

[Sh. Inder Jit]

further delay.

(ix) Need to provide centre for recruitment to posts in Defence Services at Sambalpur, Orissa

SHRI SRIBALLAV PANIGRAHI (Deogarh): Sir, I would like to bring the following matter under rule 377.

Candidates who are to appear at written recruitment test for different categories of posts in Defence Services such as soldier (general duty), soldier (clerk), havaladar (clerk) havaladar (educational inspector) etc. under Branch Recruitment Officer Sambalpur have to go to Calcutta to appear in the test. This causes undue hardship to the candidates and they have to incur avoidable expenditure in this regard. At present, there is one officer Colonel rank as head of the recruiting office at Sambalpur under whose supervision written test can be conducted. Even preliminary examination for civil services is held at Sambalpur.

Hence, I request the Central Government to provide centre at Sambalpur for recruitment to the posts of various categories of defence services.

14.49 1/2 hrs.

**ANNOUNCEMENTS BY DEPUTY
SPEAKER**

(I) Telefilming the Demands for grants on Ministry of Human Resource Development

14.49 hrs.

[English]

MR. DEPUTY SPEAKER: The Demands for grants on Ministry of Human Resources Development are to be telefilmed. A two-hour capsule is proposed to be prepared and telecast. The leaders of the parties have already indicated the names of their members who will participate in this discussion. The parties whose speeches are to be

telefilmed have been informed about the time allotted to each of them. The Members belonging to those parties whose speeches are to be telefilmed may like to marshal their main points in the opening part of their speech for that particular duration. The other points that they may like to make could follow thereafter.

(ii) Moving the cut motions to Demands for grants relating to Ministry of Human Resource Development

MR. DEPUTY SPEAKER: On 31st March, 1992 an announcement was made requesting Members to move their cut motions towards the end of the sitting. As a result to if some Members who could not send in slips for moving their cut motions to Demands for Grants relating to the Ministry of Human Resource Development in time, may do so now within 15 minutes. Also, those cut motions would be treated as moved.

14.50 hrs.

**DEMANDS FOR GRANTS (GENERAL),
1992-93**

**Ministry of Human Resource
Development- CONTD.**

MR. DEPUTY SPEAKER: The House will now take up further discussion and voting on the Demands for Grants under the control of the Ministry of Human Resource Development.

The time allotted is 6 hours. I shall tell the time allotted to each political party: Congress(I) 2 hours 30 minutes; BJP 1 hour 40 minutes; Janata Dal 36 minutes; CPI(M) 22 minutes; CPI 9 minutes; AIADMK 7 minutes; Telugu Desam 4 minutes; Telugu Desam (v) 4 minutes; Janata Party 3 minutes; JMM 3 minutes; small groups - RSP, Shiv Sena, AIFBC, Muslim League - total 10 minutes. They shall have to distribute among themselves.

(Interruptions)

SHRI YAIMA SINGH YUMNAM (Inner Manipur): Sir, I have a right to speak on my cut motion. So, I must have some time at least. It is under the rules that I establish my right.

MR. DEPUTY SPEAKER: Right. I think, this helps us a lot because we will know what is the total time allotted to each political party and how much time you want to take and the total number of persons to participate in the discussion. Now Shri Jaga Vir Singh Drona.

[Translation]

SHRI JAGAT VIR SINGH DRONA (Kanpur): Sir, it appears from the Demand for Grants in respect of of the Ministry of Human Resources Development that out worthy and hon. Human Resource Development Minister will not be able to develop human resources with the resources that are proposed to be mobilised with the Budget allocations, this is my belief.

I recall that last time when the Finance Minister gave his budget speech, he had very clearly expressed his commitment with one thing that there would not be inadequate Budget allocation for the development of basic education. But this year his Budget speech indicates the lack of that commitment clearly. Of course, His Excellency, the President has certainly given an assurance to this effect in his Address that appropriate efforts should be made for the development of education.

Education is an area of priority but the Budget allocations made by this Government and particularly in the circumstances, when hon. Arjun Singh ji is the Human Resources Development Minister who has not been able to mobilise resources despite his influence on his party and the Government as well as his own ability. It appears to me that it will certainly have adverse effect in the development of education in the country.

Besides, we find that our Government keeps making announcements from time to time that children in the age group of 6 to 14 years shall be given free education, that we shall attain total literacy by 2000 A.D. and that 6 per cent of the Budget allocation will be spent on education. Keeping in view all these things and keeping in view the provisions in the Budget, our doubts become that it is good to make policies, you can make good policies but the will which is required to implement these policies, is not good, when your intention will be good, only then destiny will change but with the presents intention, the destiny will not change. The result is before you, today 44 years after independence, 48% men and 61% women are uneducated. Just imagine India is a great country which has had its glorious traditions, if 61% mothers are uneducated there, how could they bring up their children and inculcate culture in them, how could they educate them our past glorious & culture. This creates a doubt and a fear begins to develop with regard to the building up of our posterity.

If literacy is to be attained by 2000 A.D., then education shall we have to be considered an area of priority. Announcements have been made, but the practice that obtains, the provisions in the Budget indicate clearly that from the provisions of the Budgets and from the speeches of the Finance Minister the plans are not reflected. Their intentions are not clear as to in which way changes shall be made. Unless this is done, the sordid State in the field of education, the non-availability of resources to the children of our nation, difficulty in seeking admission to schools, non-availability of primary schools in every village today even after 44 years to impart basic knowledge of letters are likely to continue. After acquiring knowledge of letters, avenues are opened for the development of the intelligence. After studying and learning, he gets acquainted with his culture and becomes an able citizen of the country and is instrumental in the making of the nation. Primary education has been neglected till today and is being neglected even at present. After seeing

[Sh. Jagat Vir Singh Drona]

your Budget allocation it appears that a deficit of Rs. 9 crore has been shown on over all education. There is increase in allocation for primary education, adult education and secondary education, but keeping in view the devaluation of rupee effected in June cash when this Government took an oath in purchasing power the deficit of Rs. 9 crore and an increase of nearly 16.31 crore for primary education, 19.03 crores for secondary education and 15.13 crores for adult education does not have any meaning.

I would like to point out another thing here that the importance of primary education cannot be substituted by adult education. Our general attitude towards adult education and our efforts in this regard indicate that normally signature campaigns are launched. The adults are given a basic knowledge of letters and classes are conducted for them in the morning or in the evening or whenever they find the time. So much expenditure on adult education and so little on primary education is going to create grave problems, this is my belief. If primary education is neglected then such uneducated children will continue to be neglected then such uneducated children will continue to grow up for whose betterment you will always have to continue adult education programmes. That is why, it is my submission to you to rectify this error. Primary education is necessary but due to launching of adult education programmes it has been affected adversely. For that, what is most necessary is that special attention is paid to the primary education.

It is my request to the hon. Minister through you that adult education programmes should continue side by side with the primary education so that we may obtain more resources for primary education. Adult education should go on and there are many social organisations in the field of adult education which are playing their role as pioneer, this is my thinking. The Government may encourage those social

organisations which will not require much funds. I know one social organisation "Seva-Bharti", through which a lot of work is being done in this field in Kanpur, which is my constituency, through its centres. Books are made available to the children there who are poor and who don't have any resources. They are educated and apart from this there are many other things, the Government may work to encourage such organizations and the neglect of primary education which is very clear can be remedied.

Generally it is observed that the Government schools, which are run by Government grants, and Government schools, which are run by Government grants, and Government aid, do not occupy prestigious position in society as compared to the schools, run by private people. I want to know why it is so? What is the reason for this difference that those without any Government grant can impart education in such an effective way in society and can do useful work for society but the teachers are not taking much interest in the schools run by Government aid. Of teachers are there then parents do not wish to send their children in such schools, such kind of a problem must be in your knowledge, we all observe that at the primary stage, there is a need to improve the quality of education, there is a need for discipline, and our teaching community should take their tasks with this commitment. For this purpose. Some special training camps have started for them, which are in your knowledge but there is a need to start more such camps.

