS JAYALALITHA: Sir, I request your permission to seek some clarifications from the hon. Minister. It is about the reply which the hon. Minister gave just now.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): If the Minister yields.

SHRIMATI SHEILA KAUL: After I finish, you can ask.

Sir, we give grants to the State Governments for Sanskrit and financial assistance to voluntary sanskrit organisations for the publication of books, rare manuscripts पाठुलिपियों के लिए देते हैं, सेटिंग अप आफ अदर महा विद्यालय के लिये 95 परसेंट असिस्टेंस गवर्नमेंट देते हैं, संस्कृत एजुकेशन कंटेक्सट के लिये देती है और राष्ट्रीय संस्कृत संस्थान तथा उसके जो कांस्टीट्यूट्स हैं उनके लिये देती है, स्कालरशिप्स अवार्ड देती है, युटिलाइजेशन आफ सर्विसेज आफ इमोनेंट एण्ड एल्डर्ली स्कालर्स है और फिर आल इंडिया रेडियों में भी ब्रडकास्ट्स होते हैं, तीन बुलेटिन्स संस्कृत में की जाती हैं, रेडियो और दूरदर्शन में। तो यह संस्कृत के लिये है। संस्कृत के लिये हमें खान नाज है इसको हम नेगलेक्ट कर ही नहीं सकते हैं।

The National survey of madrasas and makhtabs where Arabic and Persian are taught has been undertaken during 1983 and this task is expected to be completed in the middle of 1984-85. About 140 voluntary organisations engaged in teaching Arabic

and Persian are also receiving financial assistance from the Government. Now a massive programme for collection of rare Sanskrit, Arabic, Persian, Pali, Prakrit and old Tamil manuscripts has been initiated during the year 1983-84. Sixty-three out-of-point Sanskrit publications were brought out by photostat process at low prices with subsidy from Government. These include all the Vedas and rare Shakas of the Vedas, Puranas and classical works in different branches of sanskrit literature.

The new hon. Member of the Rajya Sabha, Madam, here, I would like to inform her that under the scheme of financial assistance to voluntary organisations engaged in the promotion and propagation of classical things other than Sanskrit, Old Tamil is eligible for such assistance along with Arabic, Persian, Pali and Prakrit. Under the scheme financial assistance is given for salaries, scholarships, furniture, library and cultural activities. Nearly 150 institutions are being assisted. Old Tamil institutions can apply for grant for production of university level books in modern Tamil. A grant of Rs. 1 crore has been given to the State Government of Tamil Nadu. The Southern Regional Language Centre at Mysore has 317 teachers who teach Tamil to those whose mother tongue is not Tamil. The teacher training programme covers those teachers whose mother tongue is not Tamil. Under the scheme of assistance the voluntary organisations for promotion of modern Indian Languages, modern Tamil is eligible for assistance. A number of educational institutions and voluntary organisations in Tamil Nadu have been assisted in projecting such as Tamil Encyclopaedia, Tamil dictionaries, Tamil Bibliographies. Under the scheme of teaching Hindi by correspondence courses, Tamil is one of the areas apart from Malayalam and Bengali. So, I hope that gives you some satisfaction. Research scholarships are also given to products of madrasas and makhtabs

and Rs. 200 per month for two years. Higher education in India has had phenomenal expansion after independence. Enrolment was about eight lakhs in 1962 and it has increased to 32 lakhs in 1982. Growth rate of enrolment has been 3.8 per cent on an average in the last decade but the same has increased to 6.3 per cent in 1982-83. Efforts of the Government and the U. G. C. have been to regulate the establishment of the institutions of full-time education, except in backward areas and to encourage students enrolment in non-formal channels of education, like correspondence courses ect. The Government is considering a proposal to establish a national university as a major facility for open university programme, with the involvement of mass media, like radio and television.

Shri Bhattacharjee mentioned about a Central university in Cachar. We have already conveyed to the State Government that we have no objection to their opening a State university. He had also mentioned about Silchar Regional Engineering College which was the last of the regional colleges that was established in the country and they started teaching only in 1979. It is slowly being augmented and the intake will increase gradually to reach the figure of 250 pupils per year in the next few years. In 1984-85 budget, special funds for the construction of staff quarters and hostel for Silchar college are included. I would like to assure Shri Bhattacharjee that we would give all assistance to them in this regard.

