

**New National Education Policy**

\*236. SHRI SANTOSH KUMAR SAHU:  
SHRI SHIV CHANDRA JHA:†  
DR. LOKESH CHANDRA:

""Will the Minister of EDUCATION, SOCIAL WELFARE AND CULTURE be pleased to refer to the reply to Starred Question 84 given in the Rajya Sabha on the 26th April, 1978 and state:

(a) whether Government have since finalised the new national policy on education; and

(b) if so, what are the details thereof?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDER): (a) and (b) A draft of a new Policy has been prepared and placed before the Conference of Ministers of Education of States and Union Territories held in New Delhi on the 13th and 14th July, 1978. The Conference gave its approval for the broad outlines indicated in the draft National Policy. However, the States will give their detailed remarks before the end of July, 1978 to enable Central Government to proceed further with the finalisation of the Policy:

SHRI SWAMI DINESH CHANDRA: Sir, the Prime Minister in his inaugural speech had said—

"The present system of education made the youth shy away from physical labour."

By combining manual work with both theoretical and practical studies at every level of education, it would be possible to form an elite which does not despise manual labour. Half

†The question was actually asked on the floor of the House by Shri Shiv Chandra Jha.

of study and half of non-academic work is economical from the outset and can be rapidly extended, because pupils' education is largely paid for by their work.

I would like to know from the hon. Minister whether this aspect was discussed at the Education Ministers' Conference and what their recommendations are in this regard. How does he propose to devise the total educational programme so that it may foster respect for manual work.

DR. PRATAP CHANDRA CHUNDER: Sir, the Conference took place for two consecutive days and naturally, a large number of matters were discussed. In the statement which I have laid on the Table of the House some of these details are provided. It will take a long time for me to explain them. But I will specifically try to answer the second question because I consider that to be very important...

SHRI SWAMI DINESH CHANDRA: Sir . . .

DR. PRATAP CHANDRA CHUNDER: I am coming to the point. If you are not satisfied, you can put the other question, please.

More than the structure of education, we lay greater emphasis on the content of education. Therefore, the content is proposed to be changed appreciably. And there the concept of socially useful productive work will be put in. It is not only work experience but some work which is related to society so that the social commitment of the students along with their work can be instilled from childhood. That is the basic scheme and details have been specified in the Ishwarbhai Patel Committee Report which I have laid on the Table of the House. And further details are being worked out.

SHRI SWAMI DINESH CHANDRA: Sir, on page 4 of the statement that has been laid on the Table of the House,, it is stated that the Conference broadly endorsed the view-points expressed in the paper on higher education prepared by the University Grants Commission. May I know from the Hon. Minister what the salient points of this paper are? Secondly, the Conference considered broad outlines of the paper circulated on art and culture and physical education and sports and welcomed the proposals outlined in it. I would like to know the salient points of this paper also, and I would like to ask the hon. Minister whether this point that sports, games and physical education should be a compulsory subject in the tGtal educational programme and it should not be considered merely as a frill, was discussed in the conference.

DR. PRATAP CHANDRA CHUNDER: Sports and games are intended to be made compulsory subjects. Proper steps are to be taken and this has to be implemented by the State Governments and the Administrations of the Union Territories. So far as the problem of art and culture is concerned, full notes have been placed before the Education Ministers' Conference. The main emphasis was laid on the fact that art and culture should form part of the general pattern of education. Now we have more emphasis on bookish learning and the children are not instructed in the creative activities, and so emphasis on this matter should also be laid. In this, folk art and culture should play an important role. These are some of the matters. Regarding the third point that the Hon. Member has raised about higher education, there is also a very long list of items but briefly I can tell you, Sir, and through you to the hon. Member and the House that the University Grants Commission wants that higher education should be linked up with the problems of life and

that apart from the book learning that they usually get in the colleges and the universities there should be proper schemes for extension work by the students and teachers so that they can go out of their campuses and mix with the community and serve the community. That is the main thrust that the University Grants Commission likes to have.

