

The question was put and the motion was negatived.

Clause 2 was added to the Bill.

Clause 3 was added to the Bill.

Clause 1, the Enacting Formula and the Title were added to the Bill.

MR. CHAIRMAN: Now, Mr. Minister.

श्री शिव प्रताप शुक्ला: महोदय, मैं प्रस्ताव करता हूँ:

कि बिल पारित किया जाए।

The question was put and the motion was adopted.

MR. CHAIRMAN: Now, we will take up the Bill further to amend the National Council for Teacher Education Act, 1993. ...*(Interruptions)*...

SHRI BHUBANESWAR KALITA: Sir, we can take it up on Monday. ...*(Interruptions)*...

MR. CHAIRMAN: No, no. Let it be taken up. At 6 o' clock, we will stop it and then will continue it on Monday. Mr. Minister, please. ...*(Interruptions)*...

SHRI BHUBANESWAR KALITA: Sir, there was an understanding that it would be taken up on Monday. So we have not given the names of our speakers.

MR. CHAIRMAN: No, no. They do not need to. ...*(Interruptions)*...

SHRI BHUBANESWAR KALITA: Sir, all our speakers will speak on Monday.

MR. CHAIRMAN: Yes; no problem.

The National Council for Teacher Education (Amendment) Bill, 2018

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI PRAKASH JAVADEKAR): Sir, I move:

That the Bill further to amend the National Council for Teacher Education Act, 1993, as passed by Lok Sabha, be taken into consideration.

सर, यह बिल सबको मंजूर होगा, क्योंकि सरकारी विश्वविद्यालय, स्टेट यूनिवर्सिटीज़ एंड सेंट्रल यूनिवर्सिटीज़, जहां पर B.Ed. पढ़ाया जा रहा था, लेकिन B.Ed. की या B.P.Ed. की परमिशन उन्होंने समय पर नहीं ली। उन्होंने परमिशन तीन-चार साल के बाद ली और उसके कारण जो पहले दो-तीन बैचेज़ थे, वे illegal रह गए। यह 10,000 छात्रों की problem है, Ten thousand students are suffering because their degrees are not recognized as those courses at that time were not

[Shri Prakash Javadekar]

recognized because they had not applied properly. यह कहानी दुखद है। जब मैं 5 जुलाई, 2016 को मंत्री बना, तो मैं एक-एक विभाग का परीक्षण कर रहा था। जब मैंने 3 अगस्त को परीक्षण किया, तब यह बात सामने आई, क्योंकि मुझे कहीं से फोन आया था कि छात्र आंदोलन कर रहे हैं कि उनकी B.Ed. की डिग्रीज unrecognized है। मैंने इसकी जांच की और पूरा पता लगाया। मुझे पता चला कि साउथ बिहार सेंट्रल यूनिवर्सिटी, झारखंड सेंट्रल यूनिवर्सिटी, सागर सेंट्रल यूनिवर्सिटी, पुद्दुचेरी सेंट्रल यूनिवर्सिटी, अलीगढ़ मुस्लिम यूनिवर्सिटी, सेंट्रल यूनिवर्सिटी, त्रिपुरा यूनिवर्सिटी, अमरकंटक यूनिवर्सिटी, बीएचयू और मणिपुर यूनिवर्सिटी, इतनी सेंट्रल यूनिवर्सिटीज ने और रवीन्द्र भारती, सिक्किम, कुमाऊं तथा लक्ष्मीबाई तिरुअनंतपुरम की, रोहतक, आईआईटी और कुरुक्षेत्र, ये स्टेट यूनिवर्सिटीज हैं।

सभापति महोदय, और तो और NCERT, जो सरकार की संस्था है, उसने भी अपने दो Regional Centers, मैसूर और भुवनेश्वर में courses शुरू किए, छात्रों को admission दिया, लेकिन उसकी permission समय पर नहीं ली। इसके कारण यह problem शुरू हुई थी। बाद में follow up करने के बाद, 1,500-1,600 लोगों ने परमिशन लेनी शुरू की। इसलिए जब मैंने review लिया, तो यह लिखा कि इसे एक बार completely retrospective effect से मान्यता देनी चाहिए, ताकि 10,000 छात्रों ने, जिन्होंने पदवी प्राप्त कर ली है, जिनकी पदवी की आज बाजार में कोई value नहीं है, उन्हें न्याय मिलेगा। अतः यह one-time उपाय है। इसकी responsibility हम fix करेंगे कि इन्होंने मान्यता लेने में इतना विलम्ब क्यों किया? यदि सेंट्रल और स्टेट यूनिवर्सिटीज नियमों का पालन नहीं करेंगी, तो कौन नियमों का पालन करेगा? अतः यह छात्रों को राहत देने के लिए है और साथ ही साथ रेस्पॉसिबिलिटी फिक्स करने के लिए भी यह विधेयक लाया गया है। इसलिए मुझे विश्वास है कि सभी माननीय सदस्य इसका समर्थन करेंगे।

The question was proposed

MR. CHAIRMAN: Now, Dr. D.P. Vats.

