

[English]

14.40 hrs.

PAPERS LAID ON THE TABLE

Report of the Governor of Nagaland
dated 27 March, 1992

[English]

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): Sir, I beg to lay on the Table a copy
each of the two Reports (Hindi and English
versions) of the Governor of Nagaland dated
the 27th March, 1992 [Placed in Library See
No. LT-1751/92]

14.40 1/2 hrs.

DEMANDS FOR GRANTS (GENERAL),
1992-93 MINISTRY OF HUMAN RE-
SOURCE - DEVELOPMENT—*CONTD.*

[English]

MR. CHAIRMAN: The House shall now
take up further discussion and voting on the
Demands for Grants under the control of the
Ministry of Human Resource Development.
Dr. K. D. Jeswani to speak

DR. K. D. JESWANI (Khedā): Mr. Chair-
man Sir, I am going to share my views on the
Ministry of Human Resource Development
Demands for Grants. I am thankful to you for
giving me this opportunity. I shall focus my
attention mainly on the education, because
whether it is woman or a child, Art or Culture,
Sport or no sport, the main factor in the
progress would depend on the standard of
education we can provide to the society. It

was in the ancient times, centuries before we
used to say:

[Translation]

"India was Jagat Guru and people all
are the world used to come here for
education"

[English]

Where is that desire? Where is that
ambition?

Our friends from the opposite side say
that do not be ambitions. How are you going
to progress without any ambition? Because
we had adopted wrong policies and taken
wrong decisions, we have utterly failed in
bringing out the desired results. The reason
is quite evident that they were only election
oriented or vote oriented. Our people have
lost the ambition. Even after 45 years of our
own people's rule if they just ask for *Roti,
Kapda aur Makan*, would you call it an
ambition? Here *Roti* means education.

We are still passing through a phase of
experimentation—not for progress but out of
the confusion. That is the reason why we
have still not been able to stabilise our funda-
mental policies, may it be in the field of
education. Universalisation of the elementary
education is a constitutional mandate. Ar-
ticle 45 of the Constitution stipulates as a
Directive Principle of the State Policy. It
says:

"That the State shall endeavour to
provide within a period of ten years for
free and compulsory education for all
children, until they complete the age
of fourteen years."

Along with this, the Government is also
committed to the removal of disparities and
equalisation of educational opportunities to
SC, ST and women and minorities. The

elementary education field is the core sector in educational development. Education field is the core sector in educational development. Education is a concurrent subject. Concurrence implies a meaningful partnership between the Union Government and the States. We just cannot go away by saying that this is a State subject and the State Government are not obeying the orders or the schemes of the Central Government.

Out of 45 years of rule the present party has been in power for over 41 years. What are their commitments to the nation? That by the end of this century there will be zero per cent illiteracy, there will be zero per cent population growth, there will be zero per cent unemployment, there will be zero per cent poverty. All these norms have a direct bearing on the size and shape and the whole affairs of the educational status of the nation.

Sir, where do we stand at the end of 45 years of independence? Nearly half of our populations is still illiterate. We have been able to provide literacy to only 30 per cent of women, for whom we vouch a lot otherwise. The Congress poses itself to be the real saviours of the SC and ST and minorities - of course we have done a little. But only about 25 per cent of the SCs and less than about 20 per cent of the STs have been offered literacy so far. Major States like Uttar Pradesh has only 41 per cent of literacy where only 26 per cent of women are literate. Another major State like Rajasthan has 38 per cent of total literacy where only 20 per cent of women are literate. Due to this, we are adding at least 1.6 crores to our population every year. If we take this fact as our pride, I have nothing to say. We have unfortunately made more than five crores of education youth as totally unemployed. Major crimes have erupted out of this social disparity. More than double this figure, are the unemployed village youth who have not registered so far. This has kept about 40 per cent of our people below the poverty line.

These malformations have posed another menace of brain-drain. About three to five per cent of the highly educated and technocratic youth is drained away from the country every year. This is because they do not get sufficient job satisfaction and encouragement. Their progress is hampered because of lack of advancement of technology. We also do not bother about their going away, because we have surplus people to feed at our home. But, this is going to prove an irreparable loss to the nation in the long run. I will come to it later.