श्री शिव चन्द्र झा : सभापति महोदय, मैं मन्त्री महोदय से जानना चाहता हूँ कि यह जो स्टेट एज्यूकेशन मिनिस्टर्स की कान्फ्रेंस हुई थी और जो आज शिक्षा के मुताल्लिक कोई एक राष्ट्रीय नीति बना रहे हैं, उसकी ओर कदम बढ़ा रहे हैं, सोच विचार कर रहे हैं, उसमें क्या इन बातों पर आपने कोई निर्णय लिया है या इस तरह की बातें आपकी नेशनल पालिसी में हैं ?

शिक्षा के मुताल्लिक पहला सवाल यह है कि अभी जो कालेजिज हैं, यूनिवर्सिटीज और मोटे तौर पर एक्जामिनिंग कालेजिज टीचिंग कालेज नहीं हैं, कहने का मतलब है कि यूनिवर्सिटी में बहुत से कालेज हैं, पढ़ाते सभी हैं और एक जगह से इम्तहान होता है । क्या आपकी नेशनल एज्यूकेशन पालिसी की जो अभी एक व्यवस्था है एक्जामिनिंग की जगह पर टीचिंग—मतलब जो कालेज पढ़ाता है, उसी को यह एक अथॉरिटी हो कि फाइनल डिग्री भी वहां से मिले क्योंकि ऐसे होता है दूसरे देशों में ? बी० ए०, एम० ए० की डिग्री यूनिवर्सिटी से भी, लेकिन कालेज से भी वह मिलती है, यानि टीचिंग कालेजिज हों बनिस्वत एक्जामिनिंग यूनिवर्सिटी और कालेज के ।

दूसरा सवाल यह है कि एज्यूकेशन की नीति बोर्डेशनल और येन-केन जिसको कहते हैं, यह नीति आप अख्तियार करने जा रहे हैं, इस तरह की बात आपकी नेशनल एज्यूकेशन पालिसी में होगी या नहीं ?

तीसरा सवाल, जो इम्तहान में धाध-लियां होती हैं सारे देश में, इसके उन्मूलन के लिये, इरेडिकेशन के लिये आप अपनी नेशनल एज्यूकेशनल पालिसी में कौन सी व्यवस्था करने जा रहे हैं ?

चौथा और आखिरी सवाल, चारों तरफ है जनता का इन्वाल्वमेंट, स्टूडेंट पार्टिसिपेशन विश्वविद्यालय और कालेज में हो, वे बहुत सी संस्थाओं और यूनिवर्सिटी तथा कालेज के काम ललाएं, इस तरह की स्टूडेंट पार्टिसिपेशन की आपकी कोई नीति है कि नहीं ?

**डा० प्रताप चन्द्र चन्द्र :** कालेजों में शिक्षा की उन्नति या तरक्की के लिए जोर से कदम उठाने के लिए कोशिश चल रही है और यह सही बात है कि हमारी जो राष्ट्रीय शिक्षा नीति बन रही है इसका उल्लेख भी हमारी योजना में होगा और यूनिवर्सिटी ग्राण्ट्स कमीशन की ओर से जो सुझाव आए हैं उसमें भी तालीम यानी शिक्षा के सुधार के लिए बातें हैं।

दूसरा सवाल था—

—Vocation-oriented education. Now, for this, Sir, a separate committee had been set up, headed by Dr. Malcolm Adiseshiah, who now is an hon. Member of this House. This committee has given its report and this report has also been considered fully. The whole report had been placed before the Education Ministers' Conference, but we have suggested in our papers that a proper survey should be made before any scheme is started. Unless this survey is made, we do find that for lack of planning, sometimes we get trained personnel who are not <sup>em</sup> employed.

About the third question, that is, examination reforms, steps are being taken in this behalf and many universities particularly are taking steps so that there may not be mass copying or other corruption in the examination in the examination system.