We keep the 6 per cent Budget allocation for education confined to mere announcements but resources for it are not available. I would like to request the hon. Minister through you that when he makes a reply, he should make it clear that he will attain this goal by a particular time because the present provisions are not adequate. Another sad condition of the schools, which is generally observed is that throughout the year, only for a few days the teaching work is done there with the result the parents are losing faith in these schools. I have suggestion to make that those schools in which no

studies are carried on for 180 days, 180 teaching days should be made compulsory for the school and after the examinations at the Board level are over the results should be declared within 40 days, because if the results is delayed and if the session is over unduly late, time is wasted and they cannot take examinations for seeking admission to engineering or medical colleges and they cannot take other examinations as well. So you will have to chalk out a time-bound programme for them declare results within 40 days and stick to 180 teaching days.

In this connection I would like to cite another examples that an institution "Vidya Bharati" has been doing impressive work in the field of education without getting any financial aid from the Government.

Mr. Deputy Speaker, Sir, through you, I would like to tell the hon. Minister that there is a network of about four thousand schools in the area from Manipur to Kashmir, Kanyakumari to the northern region; which receive no aid from the Government. In these 4000 schools which are usually of primary standard or junior high standard, about 38,000 teachers teach about 11 lakhs students with skill and devotion. These teachers get too low salaries as compared to those paid to Government school teachers. I am myself a member of the managing committee two of these schools, you may go and see that there are no cases of absence on leave everybody comes in time, takes part in the prayer regularly; programmes are held, yoga classes take place, annual functions are also held in which students get an opportunity to develop their facilities and display their talent; even the educational standard in these schools as far better than those of other schools. My suggestion is that it would be in the interest of the country if the Government study the various features of the educational system of these schools and adopt the good points while formulating its educational policy.

Mr. Deputy Speaker, Sir, the greatest difficulty at primary level is the rate of drop

outs. No doubt, children are admitted in schools; but 53 per cent of them leave before completing their primary education. Though the Government have taken measures in this connection, yet they have not proved effective. Sometimes suggestions are made that education should be made compulsory for the children between the age of 6 to 14 years, it is true but only by making it compulsory we cannot attain the motive we have. It requires one more thing.

[English]

Parents and children have to be motivated.

[Translation]

Motivation is a must in this regard

15.05 hrs

[SHRI RAM NAIK *in the Chair*]

This mentality will have to be developed, they will have to be encouraged; rather an atmosphere will have to be created in the schools so that the students feel an urge to go to school to get education. Then only the country can be benefited and the coming generation can become cultured and prove beneficial for the country.

Another problem being faced these days is inadequate educational arrangements for girls is always laid upon the need of development, particularly mental development of women and I am glad that this time the hon. Minister of Finance has increased the allocation of funds for women welfare. The girls do want to get education in junior high schools, high schools or even at intermediate level but due to inadequate arrangements they are unable to continue their studies further I remember that last year a girl in Kanpur who scored 66 per cent marks in high school could not get an opportunity to get admission in eleventh class. This is very unfortunate. On one side, we want the women to make progress, to get education and to make them useful for the

[Sh. Ram Naik]

society; but we cannot provide schools for them. I would like to request the hon. Minister to take a pledge to ascertain that the women in this country prove themselves more useful for the nation for the family and for the society. For this the women must have adequate educational facilities; they must be given admission in educational institutions. The Government should make arrangements to this effect.

Mr. Chairman, Sir, in regard to the provisions and resources provided in the present Budget, I have an objection. Out of the total allocation for promotion of higher education about Rs.24.84 crore have been curtailed. Ours is a developing country curtailment has been made particularly in the quota of UGC. UGC provides assistance to the students for higher studies and for research work and my opinion is that the resources created by UGC for the students will have far reaching adverse effect which will ultimately affect the future of the country. Hon. Minister, please look into the matter. We talk of checking brain-drain, brilliant students go to other countries only due to the lack of adequate opportunities and this action of the Government will encourage them to do so which will be disastrous for the country. This must be checked. In this regard, my submission is that this allocation should not be curtailed; rather some increase should be made so that the students may get adequate opportunities to get higher education and to accomplish research work.

While talking in regard to education I would like to add another point. Only those students should be eligible to get admission for higher studies who prove their capability in that regard. If every student is allowed to get higher education, it would further increase the unemployment problem. As you have already submitted, I also would submit that education should be vocation oriented. After 10+ 2, as per the capability of the students they should be encouraged to opt the subjects in which they have interest so

that after completing their vocation oriented courses they may ascertain their earnings to support themselves and their families. Whereas higher education should be imparted only to those who deserve for it. This will decrease the rush. For this purpose Agro-industrial polytechnics should be set up at district level. At present there are polytechnics but they are not adequate in number. Even today people approach MLAs, MPs and Ministers requesting them to get their children admitted in I.T.I etc. The Government should open more such institutions, it would lessen the unemployment. In our country the number of educated unemployed persons is considerably high and such people should be encouraged to set up their own business. Efforts to this effect should be made; but at present these efforts are not being made.

In order to check the drop rate, the Government had launched a scheme, named 'Operation Black Board' it was worth appreciation. But how it was effective is yet to be assessed. When UNICEF submitted its report, the drop out rate at primary level was around 35%. It was a matter of concern. As I have already submitted, motivation in this regard is very essential; those children, who are poor and have no resources, should be provided uniforms, lunch, books and other facilities so that they may come to schools. At the same time it is also essential to evaluate the results of these steps. Has there been any decrease in the drop out rate at primary level? At present the fresh figures are not available. On the basis of the figures gathered last year a reply stating the same situation was given a few days earlier in this session itself. The work will have to be stepped up by making evaluation and analysing the fresh figures available in this regard.

I have already submitted that adequate attention has not been paid to the education at primary level. We will certainly have to stress upon the adult education also. We want complete literacy. Ours is a land of saints and persons like Mahatma and Gandhiji, and in such a country it is matter of disgrace for us that majority of women

and 48 per cent men are uneducated. We should make efforts to remove this mark of disgrace at the earliest. The Government have fixed a target to bring about complete literacy by 2000> I have a doubt whether this target can be achieved with the present resources or not. I have not hesitation in saying that the Government would not be able to achieve this target will the present resources. Make use of your influences, increase resources, then you will be able to achieve this target. Then we would be able to say that there is not even a single illiterate person in our country....

(Interruptions)

Some of my colleagues will speak on games and sports, but I would also like speak for some time this subject. Since I am basically from physical education.. I belong to the State to which the hon.Minister belong. I have got a degree in Physical Education from Gwalior. I was shocked to note in the Demands for Grants in the Budget that————

MR. CHAIRMAN: Hon. Member, you may speak, but the time of the next Speaker from Your party will be reduced. Please note.

[English]

I somehow feel that I should have a say on the subject.

[Translation]

Sports Authority of India has been constituted through which we can organise sports competitions and make some attempts to improve the standard of sports. We can locate the talents at various places and utilise them for our country. The organisation was doing remarkable job. I have seen the grants just now, it is quite surprising that this time the grants are less by nearly Rs.,5 crores compared to the last time. I feel it will not be proper. It will come in the way of our progress and development in games and sports. Therefore my submis-

sion to you is that there should be some increase in the grants in view of the devaluation of money. We remain glued to our TV sets when there are Olympic games or World Cup Cricket competition is held but we feel disappointed when our score is zero. We have a population of 85 crores but in the field of sports and games our performance is nil. Unless we exploit their unlimited capacities, we can't go ahead. I believe Sports Authority of India is doing a useful task for the nation under the prevailing conditions and there should be no shortage of funds and resources. Please excuse me for making corrections. There is a dearth of Rs.3.37 crore for Sports Authority of India, whereas reduction to the tune of Rs.5 crore has been made. In the overall budget for games and sports. Though it is a matter of pleasure but what are the reasons that the grants for Sports Federation have been increased. It is an institution, which has become a political area and which does not have done any useful work for the development and promotion of sports.