The Government has announced Operation Black Board in NEP in 1986. The plans are laid down on the Papers, but the implementation is very poor. There are number of schools in my State of Gujarat which are spared of the basic facilities in many villages. Where there are schools, there no teachers and where there are schools, there are no children. So far, only 280 Navodaya Schools are opened in 29 Districts, out of which only 150 are put up in their own buildings. The schools which do not have their own buildings, would not be able to fulfil the services as laid down on the Papers. Mass Orientation of the School Teachers (MOST) is not carried out beyond Seventh Plan, maybe because of the financial crunch. By now, about 17.5 lakh teachers are covered, but it requires to be extended a little more. Even still, we have not been able to upgrade the social and financial status of the teachers and professors. Committees after Committees are appointed to review their own progress; but recommendations of different Committees are still not implemented in full. This causes a lot of hardship to the teaching community in the Government. They show their agitation every now and then, which is more rampant in the State of Gujarat. Very recently during the time of the examinations, the teachers in Gujarat have posed a very big problem since they have some other problem pending with the Government.

[Dr. K.D. Jeswani]

The adult education programme has brought only limited fruits. There is lot of corruption in this field, particularly in our State. Do we still console ourselves by shying that corruption is a global phenomenon? I think, if we do that, we will be being greatest injustice to this pious field of education. The results in the field of adult education are not satisfactory because the post-literacy programmes are not very effectively carried out. Plan outlay in 1992-93 has been fixed at Rs. 951 crores as against Rs. 977 crores in 1991-92. This shows that there is a financial constraint. But, it is going to affect very, badly, the progress of the whole educational system. The reduction in financial assistances is likely to hamper the on-going progress in different sectors of education

Hindi language needs a lot of encouragement. Even after so many years of independence, we have still not been able to establish the supremacy of Hindi language in all the sector, either private or governmental. With some of these observations, I will come to the suggestions which I want to make in brief.

The universalisation of education is the real demand of the time. The uniformity in higher educational system and technical education is the real demand. Their syllabi should be uniform throughout the country, where we see a lot of disparity. Curb the deep-rooted evil of capitation in education. Capitation for teachers is rampant in the State of Gujarat. The incidence of this type of malpractice, coming in the newspapers and otherwise are very often. Curb the malpractices and corruption which have brought down the standards of education. Some stringent law is necessary to control this evil in the field of education. Teacher-student ratio should be improved. Mass Orientation of the School Teachers (MOST) should be carried out in the Eighth Plan.

The Social and financial status of the teachers and professors needs upgrading to stop agitation in their mind.

Still more stress is needed for women's education to uplift the literacy standards.

Navodaya Vidyalayas should be provided to every district and should have their own buildings. This should be a time-bound programme.

The elementary education should be based on Indian culture and thought. Then all the problems of character building will be solved.

Yoga, sports, art and extra-curricular activities should be provided at least 40 to 50 per cent of the time of the syllabus.

Sanskrit is nearly neglected in the elementary education. It is a "dev-vani" - mother language of all the India languages full of treasure. If it is included in the syllabus, it will build up the high values of the persons.

I have to bring to your notice an important fact that about more than 40 lakh Sindhis are living in the country. They have been displaced since 1947. They do not have their own State. They are scattered all over the country. Sindhi advisory committee continued to function during the last year and tendered necessary advice in the matter. Sindhi Vikas board could not be set up due to the financial crunch. I strongly suggest formation of the Sindhi academy for reviewing the survival of Sindhi language before it goes extinct.

There should be restriction on the brain-drain. I have suggested some solutions, but no positive reply has come from the hon. Minister. I have his communications with me. But I strongly suggest that there should be some enactment of the law by which the

brain-drain should be restricted. The Government should evolve some method by which census of the Indians living in other countries and yet not having these countries' citizenship should be carried out.

Lastly, deaf and dumb segment of the society have their own problems like other crippled society elements. They have their problems of finances in running their institutes. Unlike other educational institutes, they get their grants after two months and have to face financial crisis. One such institute in my area of Nadiad in Gujarat has similar crisis. I would request the department to use their discretion and help the institute. Such institutes are doing a lot of service to the society. With these words, I thank you very much for giving me an opportunity.