Regarding the fourth point—students' participation—in some of the universities, there is already students' participation in the management. And in some of the Bills which I am bringing before Parliament in respect of Central Universities, I have also introduced clauses in this connection.

MR. CHAIRMAN: I will try to give to each bloc one chance. Otherwise I cannot complete one question for the whole hour. Now, Dr. Lokesh Chandra.

DR. LOKESH CHANDRA: In view of the fact that the Education Ministers' Conference has agreed to the introduction of the 10-j-2-3 structure in education, what steps does the Minister propose to take for introducing the 'plus 2' scheme in the rural areas? My apprehension is that the villages will get more backward and the slant will be towards the urban areas because 'plus 2' is a very expensive part of the entire 10-j-2-3 plan. It has already been introduced in the urban areas and I think the rural areas are getting more and more backward because the Government has made no financial provisions either at the Central level or at the State level for the introduction of the 'plus 2' scheme in the village areas. So I would like to know what the Minister proposes to do in this regard.

DR. PRATAP CHANDRA CHUNDER: Sir, the hon. Member, Dr. Lokesh Chandra, has raised a very important point. This is not only a question of money but also a question of provision of teachers and physical facilities for the purpose and raising the schools to the 'plus 2' level. It is not possible even in a city like Delhi to raise all the schools to the 'plus 2' level. In some cases, some of the schools have been reduced to the '10 plus' level also. This sometimes depends on the total number of students available for the purpose of study. Now, so far as the rural areas are concerned, the State Governments, who are really the implementing agency of this scheme, have taken steps and they are trying to have plus 2 schools not only in city

areas but also in rural areas. I know that in Tamil Nadu, they have recently been trying to introduce 900 schools of this type and a large number are for those who come from rural areas.

SHRI DINESH GOSWAMI: Sir, one branch of education which has been very much neglected in this country is physical education and sports. And in the reply given by the hon. Minister also I find a very cryptic remark.

"The Conference considered broad outlines of the paper circulated on art and culture and physical education and sports and welcomed the proposals outlined in it."

Sir, the fact remains that if a country is to be healthy, then it must give importance to physical education and sports. And all developed countries of the world have today attached immense importance to it. Unfortunately in our country the only thing which we have been able to impress upon is to have politics in sports and games, in physical education, in that view of the matter, I would like to ask what actually are the broad outlines of the papers which were circulated and what concrete measures the Government is taking at this stage to implement those broad outlines.

DR. PRATAP CHANDRA CHUNDER: In view of the shortness of time at our disposal, our answers have to be cryptic. I cannot help it. But, as I said, physical education occupies a large number of pages, and the matter, briefly stated, is that physical education should be made compulsory and games will be such as are available in the local area, not sophisticated games and they must be made part of education. If the honourable Member wants to know the details, I can show him the papers from which he can get the details.

श्री प्रेम मनोहर : मैं अपने शिक्षा मन्त्री जी से जानना चाहता हूँ कि क्या उन को मालूम है कि कानपुर में, लखनऊ में और दूसरी यूनि-

वर्सिटीज में अभी तक इम्तहान नहीं हुए हैं, परीक्षाएँ नहीं हुई हैं और तीन बार परीक्षाएँ टाल दी गयी हैं और अब 17 अगस्त से परीक्षाएँ लेने की बात वहाँ के वाइस-चांसलर ने कही है। इसका मतलब है कि नवम्बर, दिसम्बर तक उन परीक्षाओं के नतीजे आयेंगे अगर 17 अगस्त से परीक्षाएँ शुरू होती हैं तो यह बहुत बड़ा सवाल है और उत्तर प्रदेश में और दूसरे प्रदेशों में भी इसी तरह की समस्याएँ बराबर आती रहती हैं। तो हाल ही में जो राज्यों के शिक्षा मन्त्रियों का सम्मेलन हुआ था उसमें हमारे शिक्षा मन्त्री महोदय ने क्या इस समस्या का कोई समाधान निकाला है कि जिससे आने वाले सालों में बच्चों का ज्यादा समय खराब न हो ?