It is an institution which has some politician of one party or the other as its President or Secretary and he is there for mere legpulling. Even then an increase of Rs.46 lakhs has been granted. I am not able to understand the reason behind this. Due to the improper functioning of the Sports Authority of India, games in general all over are showing a downward trend. There is an increase of Rs. 46 lakhs for Sports Federation, which I believe is not proper. I have been a student of Physical Education, so I would like to submit on this subject. Encouragement of sports and improving the standard of games and in every educational institution. A physical Teacher should be compulsarily appointed. Anomaly existing between the pay-scales of General teachers and Physical teachers is allowed to continue and it shall have to be removed. If the anomaly continues to exist, good sports person won't be inspired to join the field of Physical Education. I have won a Gold Medal there. Later on I was offered a job with a monthly salary of Rs.125 only. Then, I decided to join Army. If we want to spot

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talented students in the field of sports, we shall have to remove the anomaly existing between the pay scales of physical training instructors general Teachers. There should be a playground adjacent to every educational institution. Due to the inclusion of politicians in the sports organisations their standard is going down day by day. This should be stopped.....

(Interruptions)

MR. CHAIRMAN: You have spoken for half an hour.

SHRI JAGAR VIT SINGH DRONA: I cannot challenge your authority. I did not begin my speech at 2.45 P.M. I would like to draw the attention of the hon. Minister through you that the traditional Indian games are not expensive, be it Kabaddi, Malkhambh, wrestling, horseriding or swimming. All these games do not require more money. These games are helpful for physical and mental development. We have people with boundless capability in rural areas suitable for such games. Steps may be taken to identify them. Mamata Banerjee is present here. Once she had replied that programmes are conducted, here, but not the way these ought to be conducted. I urge upon the Government to develop these programmes in a better way. Now-a-days, the purpose of education is generally to get a degree and afterwards a job. It is not the purpose of education. The purpose of education is the mental, physical and social development of man and making him more useful to the society so that he proved, to be a responsible person of the nation. We do not develop ourselves this way. In the field of education we are losing our values, so we have to improve the courses of study and universalise the primary education. That is what the hon. President said in his speech, that we are trying our best for universalization of education. The basis of the primary education forms the backbone and whatever negligence is there in the field of education should not be repeated in future. I thank you for giving me a chance to speak.

With these words, I conclude my speech.

[English]

SHRI MANI SHANKAR AIYAR (Mayladuturai): Mr. Chairman, it was back in September 1985 that the then Prime Minister, Shri Rajiv Gandhi undertook what I personally regard as the single most constructive decision of his Prime Ministership. It was a decision that arose out of a perception that I would call a perception based on genius. What was that perception? The perception was that whereas the needs and requirements of a human being are diverse and many, the human being himself or herself is indivisible. Therefore, if we were to develop one part of a human being without developing the totality of that human personality, we might end up with a grotesque distortion. That, for example, it was not enough to have a healthy mind that could come through education; it was also necessary to put this healthy mind in a healthy body which as why there must be relationship between the Department of Education and the Department of Sports.

Equally, if the mind in the building of modern Indian is to be made a modern mind, the modernisation of the mind must not be divorced from the civilisation or continuity of our culture and civilisation, which is why the Department of Culture must be brought in tandem with, in association with the education and sports development.

But, I think, Rajivji began to realise towards the end of his period of about five years as Prime Minister of India that whereas in the Ministry of Human Resources Development, he has succeeded in considerable measure in bringing together all the different elements that go into the development of the human personality, what had been done in it respect of half of humanity, namely, the women of India, was far less than adequate.

The assumption that merely because there was a Department of Women and Child Development associated with the Ministry of Human Resources Development

had not resulted and could not perhaps result in itself, in the women of India being given the same opportunities, the same status and the same possibility of contributing to national endeavour as has historically been developed for the male half of humanity in our country as in many other countries around the world out of this perception, that there was a plurality of agencies dealing with the indivisibility of the female human being arose a programme which he presented in outline on the 19th of November, 1989; On the birth anniversary of Shrimati Indira Gandhi, Shri Rajiv Gandhi announced the outline of the Indira Mahila Yojana. A few days later, his Government ceased to exist.

And in the election manifesto for the 1991 election, it was stated that the Indira Mahila Yojana, which had been presented to the country in outline, would be filled out worked out in detail and presented before the country. Unlike many other elements of the 1990-91 manifesto, there was no particular time target given for the evolution and presentation of the Indira Mahila Yojana. But, I am glad to note that the Government have been working upon this Yojana and that we could expect to have the Yojana presented to Parliament sooner rather than later, earlier rather than later in the life of the present Lok Sabha.

The essence of the Indira Mahila Yojana lay in the recognition that there are two important elements in the life of a woman which need to be addressed in order to equip her to play her full role in nation building.

First, awareness on conscientization the recognition that she is an equal human being with equal rights, equal duties and an equal need to have access to all that make life fulfilling.

The second important element was empowerment, the capacity to be able to translate the awareness of equality with the male half of humanity into a presence in the life of the nation which is in no way inferior to the position which men have traditionally been occupying.

In order to attain this conscientization and empowerment it was felt by Rajivji that it was important that, first, all the various programmes that have been devised for women and child development should be delivered at the grass-roots through a single agency; and that on the demand side, the women should be so organised as to have an interlocutor of their choice interacting with the supply agency. Thus the essence of the Indira Mahila Yojana is that is that where, present, there are something like 50 or perhaps even more programmes of the Government itself, designed to meet the requirements of women and children, they should somehow be brought together, if not into a single programme, then, at any rate, into a single delivery mechanism, and, on the other side, on the demand side, on the demand side, the women should be organized in Mahila Sabhas so that they select from among themselves, people who would be representative of them. In many cases these would be, not older women but younger women, not uneducated women but relatively better educated women, not lazy women but more dynamic women, not women who are concerned exclusively with themselves or their families, but have a kind of a community consciousness. And the name given to these ladies who would be selected by the Mahila Sabha itself was the "Sathin" or the companies.

It was envisaged that the Sathin acting as the interlocutor on behalf of the Mahila Sabha would interact with a single agency which we might perhaps call the Indira Mahila agency, or the Indira Mahila Kendra, and thus ensure that what the Government wishes to deliver to the grass-roots actually reaches the grass-roots and that what reaches the grass-roots is what the women at the grass-roots themselves believe to be their own requirement.

It was revolutionary attempt to break a system of benevolent dictatorship, of benevolent paternalism where somebody outside, be it an IAS Officer, or be it a Minister sitting in a State capital, or be it even the Union Minister of Human Resources Development, determines what it is that the women

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and the children of any particular village need. What we would like to see is that the women themselves there are conscientised enough to know what they want and empowered adequately to demand and secure more of what they want than what somebody else wishes to give to them.