[Translation]

SHRI RAMESH CHENNITHALA (Kotayam): Mr. Chairman, Sir, for the last two three days, we are discussing the Demands for Grants under the control of the Ministry of Human Resource Development. Mr. Chairman, Sir, participating in this debate, our friends have given several suggestions. We know that the Ministry of Human Resource Development is a very important Ministry. Through this Ministry, a lot can be done for strengthening this country and for giving impetus to its new generation. Simultaneously, a debate is also going on about sports and yoga.

Our former Prime Minister Shri Rajiv Gandhi gave a serious thought to it and accorded a new outlook to the department of education. He coordinated the department of Education, Nutrition and Child Development etc. and formed the Ministry of Human Resource Development. The present Prime Minister Shri Narasimha Rao was appointed the Minister of Human Resource Development by Shri Rajiv Gandhi. Today Shri Narasimha Rao has given this ministry to Shri

Arjun Singh. Therefore, you can see the importance of this department.

You know that when National Front was in power, this ministry was not headed by even a Cabinet Minister. They had not paid much attention to this ministry. It is a matter of pride that our hon. Prime Minister has given the charge of this Ministry to Shri Arun Singh who is holding a Cabinet rank. Several views have been expressed about the Minister of Human Resource Development. I would like to give some suggestions about University education. Two or three weeks ago, a question was raised about University syllabus in this House. The Hon. Minister of Human Resource Development said that his ministry prepares the syllabus on the behalf of the UGC and sends its broad outline to different Universities. But universities have got their independent character. We do not know whether you accept this or not. It is unfortunate that we are not authorised to take action against those who do not accept this. I accept that the Universities are independent. But the hon. Minister should also think that, by changing syllabus, attempts are being made to mislead the youth of this country and to break the integrity and unity of this country. Steps should be taken to curb the designs which are being tried in respect of the University syllabus for spreading casteism and discontent in this country. Some people are being used to subvert the history. There are different opinions about our great freedom struggle. But State Governments are changing its facts. They are trying to spread misunderstanding in the minds of coming generation. Some State Governments are trying to break the great tradition of this country. I have received some suggestions about syllabus. We should think about the designs being made to subvert the history of our freedom Movement. Some remedial steps should be taken in this regard. Just now our hon. friend said that in the First five year Plan, 7.6% was allocated for the Ministry of Human Resource Development.

[Sh. Ramesh Chennithala]

opment but it was reduced to 3.6% in the Seventh Plan. Whether the expenditure of the Ministry of Human Resource Development is increasing or decreasing. We should seriously think about this reduction in allocation. Kothari Commission has recommended in its report that this ministry should be allocated 6% of total plan outlay. But at present, it is reduced to 3.6%. I would like to say a few things about the U. G. C. Colleges send their proposals in respect of grants. But it is a matter of regard that the U. G. C. not take immediate action on those proposals, as a result of which they are delayed. The U. G. C. delays the grants in respect of those colleges who have no approach. Numerous Complaints are received in this regard. Therefore, my submission is that the Government should take decision about working and proposal of the U. G. C. after due consideration and such discussions should be taken at the earliest to that colleges may provide facilities to their students.

I would also like to say a few things about the appointment and functioning of the Vice-Chancellors (V. C.). In some States, V. C. is appointed under political consideration. The ruling party appoints the V. C. Therefore, at the time of the appointment of Vice-Chancellor, his academic qualifications are not considered. As a result of this, the importance of Universities is decreasing. Each University has its own Acts. Some representatives of the U. G. C. oversee the appoint of V. C., but sometimes these representatives of the U. G. C. do not reach there, which cause delay in the appointment of V. C. In this country, many Universities have no vice-chancellors and the Government is running those universities.

There is democracy in our Universities. There are three Universities in Kerala. Out of these three Universities, elections are held in one university after every two years.

Representatives of all sections including students are elected in these elections. Two or three years ago, a University was opened at Kottayam but its approval is being delayed by the U. G. C. because it wants amendments to the effect that there should not be any representatives of the students and there should be elections for senate or syndicate of the students. I would like to ask the hon. Minister whether there is no democracy in our Universities because such things are being said about them. There is a students cell in the Universities. Twice I had been students representative and I was also in the syndicate. But now-a-days, no attention is being paid to safeguard the interests of the students and the Government should pay attention to it. These people want that there is no need of elections in the Universities. The representatives should only be nominated. Therefore, the party in power nominates its own supporters. Similarly, because of the politicking indulged in it, now-a-days nobody is willing to become a Vice-Chancellor of a University and therefore, learned persons are not willing to become vice-chancellor.