DR. DP. VATS (Haryana): Hon. Chairman, Sir, it is my proud privilege to speak on the quality control of teachers' education. I support this Bill because it is doing retrospective correction for clearing the debris left, so that prospectively, we don't land up in such a situation. The quality control of teachers' education is a very important issue and I would like to discuss in my maiden speech in this august House where many eminent teachers are the Members, whom I know, and with the rest, I will get conversant.

Historically, India has been the *Jagatguru* of the world and *Guru-Shishya Parampara* in the *Gurukuls* made the position of *Gurus* very eminent. Even if they used to go to *Darbars*, the King used to get up and touch their feet. But, they were *Tyagi*, *Tapasvi* and *Balidani Gurus*. Then came the risks on the *Gurus* with the invasions because they were intellectuals and libraries were destroyed. Changez Khan was the biggest destroyer of libraries in Baghdad and killed the Ulemas.

When the crackdown of the University of Dhaka took place, before the Bangladesh War, the butcher of Bangladesh and the butcher of Baluchistan, Late General Tikka Khan killed the faculty of Dhaka University and all such issues discourage the people becoming teachers because they are intellectuals and they run a risk to their lives and to the lives of their families.

I, myself, was the Chairman of the Haryana Public Service Commission, and did a lot of recruitment of teachers. To my surprise here, I find that in our country where there are 17,649 Teachers Training Institutes and around 30 lakh students are studying, there is a deficiency of around one million teachers in the nation. Not only that, the regulatory body for quality control of teachers' education, that is, NCTE itself is under fire at times. In the morning, I rang up the Vice-Chancellor of a very famous university and asked him, when I had selected teachers in thousands, then why there is shortage of teachers in the universities, colleges and teacher training institutes. The answer was, as their first option, they do not like to become teachers. If they are capable teachers, they go abroad or join other services like Civil Services. Not only that, the Teachers' Eligibility Test is so tough that less than five per cent of them qualify. Even in NET and State Teachers' Eligibility Test, only two or three per cent of them qualify. I will put it this way. There are many factors. The teachers in Government institutes are very well paid,—as I was mentioning, I was the Chairman—and the salary of a Professor or an Assistant Professor of a college is more than that of a PCS officer or HCS officer. But they opt to be an administrative officer in the State because the importance to teachers' status is not that much as what is there for an administrative officer. Another factor which I was told by the teaching authority was, the correspondence course, which was making the teachers *en masse*, has been discontinued with. Why? It was because fake degrees and fake teaching institutions came up in the country. There were admissions, the institutes were happy that the students don't come and they do not need to have hostels. The faculty was also of guest-faculty type, which were on records only, students also used to come only to appear in exams or to fill-up the forms and the degrees were also questionable. Under such a situation, when the shops became quite infamous, correspondence courses have to be stopped. Not only that, of the recruitment agencies, especially, the State recruitment agencies which recruit the teachers—though there are recruitment agencies like UPSC, which are unquestionable—most of the results are challenged in the court of law. I will not say that the courts give wrong judgements but the judgements are delayed. We were discussing it in the morning and the hon. Minister was saying that there is some judgment from the Allahabad High

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Court and we will not fill up those vacancies. Justice is being delayed for a very long time, vacancies remain as such and further recruitment also cannot be done. Under such situations, we are surplus with teachers but exams are very tough. Not only that, whomsoever we recruit, the recruitment procedures are faulty. Then they are challenged and then, the courts also become an instrument for delay to the extent of many, many years, and institutions and students suffer. The destiny of a nation is shaped in the classrooms and the classrooms are supposed to produce physically fit, mentally alert and morally upright citizens for planet Earth, ready to accept the challenges, of course, cherishing the ideals of sanskriti, sanskaar with scientific outlook. But such people are picked up by the foreign universities. And we all know it very well that teachers, whom I was mentioning here, were also teaching in foreign universities. Many of us are famous teachers, and universities in US, in Europe, their base is Indian doctors and Indian teachers. The people remaining here don't qualify the examination, and our students, our universities, suffer. We, in Armed Forces, also are running institutions, and our selection criteria are also that tough for officers because our officers are teachers in the schools of instructions. Though we are running the schools of instructions, we are very standard ones, and even recognised by the foreign countries, including the Armed Forces Medical College, which I was heading. But, by and large, except a few universities, like the hon. Minister was mentioning that we are struggling to come in top hundred universities of the world, our quality control really needs to look into it, and I quote one incident. Somebody mentioned about me, of course, off the record, that this General does not listen to the politicians, but, he listens to the army officers, and one brigadier sent a boy and a girl to be recruited. I recruited the girl, but, the boy was rejected, and I was asked by my friend, this boy was from my place. Why did you reject him? I told him, Sir, I just asked him who has sent you. He said, 'Brigadier such and such.' I told him, go and write the spelling of brigadier on the black board in front of me. Twice I gave him the chance and he could not write the spelling of brigadier. The boy was M.A. English, 1st Class, M.Phil English, 1st Class. He said, "What to speak of writing spellings of brigadier,— I have interviewed M.A. English 1st Class; at times, I have examined them; they cannot make a single sentence of English correctly. Now, my State may take pride in that. But, the brigadier himself said that you did a very right thing by rejecting him. A service officer will do like that. Same was the case with many, and many examples came of fake degrees, and all that. So, I would like to say here that "कच्चे हैं खम सबूचे कुछ ज़रूफ़ ज़रज़रे, रोना नहीं है, एक का आवा बिगड़ गया।" It means there is mass deterioration, and I will say again, we have to introspect, and we have to change.