It was calculated that if such a single agency delivery system for a host of programmes which today have an almost equivalent number of delivery systems was to be evolved the savings in administrative costs would be so enormous that the bulk of close on Rs. 5,000 crores could be delivered by the end of the Eighth Five Year Plan to the women and children of India through a system which is not paternalistic but participative, where the women of the Mahali Sabha themselves determine, who it is, who is going to act as their interlocutor with Government, where no woman of India need be afraid that she is stepping into a man's domain, where no woman of India need feel handicapped because her father and her mother would have preferred to have a baby to having a girl, where no woman of India feels that her future depends only upon her husband's future, where the women of India come into their own and having come into their own, becomes, as they should 50 per cent of the strength of the people of India. And it was by the unleashing of this Shakti, a word that is derived from the Indian tradition, it is by the unleashing of this Shakti that we will eventually succeed in energising the entire nation. This scheme will so dramatically alter the base of India, as we know it, that, I can think of no better way of taking India into the 21st Century than to realise the dreams and the ambitions contained in the outline Indira Mahila Yojana.

While I am glad to learn from passing remarks in documents such as the President's Address that work on this is going on, I am somewhat concerned at some of the rumour here coming out of the corridors of Shastri Bhawan. The rumors are these: At the moment, there are large

number of departments operating separately a large number of programmes. If the Indira Mahila Yojana is to succeed, these programmes have to be brought under a single roof, or, at any rate brought under the coordinating authority of single authority. As a former bureaucrat myself I know how jealous departments are of their inherited responsibilities and how unwilling they are to part with these responsibilities. Now, we have to ask ourselves whether it is the vested interests of the departments of the Central and State Governments that are going to prevail or whether it is the interest of the women of India that is going to prevail. We have to ask ourselves whether this country exist to unleash the energies of half our population or whether it exists to keep some Secretary in some department of the Government of India happy with the empire that he has not even built up, but simply inherited and I don't believe that any Government department (and, by definition, that includes the Government Minister) would of his own accord, be willing to relinquish his powers even in the interests of the nation. This is a decision that will have to be taken at the very top. That is why the Indira Mahila Yojana was launched by Shri Rajiv Gandhi as a plan that emanated from the mind of the Prime Minister himself, I believe that after the Ministry of Human Resources Development have completed their preliminary work in this matter, it would be indispensable to send the proposal up to the Cabinet and through the Cabinet, to the Prime Minister, so that those departments and those ministers who are reluctant to part with parts of their present empire are compelled to do so and we get a Indoor Mahila Yojana that truly brings within its ambit as many of these 50 or 60 programmes that are currently operating in the direction of benefiting women and children.

This must be complimented on the other side by a nation-wide arrangement of Mahila Sabhas in all the villages and Mohallas of India where women quota women, where women as women, get together without any general interference from outside and determine among themselves

who it is that they would wish to represent them in order to carry this programme forward.

It would now like to move briefly to two other subjects. The first of these is the sector of Education. It is not very often that I agree with the Bharatiya Janata Party, but on this occasion. I must say that the gentleman who opened the Debate, put his finger upon the pulse of the nation by saying that it is shameful-I use the word very advisedly-it is shameful that we are spending as little of our Gross Domestic Product as we are on Education. Back in 1968, there was a decision taken in principal by the Government of India that expenditure on Education would amount to six per cent of the Gross Domestic product. But instead of building the minds of our people, we are spending money on things like defence, on things like building up heavy industry, even on things like the fertilizer subsidy which I believe are far less important to the health of this nation than the education of our people. After all, as Panditiji said, what is India? It is not this soil and these trees and these mountains and these rivers. It is not the minerals of our country. It is not the temples that we have built. It is not the modern temples that we are building. India is the people of India. And if the people of India, these marvelous nine hundred million people, are going to come into their own, not just in India but in the world, it is important that they be equipped to be able to face up to life and to restore India to its traditional position in the vanguard of human civilisation. That they can do only if all Indians have proper access to education. For that access to come, most importantly, we must have adequate financial resources earmarked for education. And I would plead with the Minister of Human Resources Development, who is doing us the honour of actually sitting through this debate, to consult with the Deputy Chairman of the Planning Commission and the Minister of Finance and make an announcement, even in his reply to this debate, that the Government of India accepts, at least in principle, that by the end, let us say, of the Ninth Five-

Year Plan, to give ourselves ten years, we will attain this target of six per cent of GDP, but progressively. In other words, that we cannot put off, till the year 2000, our attaining six per cent of GDP but that from today onwards, whatever happens to the industry of this country, to the defence of this country, the industry of this country, every year, in real terms, we will progressively go up so that by the turn of the century, we reach the target of six per cent of GHP.

And while we are doing this, we need to have two major structural reforms in terms of the delivery system. One is that we must give the responsibility for elementary education to the Panchayats. I see no reason at all why primary school teachers should be government servants, transferred from one village to another and, therefore, not responsible to the community they are serving and not appointed by the community that wishes to have them serve them. I also not see why if village 'A' wishes to pay a teacher Rs. 600 and village 'B' is ready to pay only Rs. 3000, the villages of Village 'A' cannot find from among themselves the resources to employ that person. Also, in all our villages, the bright young men and women are leaving the villages and going away. Our villages are becoming are more and more backward, instead of growing further and further, simply because the brightest human resources are transferring themselves elsewhere in search of opportunity. If once we have the Panchayati Raj system under the seventy-second Constitutional (Bill), and a proper Nagar Palika system under the Seventy-third Constitutional Amendment in place, and we are retain that there will be a third tier of democracy in this country, then I recommend that, certainly, primary and, perhaps, the entire gamut of elementary education be handed over to the Panchayats and the Nagar Palikas with the right to these grass-roots institutions to pay the sums of money they want and to run the system in such a way that all our children get access to education.

And in that process, we would need to see that higher education becomes more

[Sh. Mani Shankar Aiyar]

expensive and not less expensive. To make it more expensive does not mean to deny bright young men and women the opportunity of access. I would like the access to continue. But I think it is important that the employers of brain, power be these Government departments be it private sector industry, be it public sector enterprises, pay for this higher education because they are beneficiaries of this higher education. If we require a change in the fiscal regime to make public sector undertakings and private sector enterprises exempt from paying direct income-tax or corporate tax, if they make contributions to recognised higher educational institutions, then, maybe, we can have, budgetary resources for widespread primary and secondary education. Let us not place the burden for higher education upon the State itself. This would mean that Government departments will earmark, from within their own budgets sums of money which they would make available to institutions from which they draw their talent.

Finally, literally in just one sentence, I want to mention the Department of Culture because I was associated at the start, along with Shri K.P. Singh Deo, who was then the Minister of State for Culture, with a major Rajiv Gandhi initiative, the launching of the Zonal Cultural Centres. I am afraid, in the seven years that have elapsed, or the six years that have elapsed since that plan was first launched, there has been a great teaching of the dynamism of these organisations. At the same time, we have learnt a lot and there still is much more to learn. Since the Zee, were extended from Haksar Committee established by Rajiv Gandhi, I think in 1986, to review the other institutions under the control of the Department of Culture. The time has, perhaps, come for a committee—perhaps a parliamentary committee—to be established to look into the working of the Zonal Cultural Centres to see to what extent they have realised the purposes for which they were established and to see to what extent we would need to adopt them for the

task that they shall undertake in the future. I personally can think of nobody better than the progenitor of that scheme, Shri K.P. Singh Deo himself, to head such a committee and find out whether the path upon which he set us is the goal at which we have arrived. Many thanks.

SHRI MOHAMMAD YUNUS SALEEM (Katiyar): Mr. Chairman, Sir, I rise to express my views on the Demands for Grants of the Ministry of Human Resources Development. The Ministry of Human Resources Development was created in 1985 which consisted of several Departments Education, Youth Affairs, Women and Children, Arts and Culture, Sports etc. It may not be possible for me, Mr. Chairman, to express my views on each of these subjects and Departments because I have got very little time at my disposal. I will confine myself to a very limited subject, namely Education and that too the education of the minorities of the country.