I would like to say two or three points about primary education. We pay more attention to primary education. But, today most of the primary schools are in very bad shape. No attention is being paid to them. There are 2 lakhs schools which have no buildings of their own and they are being run in huts. 71 thousand schools are being run under the trees and students are taught there. Some schools even run on roads. There is one teacher for four classes. A scheme was launched about the operation Black Board. Operation Black Board is a good programme but my submission is that this programme should be evaluated to find out whether money is properly being spent or not and whether the State Governments are paying attention to it or not. Operation Black Board scheme was meant for the primary education, but it should also be inquired whether

the benefits of this scheme have reached the intended beneficiaries or not.

We should consider the question of drop outs because the number of students who join primary school in the first standard comes down to only 45% at the time they reach the 5th standard. This a very serious matter. How is it that the number of drop outs constitute 15.92% students belonging to Scheduled Caste and 8% belonging to Scheduled tribes Communities? There is no facility to teach these students. Free text books are provided to such students in Kerala and West Bengal but no such arrangement exist, in other states. The State Government do not give any incentives. The Government should take necessary steps in this regard.

Sir, Secondary Education Board has been asked to change the curriculum in every five years, but how many State Government are following it? That Curriculum should be changed after five years but the State Government do not do so. Therefore, the Government should also consider about it.

There is a controversy about Government's new education policy and Navdodaya Vidhyalayas. It is very important for the Children of those families which are living below the poverty line, because they cannot get education in English, but what is the condition of the Navodaya Vidhalayas now-a-days. I have written twice or thrice to the hon. Minister and have also given representation that their condition is very bad. There is shortage of teachers, there is no building for the students and there is no residential facility also and their condition is worse than the primary schools. Some of the teachers come on deputation to those schools. There are no permanent teachers and the new teachers are neither given training nor there is any special facility for them. The Government should pay attention towards it. I do

admit and it is right to some extent that these Navodaya Vidhyalayas have been started just now but a new dimension should be given to these schools for the poor families who send their children to these schools. These schools have been stated to give a new shape to the education system. Keeping in mind the deficiencies in these, some reforms should be made to remove these deficiencies. Illiteracy should be eradicated. Many State Governments have taken this issue seriously and have launched mass movement. The Panchayats, libraries and other institutions, should be included in it. The State Governments have launched a massive movement to eradicate poverty.

Mr. Chairman Sir, I am a youngman. I am the President of the Indian youth Congress, an institution of the youths. I would like to have an opportunity to speak about them also. There are not two opinions that the Government is not serious about sports. But in 1985, when the youth and Sports Department was formed and the Sports Authority of India was formed, high hopes were kindled among the youths of the country. In the Seventh Five Year Plan, rupees 200 crores were allocated for it, but in the budget of 1990-91, 69.1 crores rupees were allocated. In the year 1991-92, it has been further reduced to rupees 62.5, crores. In 1992-93, it is 57.1 core rupees. In this way, rupees 11 crores have been curtailed. In this way how shall we encourage sports? How the infrastructure will be provided? How will our youths take active interest in sports? The condition of rural sports is very poor. Many proposals have been sent to construct playgrounds. It was decided that half of the amount will be given by the Central Government and the rest of the half will be given by the State Government, but all the proposals which were sent are lying pending in the department and no action has been taken on them.

I want to say one point regarding National School of Drama. National School of

[Sh. Ramesh Chennithala]

Drama is an important organisation. I want to bring it to the notice of the hon. Minister that lot of activities are going on there and many complaints are coming. You should think about that also. You know that what sort of life the youth are living today. The youth of our country come forward for everything, they have the will and ability to do the work, but the opportunities before them are very few. Everyone tells the youths regarding all these things but they must get co-operation from the Human Resource Development Ministry.