There have been allegations that some universities are not getting adequate financial assistance from the UGC. During the Sixth Plan, the UGC classified all the universities on the basis of the type and nature of the programme offered by them, their size, their status and other factors, into three groups, each with an allocation of Rs. 1 crore, Rs. 75 lakhs and Rs. 50 lakhs. For example, Calcutta University comes in the cate-

gory of allocation of Rs. 1 crore; Mithila University comes in the category of Rs. 75 lakhs allocation and Kerala University in the category of Rs. 50 lakhs. Under the provisions of UGC Act, a university established after June, 1972, requires to be declared fit by the UGC to receive assistance from the Central sources. Some declaration of fitness is made by the Commission as and when these universities fulfil the condition laid down in the rules framed under section 12 of UGC Act. At present, 19 universities require to be declared fit for assistance by the UGC. The UGC had appointed a committee in January 1982 to review the functioning of seven Central Universities. The Committee has since submitted its report. In this report, large number of recommendations have been made. The Government has also to consider the report and take a view on those recommendations. In the meantime, the UGC has circulated the representation of the Central University for discussion among the academics within the university. The Commission has also requested Vice-Chancellors of the Central Universities to suggest names of academics from the universities with whom the Commission can also discuss the recommendations made in this report.

Hon. Members have expressed concern regarding the functioning of certain universities. Mention was made of the AMU. But things have improved and the university is working. Exams are going on and some of them have already finished. I am skipping over where I find the Members are not there.

The UGC has circulated detailed guidelines for restructuring the undergraduate courses to make these courses more relevant and to improve the employability of graduates. The specific suggestion made in the guidelines is that first degree course in Arts, Science and Commerce subjects should include an application-orient-

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ed component to provide practical/work experience to the graduates.

Then also the UGC has since 1974 been suggesting to all universities to introduce certain measures for improving the reliability, objectivity and validity of university examinations. The specific measures of reforms suggested by the Commission include introduction of continuous internal evaluation, adoption of the semester system, development of question banks and introduction of the grading system. These measures have been adopted by large number of universities.

Recently, the Chairman, UGC had advised all vice-chancellors to adopt a minimum programme of examination reforms from 1983-84 examinations. These reforms include division of syllabi into well-defined units, setting up question papers from each unit of syllabus, reduction in choice in answering questions and proper arrangements for the conduct of examinations. Government have also issued detailed guidelines regarding conduct of examinations and the arrangements to be made to prevent various malpractices connected with the examinations.

Student indiscipline is a larger social problem which has several dimensions. However, in most cases agitations and unrest among the students are caused by local issues which if tackled promptly and with an appropriate mix of firmness and sympathy need not escalate. Normally during the beginning of the academic session in most universities and colleges an inhuman practice of ragging is widely prevalent. During the beginning of the academic sessions in 1982-83 and 1983-84, the Government issued detailed guidelines to all educational institutions to prevent this evil practice which contemplate expulsion of students indulging in it. These guidelines have had a salutary and perceptible effect.

The last revision of pay scales of university and college teachers was made effective from 1-1-1973. The UGC has now appointed a Committee under the Chairmanship of Prof. R. C. Mehrotra to go into the question of pay-scales of teachers of universities and colleges.

Now Shri Sukal had mentioned about Physical Education teachers. These teachers were formerly serving under the National Discipline Scheme. This was wound up in early 1970s and transferred to State Governments. The remaining outstanding issues are now within the purview of the Department of Sports. I would like to assure him that I will take up this matter with the Ministry of Sports.

Government have decided to amend the UGC Act to make provision for regulation of tuition and other fees charged by institutions of higher education. This provision is intended to prevent the collection of capitation fees by certain institutions, especially engineering colleges. The Bill to amend the UGC Act for this purpose was introduced in this House on March 22, 1984. The amending Bill also includes a provision under which the UGC will be able to establish institutions to provide for common facilities, services and programmes for the benefit of groups of universities and to finance them. To begin with, this amended provision will enable the Commission to establish a National Testing Service for determination of standards of university degree and to establish research facilities to be commonly utilised by several universities. The National Testing Service is proposed to be initially utilised for conducting an all-India examination for award of Junior Research Fellowships.

Now I refer to the I.I.T. Review Committee. In meeting the challenges of advanced technology and their

use in Indian industry, the Indian Institute of Technology play an important role. Though no hon. Member has mentioned about it, since we are also engaged in this work, I would like that our hon. Members should have some light on this. The President of India, in his capacity as Visitor of all the IITs has appointed an academic Review Committee not only to review the working of the IITs but also to recommend the lines along which these institutions should be further developed for advanced studies and research.

The report of the Committee would help the Government to initiate steps to provide facilities for education training and research in new frontiers of technology relevant to our own industrial development and in line with the technological policy statement of January, 1983.