This Ministry was created in 1985 and the National Policy of Education was adopted by Parliament in 1986. The implementation of the policy was supposed to have compressed soon after. As contemplated in the National Policy of Education, the Central Advisory Board of Education was set up as a committee on policy. In the programme of action of New Education Policy of 1986 it has been conceded that Muslims and non-Buddhists are the most backward communities of the country. As far as the question of non-Buddhists is concerned, the previous Government has taken care of them and now they will enjoy benefit of reservation as the Scheduled Castes and Scheduled Tribes.

Now the question is regarding the Muslims. Muslims are the most backward community in the country, according to this report of 1986. Mr. Chairman, Sir, how I take this issue? According to me, Muslims of this country are a very important link of the chain of the Indian nation and the test of the strength of a chain lies in the weakest link. If any link of the chain is weak or defective, it means that the whole nation is weak and

defective. Therefore, suitable action should have been taken to see that this backward community is put in a position to improve the status educationally, socially and economically. It is a sad fact that Indian Muslims have been sliding back educationally ever since Independence. Although community wise statistics of literacy are collected during the census, that publication seems to have been deliberately withheld. Before freedom, when the census report was published, community-wise figures were given, but after the achievement of Independence, Mr. Chairman, this system has been stopped. However, in the document programme of Action-New Education Policy' it has been conceded that Muslims and non-Buddhists are educationally the most backward communities in this country. One cannot but regret that the state of educational backwardness was concealed for more than four decades. If the figures had been available, the backward communities who, in the absence of these figures were evidently complacent, would have striven to improve their educational status. The nation itself would have woken up to their plight and tried to rescue them from the morass of backwardness.

Mr. Chairman, at long last, the Government felt that backward minorities cannot, on their own, compete with the relatively advanced communities. They would need to be pushed forward by devising steps. The programme, and subsequently a Chapter was assigned for the education of minorities in the Programme of Action. Curiously, education which has a vital role to play in the uplift does not find a place in the 15-point programme. Mr. Chairman, it is common knowledge that in 1983 Mrs. Indira Gandhi has introduced a 15-point programme. In that programme there are 15 points which have been laid down for the progress and economic development of the minorities. There I find two clauses — Clauses 11 and 12. I read from the extract of the 15-point programme as follows:-

"In many areas recruitment is done through competitive examinations. Often

minority groups have been handicapped in taking advantage of the educational system to compete on equal terms in such examinations. To help them to overcome these handicaps, steps should be taken to encourage the starting of coaching classes in minority educational institutions to train persons to compete successfully in these examinations".

o This paragraph speaks of establishing coaching classes, not improving the educational standard of the minorities. Now I read paragraph 12.

"The acquisition of technical skills by those minorities who are today lagging behind would also help in national development. Arrangements should be made to set up ITIs, Polytechnics by Government or private agencies in predominantly minority areas to encourage admissions in the institutions to educate a number of persons belonging to these communities.

These are the only two clauses in the 15 Point Programme which speak about establishing of coaching centres and establishing of technical schools, ITIs and polytechnics. It does not say anything about the educational advancement of the community. I can understand the reason, because the idea of this 15 Point Programme was conceived by the then Prime Minister Shrimati Indira Gandhi in 1983. Just as I have said that for the first time in 1986, it was downed and discovered that there are only two communities who are educationally most backward, the non-Buddhists and Muslim minorities. Therefore, I can understand thereon as to why, in 1983 when the 15 Point Programme was started, the advancement of the education of the minorities was not included.

In July, 1990, the Government of India, the Ministry of Human Resources development constituted a group on education of minorities. The group was charged with the task of revising the recommendation in respect of minority education and to make recommendation on measures to be taken

[Sh. Mohammad Yunus Saleem]

by the Central Government in the immediate future. The group surveyed the status of minority education in the States and after the survey and after going through this exercise, it had submitted certain recommendations. The group had to face the stark realities that most of the decisions taken by the Government with regard to the education in the Programme of Action in the 15 Point Programme remained on paper, they were not implemented with the result, the conditions of the largest minorities in the northern part of India continued to grow worse so far as education is concerned. The group submitted its recommendations in January, 1991 and more than a year has passed now, but no decision appears to have taken. That report has not even been published and made available to the papers.

Sir, a special plan submit, should be formulated for the educational upliftment of the educationally backward minorities, more or less, on the same lines of the subcompetent plan and tribal sub-plan. It is also necessary that the list of the minority concentration districts should be revised and those districts, particularly in the east and the northeast which were left out, should be included. Special attention should be given for the education of women and girls and not only schools and colleges should be opened for them, but special hostels for girls should also be set up for them at primary, secondary and higher education levels.

Just now, the learned speaker from this side was making an observation regarding the drop-outs. This is a very serious problem. The alarming rate of drop-outs among the minority students should be checked by specially designed measures including award of opportunity cards.

Remedial coaching classes at classes VI, IX, X and XI should be arranged for weaker students of the minority community. I request the Minister to pay special attention to this.

MR. CHAIRMAN: Your Party has 36 minutes and there are seven speakers from your side.

SHRI MOHAMMAD YUNU SALEEM: The present arrangement for the medium of instructions in Urdu at the primary stage is grossly inadequate. Therefore, I recommend that necessary arrangements be made for imparting instructions in Urdu at the primary stage for children of these who speak Urdu. The present formula of providing facilities for instructions through the medium of Urdu at the primary stage in institutions where there are minimum of 10 students in a class or 40 in a school as a whole has found to be inadequate. What happens? According to this formula, if ten students are available for a class then only admission will be granted to students for Urdu medium and the total number of 40 should be available for the entire school. The difficulty arises when even one student goes away. The other nine are sent back. By the time some more students come, they would have gone away. So the number of 10 students never completes with the results, the principle of imparting education in mother-tongue to our students is never fulfilled so far as Urdu speaking population is concerned.

I submit that this formula should be revised particularly in those districts and in those places where there is concentration of Urdu speaking population and adequate arrangements should be made for the provision of teachers for instructions to be imparted in Urdu.

As far as the question of secondary education is concerned, at the secondary stage admission, 15 students in each class and 60 students in the school as a should be guaranteed before the facility of studying in the minority language is provided. But it is not correct. It should be assumed that two-thirds of the students leaving the primary school would be desirous of moving on the next stage of education, and the facilities should be provided accordingly.

There is the famous three-language formula. The idea of three-language formula was introduced with a view to learn the State, national language, one international language and one modern language, or mother tongue. For example, let us have the Hindi belt. A student can study Hindi as a national language and mother tongue. Learn English as an international language, and then, modern language would have been Urdu. Now the students have been forced to opt for Sanskrit.

If it is not Sanskrit, then Tamil or Telugu but not Urdu. This is against the spirit of national integration.

The natural process should be, particularly in the Hindi belt, when a student's mother tongue is Hindi, he should learn Hindi and he should learn English.

This is the natural process of the three language formula. But the students are forced either to opt for Sanskrit, if not offer Sanskrit, for Tamil or Canned or Telugu.

If a boy who lives in North India, in Uttar Pradesh or in Bihar or in Madhya Pradesh, learns Tamil or Kannada, how is it going to add to his ability and capacity? This is the one thing I cannot understand.

[Translation]

SHRI NITISH KUMAR (Barh): please speak in Urdu.

SHRI MOHAMMAD YUNUS SALEEM:
If you say I will speak in Urdu. There is no harm in speaking Urdu.....[Interruptions]

SHRI GIRDHARI LAL BHARGAVA
(Jaipur): It is written in English... [Interruptions]

SHRI MOHAMMAD YUNUS SALEEM::
Mr. Chairman, Sir, I have too make a point.

MR. CHAIRMAN: there is another point.

Shri Mohamad Yunus Saleem: Mr.

Chairman, Sir, I have to say a few things more... [Interruptions]

[English]

MR. CHAIRMAN: Don't disturb him.
[Interruptions]

MR. CHAIRMAN: Once you start in one language, you should not shift to another language.