What is the condition of the Nahru Yuva Kendra, today? Earlier, when the National Front Government was in power, then they had asked to drop the name of Nehru. A proposal had come drop the name of Nehru. It was said that there is no need at all to utter his name. Earlier, a lot of work was used to be accomplished through Nehru Yuvak Kendras. National Integration Camps were held, many activities were performed but today they have become very few, because of many problems. Those who were in service, left their job and became co-ordinators in those Kendras. There is no clear cut policy about their future. Now, we have come to know that the co-ordinators are being sacked from their jobs and new recruitments are being gone. Please make it clear and help to full fill the aim with which this institution, Nehru Yuva Kendra, which was running smoothly, was formed. There are 35 National Youth Hostels in our country today. Today we need such youth Hostels. Recently, we have head in the news-papers that the National Youth Council is going to be constituted. Earlier, it had two hundred members. All of us used to attend its meetings but two hundred members. All of us used to attend its meetings but nothing was discussed in these meetings. Everyone delivered speeches without any concrete ideas. I extend my greeting to the hon. Human

Resource Development Minister because he has reduced the number of Committee members to fifty and I hope that this Committee of 50 members will certainly hold deliberations on the problems of the youth and some concrete steps will be taken.

With these words I conclude my speech.

Jai Hind.

[English]

DR. (SHRIMATI) K. S. SOUNDARAM (TIRUCHENGODE): Respected Chair-person, the Budget for the year 1992-93 is a landmark in the fiscal history of the country as it created a new vision of a modern, liberal and progressive Indian. The Finance Minister has imparted his breath of vision to encompass a programme of macro-economic stabilisation through fiscal correction. This course of action will certainly achieve globalisation of our economy.

Turning to education, I am pained to say that while the allocation in other central sectors in the Budget for 1992-93 has gone up by 7 per cent for non plan expenditure and 20 per cent for plan expenditure, the allocation for education has been reduced. To quote figures, in the case of higher education, it has been reduced to 5 per cent non for plan expenditure and by 3 per cent for plan expenditure. The grants-in-aid to State Governments has been reduced by nearly Rs. 62 crores. Thanking inflation into account the gap would be very wide. But there is a heartening note that the Department of Women and Child Development has been provided with more funds compared to the previous year. The Debatement of Youth Affairs and Sports and Art and Culture have been given more or less the same amount as last year.

A national policy in education was adopted by Parliament in 1986 and its implemen-

tation commenced soon thereafter General development in the sphere of education compelled modifications in the education policy. Our hon. Minister for Human Resource Development also taken up this challenging task and practically succeeded in it particularly in eradicating illiteracy

The total literacy campaign caters to both the demand syndrome and the supply mechanism. In other words, a positive demand of the people for literacy is generated first before the delivery mechanism is provided. It becomes a matter of pride and excitement for the people of village, mandal, panchayat, taluk or even district in contributing the time, energy and resources to the campaign on a totally voluntary basis without expectation of any award, reward or incentive. Though total literacy campaign is eventually meant impart functional literacy, it can also be at the same time a campaign for universal enrollment and retention of children in schools, immunisation, conservation of environment, propagation of small family norms, maternity protection and child care, women's equality and empowerment, peace and communal harmony, etc.

When so many benefits are coming through these campaigns, the Government of India should pay more attention to this programme and allocate more funds.

Our beloved leader and hon. Chief Minister of Tamil Nadu Puratehi Thalaiv is taking a number of steps like 'Each one Teach Five' and engaging unemployed education youths in the literacy campaign to eradicate illiteracy in Tamil Nadu. Central Government should come forward to give assistance for these programmes.

The present inadequate allocation for higher education would severely hamper academic and research activities in the universities. Lack of resources to upkeep the existing institutions will be disastrous al-

ready a number of universities are in financial crisis. So the Government should review allocation to higher education.

I earnestly appeal to the hon. Minister for Human Resource Development to consider to provide free and compulsory education to all upto higher secondary level. Introduce noon meal scheme, appoint only women teachers upto the standard of V as followed by Tamil Nadu Government. Implementing Kothari Commission, Chattapathya Commission reports for the welfare of teacher are other requests of mine.

Our Punabchi Thalaiv has given opportunity even to Scheduled Caste and Scheduled Tribe people to become Archagars in temples by establishing a 'Veda Akama College'. I request the Central Government to give full support and financial assistance for establishing this institution as model pioneering college for the entire country.

Establishing a Central University in Tamil Nadu is a must and I take this opportunity to consider this urgently so that the Central University comes soon to Tamil Nadu.

To channelise the talent and energy of the youth of the country, more incentives and opportunities should be given to them in the sports and extra curricular activities. Talented youths should be sported out at young age and that too in rural areas that too amongst the Scheduled Castes and Tribes and should be given proper training and coaching depending upon their field of interest.