एक शायर ने कहा है, "खुदा ने उस क्रौम की हालत कभी नहीं बदली, जिसे खुद ख्याल न हो अपने आप बदलने का।" और अपने आप बदलने के लिए we have to be honest, we have to be upright, and we have to be straight forward.

As I was mentioning, the Anti Corruption Bill was being discussed, and a point came that even Supreme Court judges were blamed to be of doubtful integrity by Supreme Court Chief Justices, retired ones'. In the same way, a provision in the Anti Corruption Bill was brought. Earlier, for a Joint Secretary, Government permission had to be taken before he was trapped. But now, it has come down to all officers; all government servants, and the reason given was that the enforcement agencies and investigating agencies will not let the bureaucracy work if we give them a free hand. Directly or indirectly our integrity was questioned. With these situations, how we can produce standard teachers. To produce standard teachers, we can say that our false pretensions will not work. What we speak, what we say, we have to practice. To improve the quality of teachers, we have to have faculty, facilities and material. In facilities, I would say, NCTE is a body which regulates, which accredits and which controls the teaching facilities, standard of faculty and methodology in our country. Therefore, the facility of electronic devices, facility of standard classrooms, facility of language labs and facility of excellent curricula have to be there. The builders of the nation have to opt for this career. Once Chancellor of Germany, Angela Merkel, was questioned that rest of the services asked for the parity of pay with teachers, and she said, "How can you match with your builders?" Now such builders have to come voluntarily and we have to grade them like our IIMs, our IITs, our AIIMS or AFMCs. They are class apart at least in our country. That is the class one gradation of teachers. Those are export-material, I will say. Then they are 'good' type, they are 'satisfactory' type and 'poor' type. For good teachers to be produced, they have to be well-paid, very well-paid at par with the best in the world so that we stop the brain drain. Though I myself am in favour of brain drain because they are a part of Indian diaspora and certainly whenever our Prime Minister goes abroad, they come in a big crowd whether it is London or New York or Toronto. Let there be brain drain, but let us produce more. Now we say that they will not pass because the exam is tough. They don't volunteer for this provision because there is an apprehension. In such a situation, I will say extremes are always wrong, the truth lies in between and that truth is हमारा काम चलाने के लिए हम average भी accept करें, so that our students don't remain unattended. In the end, I will say, let us inspect our teachers, let us look after them, let teachers take pride in themselves. I am from a village school where I sat on the ground. Of course, I am a teacher's son. I was an Advisor to UPSC on Civil Services also. Though teachers themselves are not very well looked after, but maximum of our

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Officers in Armed Forces and maximum Civil Servants also are teachers' sons. Of course, in Armed Forces, there are the sons of JCOs and other ranks, also, who take pride to be Armed Forces Officers. Certainly we have to keep doing continued assessments, mid-course corrections of the teaching faculty and with these measures, of course, as on today the situation is that in a UNESCO survey, out of 128 countries we stand at 105th rank, which is a very low rank. But it should not discourage us from improving. Out of around 17,649 teaching institutions, 90 per cent are private. Now, hon. Minister, the Amendment to this Bill is for State Government-aided institutions or, we can say, we are pulling up the Government institutions. I hope it stands the scrutiny of law when non-Government institutions knock at the doors of courts because in the case of Medical Council of India, this has happened. It is because when we asked for an affidavit from private institutions, only 300 came forward to give that affidavit, 800 promised that they are giving, but degrees are still being given and those degrees, of course, they will be accepting from Government institutions, but from private institutions we have not yet sought a remedy. In the end, I will say with these measures

"तक्षशिला, नालंदा का इतिहास लौट कर आयेगा,
भारत की गौरव गाथा को नरेन्द्र मोदी दोहराएगा।"

And, for that matter, I would say:

"प्रकाश जावडेकर दोहराएगा।" जय हिन्द।

श्री सभापति: आज आपकी maiden speech थी, इसलिए मैंने बीच में नहीं रोका। आपने बहुत अच्छा और रचनात्मक सुझाव दिया।

MESSAGE FROM LOK SABHA

The Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018

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

"In accordance with the provisions of rule 96 of the Rules of Procedure and Conduct of Business of Lok Sabha, I am directed to enclose the Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018, as passed by Lok Sabha at its sitting held on the 26th July, 2018.

Sir, I lay a copy of the Bill on the Table.