SHRI MOHAMMAD YUNUS SALEEM:
Then I will continue in English.

there was famous Jujral Committee report. During the regime of Mrs. Indira Gandhi in 1973 Gujral Committee was set up to make inquires and submit the report to the Government of India for the teaching and introducing of Urdu at State and at different levels. Gujral Committee submitted its report but it did not see the light of the day for a long time.

thereafter another Committee was appointed as Jeffrey Committee. The famous poet Sardar Jafri was the Chairman of that Committee and he was asked along with the other Members of the committee and he was asked along with the other Members of the Committee to make a tour of the entire country particularly those areas where Urdu was being discouraged and neglected and submit a report.

The report was submitted about more than two years ago and I am sorry to say that report has not received the attention of the Ministry as it ought to have been received. I have got the copy of that report.

I quote:-

"The Gujral Committee made recommendations that the Central Government should discuss the matter of the use of Urdu by the legislatures and the publications of Agenda papers etc. with Chief Ministers and Speakers of the various state legislatures and formulate acceptable guidelines. We find that only in Andhra Pradesh,

[Sh. Mohammad Yunus Saleem]

the Bills are introduced in Urdu and Urdu speeches are also recorded in Urdu"

However, the Central Government has not conducted any dialogue or discussion and has not formulated uniform guidelines. The Jugular Committees recommendation (5.179) regarding printing of electoral rolls in Urdu where Urdu speaking population is 10 per cent and above his not being implemental in any States except Maharashtra and Delhi. According to a resolution of the Parliament in December 1967, the Union Public Service Commission has allowed the use if any language included in the Eighth Schedule and English as a medium fir answering the papers in General Knowledge and Essay. Two years later it included an optional paper on any one of the fifteen languages. However, the recommendation of the Gujral Committee that this facility should be extended to the concerned state Public service Commissions also has not been implemented so far.

With regard to Post and Telegraph Department, the Gujral Committee recommended (5.185.188) that it should print the various forms including Money Orders for in Urdu in substantially large quantities....! The Committee finds that this recommendation has also not been implemented.

The Gujral Committee recommended that important notices and circulars of the Post and Telegraph Department should, in accordance with he Post and telegraph Department should, accordance with the forms suggested by the Committee, bee published in Urdu in areas where Urdu speaking population is substantial. Even this has gone by default. The sign-boards of the Post and Telegraph Department are also not provide in Urdu anywhere"

Madam, I am not to waste much of the time of the House. The point is, Mr. Minister, you appoint a Committee. There must be some purpose of appointing that Committee and not to fool the people. The Report

has been submitted. You appoint another Committee saying that committee should go into the recommendations of the Gujral Committee and submit a report that how far the recommendations of the Gujral Committee have not been implemented. The report finds that not even a single recommendation of the gujral committee has been implemented and accepted. This is a very sad state of affairs. When you say that in this country all the languages, which are incorporated in the Eighth schedule, have got equal status, you must take proper action for the progress of that language. At least, constitutional status should be given to Urdu language also. I hope that my friend Shri Arjun Singh, who has got all love and regard for Urdu language, will look into this matter and take special care to see that at least the recommendations of the Gujral Committee which have been incorporated in the Jafri report spoiled be implemented and no time should be wasted.

Now, I make one last point and then I sit down. According to the 15 point Programme, certain UGC Coaching Classes were to be established. Unfortunately those Coaching Classes which have been established are not very useful. They have been established in certain Universities and certain colleges where sufficient numbers of students are not available. Therefore, it has got to be revised. In some cases, Centres were given to Colleges and Universities which did not have sufficient number of target-group on roll. So I submit that the Coaching Classes system which is a apart of there 15 point Programme of Shrimati Indira Gandhi should be revived. I will very respectfully request the hon. Minister to amend the 15 point Programme. In that Programme please include one Clause. I request that the 15 Point Programme please include one Clause. I request that the 15. Point Programme may be recast as to include general education on the lines indicated below:-

"Special steps, closely supervised and monitored at different levels, should be taken expeditiously to make up the educational leeway of backward minorities includ-

ing, in particular opening of schools and ITIs with assured admission; schools and hostels for women in minority concentration areas and rigorous education of provisions contained in the Chapter 14 on minorities education in the programme of action-1986 and inclusion in the Eighth Five Year Plan of a sub-Plan of a sub-Plan of minorities education with earmarked funds...."This should be included. If you amend the 15 point Programme and incorporate this paragraph, then care will be taken for the progress and propagation of education of the minorities. I thank you very much.

DR. SUDHIR RAY (Burdwan): Madam Chairperson, I rise to oppose the Demands for Grants submitted by the hon. Minister. Madam, the Budget of the Ministry reflects the philosophy of the IMF and the World Bank which lays down that ours is as competitive society and everything should be decided by the pulls and pressures of the market economy. Therefore, there should not be subsidised food, subsidised transport facilities and subsidised education. And only the highest bidder should get quality education in this county.

In a democracy, we have been told that the citizens should get at least the civic minimum and this civic minimum should include Right to Work, Right to Education, Right to Shelter etc. But in India, what is the situation at present? We find that for the top 20 per cent of the society, for the NRIs who are now deemed very patriotic, for the black-money owners, there are nurseries, kongdergarten, public schools, Navodaya Vidyalaya and elite institutions like IIMs IITs. But for the poor people, for the half-baked and half-fed people, those living in rural areas, there are Pathshalas or primary schools above which there is no roof and there are vernacular medium schools. There are sub-standard colleges and universities.

This Annual Report of the Education Ministry states that the goals of education should be universalisation of elementary education, equalisation of educational opportunities, woman's education and development, vocationalisation of secondary education, modernisation of technical educa-

tion, and consolidation of higher education. Let us see that the performance of the Government in these respect. I must thank the Ministry as they undertook the total literacy campaign in almost 100 districts. True, the literacy rate has increased to some extent which is now more than 52 per cent. But total literacy campaign requires mass involvement. But where is that mass involvement. Without mass campaigning, without building mass movement there cannot be any total literacy as we have found in Kerala or Burdwan or thoroughly district. This total literacy campaign is all the more necessary because the quality of life depends on this total literacy.

Regarding the quality of life, a recent UNESCO report pointed out that India ranks 123 among 160 countries. Everyone now admits that if there is total literacy then there will be more awareness of environment, there will be more awareness of health and people would be vocal and they would not remain dumb, mute and Mecca. Therefore, for this total literacy, the Government should allot more money, but unfortunately, in the Budget, it has been drastically cut down.

With regard to secondary education, I appeal to the Government, to accept the recommendations of Dr. Kothari. He had recommended for setting up of neighborhood schools where the children belonging to the rich and the poor could go to the same school. And this would mean, proper equalization of opportunities. But what are we doing? We are squandering the money-crores of money on Navodalaya to cater to the needs of the rich and the nobodies. What we should do for these secondary schools is to give more funds because most of them does not have proper facilities. The libraries are ill-equipped and the laboratories are ill-equipped. Therefore, more funds should be given for secondary education. After all, education has become a concurrent subject. Therefore, the Central Government must allocate more funds for improvement of secondary education. The recommendations of the Chatopadhyaya Commission should be implemented by the Government without delay. There are many allegations of cor-

[Dr. Sudhir Ray]

ruption and misuse of power in the Central schools. I hope the Minister would look into this.

As regards the higher education, we find that the Budget of the UGC has been less by Rs.31 crores. And if take 13 percent inflation under which the economy reels, this cut is substantial. Now the Government is encouraging autonomous colleges. The Government declared that before 1990, there would be 500 autonomous colleges. But in our country, the college and university teachers have rejected this idea of autonomous colleges because autonomous college means, undemocratic management and teachers will have no service secret. They will be hired and fired.