To attract and to make good sportsmen basis facilities like playgrounds, sport articles, gymana should be established in each district financed by the Central Government.

Cultural activities and arts should be encouraged. In Tamil Nadu, Bharatanatyam, Yeena, Violin, and Carnatic music are the

[Dr. (Smt.) K.S. Soundaram]

ancient arts which need help and encouragement. An institution to develop and improve these ancient arts should be established by the Central Government in Tamil Nadu.

Our Constitution seems to have got the correct slant on the vexed question of woman and equality. The negative side of the problem was appropriately attended to when the law prescribed that "The State shall not discriminate against any citizen on ground only" among other things sex also. The same negative view should be emphasised when providing equal opportunity for all.

Though there are many women who excel men in many fields, this number can be counted. The majority of women-folk in India are still under the clutches of men-folk. At least in the 21st Century this inequality factor should disappear. Towards achieving this objection the Government should give all facilities and help to the women folk. If a male gets education it will be useful only for him but if a female is educated it will be useful for the entire family.

While welcoming the establishment of the National Commission for Women under the National Commission for Women Act, 1990, I submit that it should be given full powers in all matters relating to constitutional and legal safeguards provided for men.

Though there are schemes like the Integrated Child Development Scheme (ICDS) still a lot has to be done to improve the standard of a child catering to the health, nutritional and vocational needs, as well as tapping their potential as future social animators are the important factors that are to be taken into account in the case of the girl child. They should also be protected from anti-social elements and exploitation as in the case of Ameenah.

To conclude, I once again appeal to the Government that emphasis should be continued to be laid on the content of education, research, on promotions and development of the fundamental values of life, national integrity, more opportunities for women, focus on environmental and population education and involvement of people in all these programmes.

To emphasise the importance of education, I quote the Great Poet Thiruvalluvar's saying:

"Ennenba eanai ezhuthenba ivvirendum kannenba vaazhum wuyirkku."

meaning that education is as important as eyes are to a human being.

[*Translation*]

SHRI NAWAL KISHORE RAI (Sitamarhi): Mr. Chairman, Sir, I am thankful to you for giving me time. The hon. Members, who have spoken prior to me, have put their views on the different aspects of human resource. I also want to put my views through you before this House on the demands of the human resource and want to draw the attention of the hon. Minister.

The hon. Member, Shri Rameshji has explained in details that late Shri Rajiv Gandhi had formulated the New Education Policy, taking education as a human resource, and after merging many Ministries, the Human Resource Development Ministry was formed. When this was done, at that time our present Prime Minister was the Education Minister. I want to submit that the policy of education debatement was formulated in 1969 and later on, the second education policy was formulated after 18 years in 1986.

Mr. Chairman Sir, I want to point out that the utility of the education policy should be analysed after every four years. As far as I

know, the education policy is not reviewed in a practical way. It is said that six percent grants will be made available for education but only 3.6 percent amount has been provided. When the Human Resource Department was formed, its charge was held by the Prime Minister. Today, the Human Resource Minister is very influential, intelligent, learned, gentle and is very active. The universal literacy is included in the demands for grants. The grants for rural development has been curtailed by five hundred crores. There has been a reeducation of 275 crores in the education of human resource, while inflation has registered an increase of thirteen percent. To me, the talk of imparting education to all, is a fraud and it is shown only on papers.

Under the scheme of Operation Black Board in the field of primary education, thousands of schools are shown on paper only. That has not been utilised properly. The real position of Operation Black-board has never been analysed, that has been reviewed only on papers. In primary education, the number of drop outs is 63 per cent and they leave their schools to do the work in the fields. Due to their problems, they start working as child labourer and therefore can not get education. Through non-formal education, through adult education, the Human Resource Ministry has made arrangements for providing the education to children aged between 9 to 14 years, who can not go to schools as also for those people, who work in the fields and are aged between 15 to 35 years but this figure is shown only on papers.

History is testimony that the great men in the nation building, those who have given direction to this country, they worked in the fields and through Gurukuls, they have enlightened the country at times. Shri Krishna used to graze the cows, Christ used to graze the sheep, the Propagator of Islam religion, Mohammad Sahib used to graze goats, Lord Shankar in the company of wild animals

enlightened and saved the world from calamities at times.