My Ministry is very keen that technical education should not only cater for problems of industry but also be relevant for the solution of the problems facing rural areas and the community in general. Thirty-six polytechnics are continuing to interact with the problems of rural areas, develop models for application of science and technology to rural problems, adopt and transfer appropriate technological innovations, provide necessary technical training to rural manpower and coordinate with government/non-governmental agencies for integrated rural development. A national conference held at Srinagar in June, 1983, has reviewed the working of these polytechnics and has recommended further expansion of the scheme by developing more polytechnics as community polytechnics.

During the year under review, the Government has examined the report of the committee appointed to review the working of the Indian Institutes of Management at Ahmedabad, Bangalore and Calcutta, and accepted most of the recommendations. In fulfilment of one of their major re-

commendations, the Government has decided to establish the fourth Indian Institute of Management at Lucknow. The Educational Consultants India Ltd., a public sector company under the administrative control of the Ministry of Education, has been entrusted with the task of preparing the project report for the new Indian Institute of Management. It is hoped that the new Indian Institute of Management would meet the long-felt need of the northern region for facilities for education and research in management at the highest level.

Some mention was made about scholarships. I would like to dwell on that. Some Members have expressed concern about administrative problems faced by some technical institutions. May I assure the hon. Members that the Ministry is fully engaged in helping the Institutes in solution of the problems.

We have continued to award a number of scholarships for bright and talented students all over the country. The number of special scholarships at the secondary stage of school education for talented students from rural areas, who otherwise would not have been able to continue their education, was increased during the year to 33,000 as against 28,000 during the last year. The award of loan scholarships for needy and meritorious students to enable them to complete their education, scholarships for students in approved residential secondary schools were continued during the year. In all these scholarships, adequate provisions for candidates belonging to Scheduled Castes/Scheduled Tribes have also been made. It may also be mentioned that the amount of scholarships in all the cases has been revised periodically and the rate increased as and when considered necessary. With effect from 1st September, 1983, the rates of scholarships to foreign scholars studying in India under different schemes, have been enhanced from Rs. 500 to Rs. 600 per month for undergraduate scholars and

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from Rs. 600 to Rs. 750 to postgraduate scholars.

Now I would like to mention something about the supply of paper. We are aware that the increasing cost of paper for use in textbooks and exercise books is becoming a burden on our students, many of whom come from poor families. We are trying to secure as much paper for textbooks and exercise books at low reasonable 8 p. m. prices from the paper mills as possible. I am happy that some hon. Members have been concerned about Culture. Because it would have been very disheartening for me if they would not have mentioned about culture. They forget that in my Ministry only Education and not culture was important. It is good that they spoke about culture. I was delighted that distinguished Members of this House have paid such great attention to this cultural heritage of which India is proud. As this House knows the preservation of cultural heritage, its dissemination, its conservation and its projection to many parts of the world has been no easy matter. My predecessors, but more the first Prime Minister of India late Pandit Jawaharlal Nehru was the first to show us the path and pave the schemes in this direction. During the year under review and in the years preceding, my Ministry and I have taken special pains to strengthen, expand and intensify the work of the Department of Culture.

Dr. Smt. Sarojini Mahishi had pleaded for more excavations. But before this work is taken up the Archaeologists wanted to dig new sites which are of very great importance for establishing chronology of Indian history. Also no excavation can be undertaken unless the Standing Committee of the Central Advisory Board of Archaeology examines the rules and recommends excavation. I

bers will agree that no excavations should be undertaken unless the professional experts in the field recommend it.

The other concern expressed by many of the distinguished Members relates to our conservation programmes for some protected monuments such as those of Khajuraho and others under the protection of Archaeological Survey of India. I should like to inform the House that during the last one year we made special efforts to strengthen the Archaeological Survey of India, to increase its budget substantially, to increase administrative Circles from 8 to 12 and to create posts at supervisory level for monitoring programmes. And all these measures enabled the officers of the Archaeological Survey of India to carry out the survey programme with great vigour. In the case of some of the ancient sites mentioned in Hazaribagh that these sites were discovered accidentally by some students while digging.

Many distinguished Members have raised matters relating to security and theft of idols. We feel equally concerned in this matter. It is with a view to give more protection have created 724 new posts of security guards in addition to the existing ones, that is, 2,596. We think we should be safe now.

This Ministry has taken special steps to preserve and conserve the manuscript libraries. The Khudabax Library and the Rampur Raza Library have been preserving Arabic, Persian and Oriental manuscripts. Steps have been taken to invigorate these institutions.