Sir, the Madras Christian College-an autonomous college-has already sacked three teachers. Shri Satyanarayana Institute of Higher Learning, Ananthapur they have introduced UGC pay scales only in 1990, that too, after our intervention. Shri Paraskti College of Tamil Nadu, they have refused to grant maternity leave too women teachers. These autonomous colleges can do whatever they like. Therefore, the teachers have rejected the idea of an autonomous college. So please do not proposed with these autonomous colleges.

The Government has suddenly decided increase the pay of the teachers who are working in IITs. In our country there are prestigious universities like Bombay University, Madras University, Calcutta University, Allahabad University and so on. Each of these universities have very good engineering colleges. Any teacher appointed in IITs and IIMs would get Rs. 2,000/- more at the starting point itself. Therefore, this anomaly should be corrected.

I think programme should cover the children living in the rural areas and urban slum areas. The ICDS workers are getting a potpittance. Their salaries or honorarium should be increased.

The Government should try to democratise the management of educational institutions. But the Government is thinking otherwise. This is why the Vishva Model Act; the Bhavnagar University, Saurashtra; the Mahatma Gandhi University, Kottayam; all these universities are left with ex-officio and nominated members. But it is a fact that, as Rabindranath Tagore said, if one is fearless in educational institutions, then it strengthens, it invigorates democracy. Therefore I would like to request you to introduce democratic management as far as possible.

The capitation fee colleges are increasing. I remember that in 1986 hon. Minister Narasimha Raoji promised on the floor of this House that capitation fees would be abolished. But because of the privatisation philosophy the promoters of this capitation fee colleges are now increasing their capitation fees. This has become a black-spot on our educational system. They are commercialising education. Therefore you must find out a way as to how to stop the capitation fees.

I would only deal with one more point, that is career advancement plan for the demonstrators and tutors in colleges. You know demonstrators is a dying cadre. They are working for long, 25 or 30 years, but there is no career advancement plan for the demonstrators and tutors. We already meet you and we hope that you would give a favourable decision for them.

I would also point out the fate of Adarasha Sanskrit Maha Vidyalayas which are scattered all over the country. The teachers of these Maha Vidyalayas are not getting regulate salary. Their service rule has not yet been determined and they get salary after four-five months. Therefore please look into this matter so that the Sanskrit college teachers get their regular salary.

With these words, I conclude.

PROF. SAVITHRI LAKSHMANAN
(Mukundapuram): Madam, I am very.

greatful to you for giving me this opportunity to speak on the Demands for Grants of the Ministry of HRD. I fully support the Demands for Grants of the Ministry of HRD I remember the words of our Finance Minister by which he illustrated very well the grim legacy he inherited from his predecessor. exactly an economy on the verge of collapse, as described by Shri Manmohan Singh.

So even if thousands of needs are not going to be satisfied by the Demands for Grants for this particular Ministry, I am satisfied with what the Ministry is getting only because of the reason that there is acute shortage of money to fulfill our dreams. In almost all the fields it is the same.

Therefore I congratulate and console my HRD Minister Arjun Singhji who with his Rs.2454.19 crores had tries his level best to distribute that amount in the best possible manner to the four major departments- Education, Youth Affairs and Sports, Art and Culture and Women and Child Development. I know very well that if our economy as not on the verge of collapse on last June 1991, we would have been in a better position to handle with much more grants and I know that more aesthetic sense that out expectations and desires are of a never-ending nature. One of our Malayalam poets Poonthanam in his famous 'Janapana' had clearly stated that if a man gets 10, his aspiration will be to attain 100 and if the 100 is reachable, he will think about reaching the goal of 1000 and if thousand come to his hands, he will surely dream about 10,000, then about one lakh and thus his ambition will be never-ending up to his last moment of life. In front of such a man Rs.2454.19 crores is nothing and it is nothing especially when he is from the Opposition. He will rise with anguish and anger. He will rise with sharp words to find faults with anything and everything. He will put forward cut motions. But in the midst of all these calculated calamities, I would like to appreciate honestly how the Ministry of Human Resources Development is going to distribute its giants for the welfare of the weeping, wriggling, whimpering brethren.

Demand No.47 is for the Department of Education. I agree with all hon. Members of Parliament and those outside who vigor-

ously criticise that the budgetary allocation is comparatively less than that of the revised estimate of last year by Rs.8.79 crores. The opening speaker also concentrated on this point. But, I request the cynic to go through Demand No.47 in detail.

Madam, the revenue section is divided into eight major heads - secretariat-social services, Council of Ministers, general education, technical education, sports and youth affairs, grants-in-aid to State Governments, grants-in-aid to Union Territory Governments and aid materials and equipments. the total decrease is only Rs.8.79 crores. But, let me put to your kind notice the increase in general education and technical education. The Minister of Human Resources Development is kind enough to increase the budgetary allocation if general education by Rs.35.28 crores and with a most generous attitude to uplift the technical education in our country it has increased the budgetary allocation of technical education by Rs.16.75 crores. Thus, this Department is demanding an increase of Rs.52.23 crores more for these two major wings of the Department of Education, so that it can flew up in the sky so swiftly, measuring the eternal ethos of the Universe.

Madam, it is not by magic the increase has been done. The decrease is meant mainly for only one head and it is grants-in-aid to State Governments. At the first sight, I was shocked to see that there is a decrease of Rs. 61.45 crores in this particular head. I then consoled myself by thinking about a joint family where the leader of the house is handling every paise for the benefit of the whole family. It does not make much difference if the purse is with the father or if it is with the mother or elder son or younger son or anybody else. Of course, it may create some uneasiness if the father is not spending the money in a proper way. But, this feeling will be there only if he misuses his power. With a fear and frustration in my mind, I was at the same time justifying the cut in grants-in-aid to State Governments, in such a way that it does not matter whether the Center or the State is spending.

[Translation]

SHRI GABHAJI MANGAJITHAKORE (Kapadwani) : Madam Chairman, I am on a point of order can any hon. Members quote from a newspaper in this august House ? MR. CHAIRMAN : Please sit down.

[English]

SHRI BASU DEB ACHARIA (Bankura) : Madam just now we have received a supplementary list of business. Minister of state, Mr. M. M. Jacob was to make a statement at 4.30 p. m. It is already 4.30. (Interruptions)

MR. CHAIRMAN : Let the Member finish.

PROF. SAVITHRI LAKSHMANAN : It is all for the good of the public. But I was inquisitive to know the details about this cut.

Madam, why can't I speak on education ? The major department of HRD is education. Being a Professor, I think, I have every right to speak on education. I am not a of women. I representative all men and women in my constituency.

SHRI SOMNATH CHATTERJEE: And also children.

MR. CHAIRMAN : Yes, I agree with you. Carry on.

PROF. SAVITHRI LAKSHMANAN : When I went into the details, I was fully convinced of the method the department dealt with and I am highly appreciating the tactics of HRL Minister in handling the restricted purse he is bearing with. There is an increase of grants -in-aid to State Government in Teachers Training Programme by 23.80 crores, Non- Formal Education by 28.10 crores, vocationalisation of Education by 11.40 crores thus resulting in an increase of 63.30 crores in these three titles alone. And where were the cuts ? There is a cut of 70.56 crores in Operation Black Board and 54.00 crores in Special central Assistance.

Operation Black Board is a scheme which has been launched to improve primary education by providing the minimum essential physical facilities to primary schools in our country. It was a programme launched by our dear Rajivji which started in 1987-88. Two-third of primary schools have been covered so far. The remaining schools are proposed to be covered during the Eighth Plan. So, there is nothing wrong in putting 99.14 crores in 1992-93 Budget in the place of 170.00 crores in the revised budget of 1991-92 for this particular field of improvement.