दूसरी बात मैं यह जानना चाहता हूँ (व्यवधान) कि जो भी शिक्षा पद्धति आप लाना चाहते हैं दस प्लस दो प्लस तीन की या कोई दूसरी, उसको सारे देश में कब से लागू किया जायेगा ? उसके लिये क्या आपने कोई टेन्टेटिव डेट फिक्स की है इतने समय में शिक्षा के मामले में हम अपनी पालिसी एनाउन्स कर देंगे और उसको लागू करने का प्रयत्न करेंगे ?

और तीसरी बात, दस प्लस दो प्लस तीन की शिक्षा पद्धति के अनुसार दिल्ली इंजीनियरिंग कालेज में 225 सीटें थीं लेकिन इसी साल उन्होंने 225 सीटों को बढ़ा कर 75 सीटें कर दी है। तो क्या आपके मन्त्रालय ने इसके लिये उनको कोई आदेश दिया है कि वे 225 सीटों को कम करके 75 कर दें ? और अगर आपने ऐसा कोई आदेश नहीं दिया तो क्या आप इस मामले पर विचार करेंगे ?

डा० प्रताप चन्द्र चन्द्र : मान्यवर, मैं नहीं जानता कि लखनऊ यूनिवर्सिटी में इम्तहान हुए या नहीं। मैं मानता हूँ कि माननीय सदस्य ने जो कुछ कहा वह ठीक ही कहा

होगा, लेकिन यह खेद की बात है कि वहाँ इम्तहान नहीं हुए। लेकिन इस सम्बन्ध में उस सम्मेलन में कोई खास चर्चा नहीं हुई। दूसरी बातों पर वहाँ चर्चा हुई। लेकिन यह तो राज्य सरकार और विश्वविद्यालयों के बीच का सवाल है। वहीं इस को उठाना चाहिए था।

दूसरी बात, माननीय सदस्य एक किस्म की शिक्षा सारे देश में लागू करने के सम्बन्ध में उठा रहे थे। आन जानते हैं कि वस प्लस दो प्लस तीन का सवाल तो पहले ही तय हो गया था, लेकिन हर स्टेट से अभी उसको मान्यता नहीं मिली है। हम प्रयत्न कर रहे हैं उन से बातचीत करके कि जितनी जल्दी वह इसको मान लें अच्छा है। इसमें रुपये का भी सवाल है और शिक्षा का भी सवाल है। इसीलिये हर स्टेट ने इसको नहीं माना है। कई राज्यों ने और कई केन्द्र शासित प्रदेशों ने इसको स्वीकार कर लिया है।

As regards the Delhi Engineering College, I require notice.

MR. CHAIRMAN: Dr. Dutt.

SHRI HAMID ALI SCHAMNAD: Sir, ...

MR. CHAIRMAN: I <sup>w</sup> have to cover more questions. There is a complaint from Members that I am not covering more questions.

SOME HON. MEMBERS: Sir,

MR. CHAIRMAN: It is not possible to accommodate 30 many of you. If it comes to that, we will have a Half-an-Hour discussion. But let us not waste more time now.

DR. V. P. DUTT: Sir, in fact, my question is being anticipated.

I am sure the House will agree that this Conference of State Ministers of Education dealt with some very fundamental questions of our educational

structure, the entire gamut, the curriculum report, the learning and working report, the Vocationalisation report, higher education report, that is, from school education to university education. And it is not possible in the course of one question to ask for all the information. When such fundamental questions are to be discussed, may I ask the hon. Minister for Education if he would agree to place all these reports before the House and also agree to a full-dress discussion on the entire educational scheme that is being proposed to be introduced?