Hon'ble Members were greatly concerned over the deterioration in the affairs of the Asiatic Society which is housed in Calcutta. But you will recall that the hon. Members supported in both Houses of Parliament, the Asiatic Society Bill to declare the society as an institution of national importance, which was passed recently. I am happy to inform that the Department of Culture has already

launched in the Sixth Plan three fellowship schemes which envisage honouring of creative talent. During the year 1983-84, ten awards of the value of Rs. 2,000 have been given as Emeritus Fellowships. Besides, there are schemes of assistance to artists in indigent circumstances and to voluntary organisations engaged in preservation of culture.

The House will be happy to know that the International Cultural Relations Programme of the Ministry has been further stepped up during the last year. We have concluded 64 agreements. Today we have regular programmes in diverse fields with 39 countries including a large number of Socialist countries.

One of the most important developments in the field of culture is the setting up of the National Council of Arts during 1983-84. This has been possible due to the initiative of the Prime Minister and her deep concern and commitment to culture. This Council will be responsible for co-ordination of activities of institutions of arts, archaeology and for providing guidelines for future plans and programmes of institutions and agencies engaged in the preservation and conservation of cultural heritage.

Members have desired that there should be an increased allocation for Education and that the percentage of budgeted expenditure on Education to the total budget should be raised at least to 10 per cent. They have also spoken in favour of higher priority for Education in the framework of Plan priorities. I am thankful to hon. Members for highlighting the importance of education. Investment in Education and Culture has indeed been steadily increasing over the Plan periods. In the First Five Year Plan, it was Rs. 170 crores. It was increased to Rs. 277 crores in the Second Plan, to Rs. 560 crores in the Third Plan, to Rs. 822 crores in the Fourth

Plan and to Rs. 1,285 crores in the Fifth Plan. In the Sixth Plan, provision has been made for Rs. 2,524 crores. Of this, the outlay on elementary education works out to 36 per cent of the total Plan outlay in the Sixth Plan. Allocations have been steadily increasing. There has been a substantial step-up in allocations on some crucial sectors of educational development. For instance, in the important area of expansion of facilities in Technical Education, the step-up has been from Rs. 2.38 crores last year to Rs. 5 crores during 1984-85. Attaching importance to modernisation of engineering labs and workshops, we have provided Rs. 4 crores as against Rs. 2.4 crores during last year. Similarly recognising the importance of community singing as a movement for national integration, we have provided Rs. 40 lakhs during this year as against one-third of this outlay during the last year. In yet another area of induction of educational technology into the system of education, there is an all-time high provision of Rs. 5 crores this year as against just about one-fourth of this which was provided four years back.

The annual expenditure on Education has steadily increased from Rs. 144 crores in 1950-51 to more than Rs. 6,000 crores in 1983-84: the percentage of budgeted expenditure on Education to the total budget of the country (revenue account) works out to 13.4 per cent. Both Plan and non-Plan expenditure has increased substantially in successive Plan periods. Approximately 3.5 per cent of the national income is spent on Education and our aim is to reach a level of 6 per cent at the earliest in pursuance of the National Policy on Education.

Investment of funds of an appreciable order is called for in the Seventh Plan itself in order to achieve the goal of universalisation of education, universal retention in schools and removal of adult illiteracy, as also

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of improvement in the quality of education.

An important area in respect of provision of funds relates to clearance of backlog of investment on the educational infrastructure. This is very important and this includes buildings also. I may mention in this regard that my Ministry has submitted a memorandum to the Eighth Finance Commission requesting the Commission to meet the backlog in respect of all States, in particular, the educationally backward States. May I con-

clude by assuring the honourable Members that we are moving consistently and firmly towards the goal that you have set for us? Thank you very much.

SHRI S. W. DHABE: What about physical education...

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Mr. Dhabe, we must all thank the Minister for the very patient and exhaustive and elaborate reply she has given.

I have an announcement to make now.

REFERENCE TO THE DETENTION AND RELEASE OF SHRI SHANKER SINH VAGHELA, MEMBER OF THE RAJYA SABHA

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): I have to inform Members that the following communication dated May 5, 1984 has been received from the Additional Deputy Commissioner of Police, New Delhi District, New Delhi, regarding the detention and release of Shri Shankar Sing Vaghela:—

"I have the honour to inform you that Shri Shanker Singh Vaghela, Hon'ble Member of Rajya Sabha, along with his other party workers was detained under Section 65 of Delhi Police Act, 1978 at about 2.15 p.m. today, for not obeying the lawful directions given by the Police. He along with others was let off at about 3.15 p.m. today, the 5th May, 1984."

The House now stands adjourned till 11 a.m. on Monday the 7th May, 1984.

The House then adjourned at eleven minutes past eight of the clock till eleven of the clock on Monday the 7th May, 1984.