Regarding the special Central assistance, after all it is 'special' and if the Central itself is struggling to make the both ends meet, where is the provision for special Central assistance to grants - in- aid for states?

I appreciate the Government for increasing the grants - in- aids to State Governments in Teachers Training Programme, in Non-formal Education and in vocationalisation of Education though there is a total decrease of 8.79 crores in Demand No. 47.

One thing more I have to add at this juncture. The increase of 28.10 crores for Non-formal Education in grants-in-aid to State Governments is meant for the ten educationally backward States. I mean the major thrust and maximum extent of coverage is meant for the ten educationally backward States -Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhy Pradesh, Orissa Rajasthan, Uttar Pradesh, West Bengal and Arunachal Pradesh. It was highly interesting for me to notice that our 332 hon. Members of Parliament are coming from these ten educationally backward states except Jammu and Kashmir where elections are not held.

And out of these 332, 46 are from CPI and CPI (M) (nearly 100 per cent of the total CPI and CPI (M)), 83 are from BJP (out of its 119) and 60 from all combinations of Janata Dal. This created a genuine doubt in my mind, only because of the reason that the

people there in these States are educationally backward, they are selecting the anti-congress candidates and it is the duty of the Congress Government to uplift them by giving proper education. So, there is Rs. 28.10 crores more for these ten states, establishing the Credibility of the Congress Government led by honourable Narasimha Raoji. It is because a total of 231 constituencies from these states are represented by anti-Congress Members of Parliament and there are only 101 Congress MPs from these States at present. It may be the desire of the Opposition that these poor people should never come up with education so that they can control the whole mass like a house wife turning up and down her chappati in the frying pan according to her wish and will. That is why, they are rising up with cut motions for Demand No. 47 uttering words like failure to introduce vocational education in schools etc. While the fact is that Government is demanding Rs. 11.40 more crores for vocationalisation of education to distribute it to the states as grants-in-aid for states. Only for eradicating illiteracy, Government is demanding Rs. 28.10 crores more for non-formal education to be disbursed as grants-in-aid for States. So, I think if the Opposition is pressing for its cut motions for Demand No.47, it is only due to their strange wish that they can manage the mass only if the mass is educationally backward. (*Interruptions*)

SHRI NIRMAL KANTI CHATTERJEE
(Dum Dum) Why don't you suggest more funds to the educationally backward areas?

PROF. SAVITHRI LAKSHMANAN : I know it and I had said it earlier also. The Finance Minister is already much burdened and he cannot go about with the minimum funds he is having.

Regarding Demands Nos. 48, 49 and 50 also, Government, which is aiming at excellent distribution, is demanding Rs. 9.81 crore more than in the revised list last year for the Department of Youth Affairs and Sports. Only Rs. 0.31 crores are reduced here for the grants-in-aid to States comparing with last year revised list. In that too, major deduction is in the demand for the distribu-

tion through states Sports Council. For N.S.S and youth activities, Rs. 3.61 crores more are demanded for grants-in-aid for State Government. Rs.9.07 more crores are demanded in the Department of Art and culture. In this Department, in all major heads, the demand is more compared with the revised list. But I am having doubt as to why regarding Lalitha Kala Academy and Sahitya Academy the demand is less while Sangeetha Nataka Academy is placed in a higher position. For the International Art and cultural Exhibition, the demand is less by Rs. 1.17 crores compared to the revised budget. Even then, there are cut motions. I think the cut motions are raised for sake of cut motions only I remember, in this context, a character of one of our the famous novelist, Vaikom Mohammad Basheer, which means the man who opposes everything. He opposes everything for the sake of opposition only.

Let me congratulate the Government for demanding more grants in aid for State Governments, for National Archives -which received zero in last year's Revised Budget - and also for increasing grants for National Library, Calcutta and other libraries. I strongly appreciate the Government for demanding eight crores more for the Indira Gandhi National Centre for Arts. The nation can never forget the family of Motilal Nehru. We can never forget the first Prime Minister of India, Pandit Jawaharlal Nehru. Out hands are folded when we hear the name of Indira Gandhi. Regarding the worthy son of that worthy mother, Rajivji, it is he who live with us as the grandson of the Prime Minister of India, as the son of the Prime Minister of India and as the Prime Minister of India and disappeared into eternity, leaving us in the hands of hon. Narasimha Raoji. For paying tributes to the dear departed Indira Gandhi National Centre for Arts, which is recognised as a regional institution in the fields of art and cultural heritage by UNESCO and which is coming up through several long-term and short term programmes, should certainly be developed through aid from the Central Government.

[Prof. Savithri lakshmanan]

I am satisfied with the grant of Rs.84.98 crore more for demand No. 50, viz. women and childcare. I extend my congratulations for the special set of interventions devised for the adolescent girls and for sanctioning the Adolescent Girl Schemes in 507 ICDS projects..

Sir, I would like to mention one word about reservations for scheduled Castes and scheduled Tribes in this Department. Let me quote from the Annual Report IV, 1991-92 of the Ministry of Human Resource

"Requirement of reservation in posts in the Department was observed. Out of 25 posts of Group "A" officers, 4 belong to Scheduled Caste and one belongs to Scheduled Tribe communities. Out of 66 posts of Group "B" officers, 9 belong to Scheduled Casts and one belongs to Scheduled Tribe communities. Out of 101 posts of Group "C" 19 belong to Scheduled Caste and 3 belong to Scheduled Tribe communities. Similarly, out of 40 posts of Group "D" 13 belong to scheduled Caste and one belongs Scheduled Tribes communities. The prescribed percentage of 15 per cent reservation for scheduled casts has been more than achieved in this Department."

We have to appreciate the achievement in the most special way that we could.

Before I conclude, let me take this opportunity to request one thing.

Sir, there is an art school in Kerala at Irinjalakuda, TCR district known as Unnai Warriar Smaraka Kalanilayam to teach Kathakali, the art of Kerala. Sir, this Unnai Warriar in whose name, the institute is named after is the first person who wrote the first Attakkatha, 'Nalacharitham', which gave birth to Kathakali. To commemorate his fruitful attempts in Kathakali, this Kathakali school

was started in his name, some 30 years back. Sir, the students who learn this great art, upon the mercy of the stipend from the Government, are sleeping on the floor of the classrooms, for want of accommodation to rest in the night. So, it is a must to allot two lakh rupees of matching grant for these poor students to construct a hostel. I am unaware of the fact whether this matter is connected technically with the department of Youth Affairs or the Department of Culture, but I am aware that it is connected with the Department of Human Resource and I request the hon. Minister of Human Resource to look into this matter and to put forward the necessary orders. I know very well Sir, that two lakh rupees is nothing when compared with Rs. 2454.19 crore. Please consider this request as the cry of a child who needs a black slate or a set of colour pencils which may be nothing to his father, but something to him.

So also, we Keralites are eagerly waiting for the firth Indian Institute of Management, which we hope, will be established in our State and the next Indian Institute of Technology too, to be started in Kerala.

Madam, once again thanking you I honestly would like to bring to your kind notice that I am not an economist and my findings may go wrong but I have studied with utmost sincerity the Demand No. 47 to 50 for the Ministry of Human Resource Development and came to the conclusion that this is a bold step taken by our Government. Even then quoting the words of our hon. Prime Minister, I can repeat "I have not seen any opposition that gives the Government a clean chit."

Thanking you, Madam.

16.46 hrs

STATEMENT BY MINISTER

**Death of Shri Hemant Shahi, MLA,
Bihar**

THE MINISTER OF STATE IN THE
MINISTRY OF PARLIAMENTARY AFFAIRS
AND MINISTER OF STATE IN THE MINIS-
TRY OF HOME AFFAIRS. (SHRI
M.M. JACOB)