DR. PRATAP CHANDHA CHUNDER: Certainly I agree. Some of these reports have already been placed and the others I shall certainly place before the House. If you fix some time, I shall certainly come prepared because this is a very vital matter. I would only like to submit that the draft national policy on education has not yet been finalised. We are awaiting replies from the State Governments and when these come they can be placed later.

श्री नत्थो सिंह : सभापति महोदय, मैं मन्त्री महोदय से जानना चाहता हूँ कि राष्ट्रीय शिक्षा नीति के सम्बन्ध में अरसे से इस सदन में और दूसरे सदन में लोगों को चिन्ता रही है लेकिन जो मूलभूत प्रश्न हैं, उनका कोई जिक्र नहीं है। पहला प्रश्न मेरा यह है कि इस देश में मांग हो रही है कि शिक्षा समान रूप से सबको मिले। तो मैं पछना चाहता हूँ मन्त्री जी से कि क्या पब्लिक स्कूल सिस्टम को अबोलिश करने के सम्बन्ध में आपने कोई निर्णय लिया या ले रहे हैं ?

दूसरा प्रश्न यह कि आपने विश्वविद्यालयों पर पुस्तकों का भार न पड़े तथा विषय ज्ञान अधिक हो, इस सम्बन्ध में कई बार चर्चा हुई थी, उस पर आपने क्या निर्णय लिया है ?

तीसरा यह कि यह चर्चा चली है देश में कि यू० जी० सी० ने कहा है कि कालेज खुलें

या नहीं। मैं आपसे यह जानना चाहता हूँ कि कॉलेज नहीं खोले जायेंगे तो बोकेशनल ट्रेनिंग की व्यवस्था की जाएगी? क्या आप इस सम्बन्ध में निर्णय ले रहे हैं। इनका स्पष्ट उत्तर दें।

श्री प्रताप चन्द्र चन्द्र : श्रीमान्, शिक्षा नीति को समान बनाने के लिए शिक्षा नीति का पत्र तैयार हुआ है, इसका इसमें उल्लेख है। हमने यह सुझाव दिया है कि एक कामन स्कूल होने चाहिये। उसमें नेबरहुड नीति को लागू करना चाहिए। ताकि बाहर से लड़के नहीं आ सकें और इलाके के ही लड़के आ सकें, लेकिन यह अभी तय नहीं हुआ है।

पब्लिक स्कूलों के बारे में भी उल्लेख है लेकिन आर्टिकल 30 में माइनारिटीज स्कूलों के लिये कानून के मुताबिक कुछ दिवक्तें हैं। हम कोशिश कर रहे हैं कि किस तरह से इस सवाल को तय कर सकते हैं।

तीसरे शिक्षा का लोड लघु करने के लिए हम उत्सुक हैं। अभी ईश्वरभाई पटेल कमेटी ने लोड को लघु करने के लिए जो सुझाव दिए हैं, हमारे सेंट्रल सैकेन्डरी बोर्ड ने उसे मान्यता दी है। उस पर कार्यवाही चल रही है। मार्च, 1978 में जो निर्णय हुआ था -

one-third of the total load has been reduced from that examination. In the coming examination there will be more reduction. The last point is about not opening further colleges, etc. This matter has not been finally decided. In fact, the Public Accounts Committee of both the Houses have suggested to the UGC that indiscriminately colleges and universities should not be opened. Following that suggestion this matter is under consideration.

SHRI YOGENDRA MAKWANA (Gujarat): There is indiscipline prevailing in the student world at present and all over India most of the universities are closed. So, in order to bring discipline in the student world, I would like to know from the hon. Minister whether there is any plan to introduce

compulsory military training, such as NCC or ACC type of education, upto the higher secondary level?

DR. PRATAP CHANDRA CHUNDER: It is not a fact that most of the universities are closed. Never most of the universities have been closed. Only a few or a dozen or at the most two dozens have been closed from time to time. I would respectfully suggest to the hon. Member not to repeat this type of allegation because that will create an improper atmosphere in the country. About the point he raised, I certainly would say that we are considering it. I met the leaders of all the principal political parties to discuss the question of student unrest so that we can see that here is no student unrest in the country and the universities run smoothly.

SHRI CHARANJIT CHANANA: I take it that the hon. Education Minister will not take it as an allegation. I personally feel that he would agree with me when I say that the statements and counter statements on the educational policy within the Government have created an environment of uncertainty amongst the educationists. And, Sir, this does require an immediate clarification from your side in very clear terms. I say this because I have had, in fact, a series of discussions with the educationists in various parts of the country. The necessity for having an educational system started right from the Kothari Commission which, the honourable Minister, I hope, would agree with me, was an in-depth exercise, not of politicians, but of academicians, educationists and the applied policy makers also. They had evolved a system which, in fact, is the basis of 10 + 2 system. The NCERT Curriculum Committee after that only tried to translate all the recommendations of the Kothari Commission. Now, what has happened is this: The honourable Minister would agree with me when I say that the Commission, the latest Commission or the Committee which they have appointed for the review of the whole

thing, has done one thing. As far as the educationists have been able to understand it, they have decided to keep the structure in the same way. The structure means 10-f-2. But we hear of 8-f4 also from the newspapers. But 8-]-4 may mean in some States 7-(- and in some other States it may be 6-)- also depending upon the essential elementary education. (Time bell *rings*). Just a second Sir. Now, the structure being the same, what has happened is that the content has, in fact, been diluted.

MR. CHAIRMAN: What is your question?

SHRI CHARANJIT CHANANA: The structure means 10+2. But the content has been changed which means that States like U.P. keep their own syllabus. This defeats the objective of creating a harmonious system. (Interruptions)

DR. BHAI MAHAVIR: Sir, is it a question? Have you allowed him to give such a long winded elucidation of the policy. But you cut out our simple questions.

MR. CHAIRMAN: What is your question.

DR. BHAI MAHAVIR: You have not allowed me to put a simple question.

(Interruptions)

SHRI CHARANJIT CHANANA: The question is this: What is the Minister going to do to remove this confusion which has been created now?

(Interruptions)

DR. BHAI MAHAVIR: Sir, I have been raising my hand right from the beginning. But you have not allowed me,

(Interruptions)

AN HON. MEMBER: Sir I respectfully submit . . .

SHRI U. R. KRISHNAN: Sir, I would like to put a small question . . .

(Interruptions)

MR. CHAIRMAN: If I allow you, I will have to allow all. So, please resume your seat.

DR. PRATAP CHANDRA CHUNDER: Sir, some people suffer from mental psychosis and they are prone to unnecessary worries and we cannot help it. Some people suffer from worries. We have made it very clear as to what should be the structure and what should be the type of content of education.

MR. CHAIRMAN: Next question.

SOME HON. MEMBERS: No, no.

SHRI K. K. MADHAVAN: Sir, I want to put a question and not to make a speech.

SHRI JAHARLAL BANERJEE: Sir, I want to ask a question. (Interruptions)

MR. CHAIRMAN: Please wait. There is another question also, that is, Question No. 215. Will you please allow that also to be taken up now?

(Interruptions)

SHRIMATI RAJINDER KAUR: Sir, I want clarification only on one point.

MR. CHAIRMAN: if I allow you, I will have to allow others. I hope the honourable lady Member will bear with me. I have asked the Minister to have a detailed discussion on this and he has accepted that suggestion. I can allow one Member from each bloc so that . . . (Interruptions). I think we can now combine Q. Nos. 212 and 215.

SHRI HAMID ALI SCHAMNAD: Sir, different political parties may be allowed.

(Interruptions)

SHRI LAKSHMANA MAHAPATRO: No, it cannot be. (Interruptions)