Mr. Speaker, Sir, through you I would like to say that I hail from Bihar. The hon. Chief Minister, Shri Laloo Prasad has done a remarkable job by opening shepherd schools. He has opened these schools for poor people comprising 85% of the total population residing in 133 agricultural farms. There is no cultivable land and the land has become barren. These people will be given education alongwith their routine work of grazing cows, buffalos, sheeps and goats etc. Their economic condition has deteriorated in the last 44 years. Through you, I would like to urge upon the hon. Minister to get these shepherd schools in Bihar surveyed. The Government of Bihar has made arrangement for opening of shepherd schools for the purpose of actual implementation of Government policy in respect of informal education, mass education and adult education, which have so far remained on paper only. The Government should open such schools on the large scale throughout the country. We should properly utilise the assistance to be given by UNICEF, a literacy mission of the U. N. O. as also the grants of Ministry of Education for opening shepherd schools. Through these schools, Government should make arrangements for providing education to the 30 percent people who are between 15 to 35 years of age group and the children who are between the age group of 9-14 years which are presently involved in grazing of goats.

Just now, our hon. colleague, Shri Ramesh has talked about Navodaya Vidyalayas. I would not like to go into the details of the condition of Secondary schools in the country. Central Board of secondary Education, Central Schools Organisation are somehow running. But very meagre amount is allocated in these Demands for Grants. During Seventh Five Year Plan, 449 Navodaya Vidyalayas were likely to be opened

[Sh. Nawal Kishore Rai]

but out of these, only 261 Navodaya Vidyalyayas have been opened till now. The Eighth Five Year Plan period is going to be commenced. Rs. 160 crore has been curtailed out of the Demands for Grants for the purpose of constructing the buildings for these Navodaya Vidyalyayas. Still we say that by 1995, we would achieve total literacy. I think, you will not succeed in achieving this target with such meagre amount. Just now my friend has said that Navodaya Vidyalyayas are opened for brilliant children of poor villages. Most of the Navodaya Vidyalyayas are in very bad shape. Water leaks from their roofs and poor quality of food is served there. These Navodaya Vidhalayas have been proved white elephants, it is an illusion in the name of rural calibre. The Government have opened Doon School and D.P. S. Schools in big cities while Navodaya Vidyalyayas have been opened in villages with a view to prove that Government is providing uniform education to all. Under the New Education Policy, Government is trying to promote the culture of Doon School by opening Navodaya Vidyalyayas. Through you, I would like to say that uniform and continuous education to all the children, irrespective of the status of their parents should be given throughout the country as per the provision of the Constitution. It means that the Government should abolish Doon School and Public Schools being run at Pilani, Delhi and other places. We should bring uniformity in education to all. Sir, the day the child of an M. P., poor sweeper of a village, farmer and I. A. S. official will start going in same type of schools, there will be a radical change in education. It will be a revolutionary steps of the Ministry of Human Resource Development. Through you, I would like to say very less amount has been allocated under the head of secondly education.

Similar situation prevails with regard to higher education. I would like to say that Rs.

6 crore has been reduced as compared to the Demands for Grants of the previous years. Certainly, it will burden the poor. With the reduction of Rs. 6 crores under the head of higher education and 13 per cent rise in inflation, the burden will have to be borne by the poor children as the Universities will be forced to mobilise additional resources.

I would like to say that there are nine Central Universities in the country. Through you, I urge upon the Government that the present setup of Central Universities has created regional imbalance. Bihar comes after Uttar Pradesh, the State which has the biggest population in the country. There is no Central University in Bihar whereas there are a Central Universities in the country. Through you, I would like to request the hon. Minister that Patna University in Bihar and Ambedkar University in Muzaffarpur should be awarded the status of Central University, so that regional imbalance could be removed and they are run smoothly.

I am also a young man and hold post of Vice-President of Janata Yuva Dal and therefore, I want to take some time to speak on youth programmes. In this respect, there was some discussion on Nehru Yuva Kendra also. I would like to say that the National Youth Conference was held in 1990 and National Youth policy was formulated subsequently. But now it has been proposed to reduce the strength of the Committee. Today, the people of the country donot know the purpose and meaning of the National Youth Policy meant for the youths of the country. Nobody knows about the work being done under this Policy.

As regards Nahru Yuva Kendra, whether is is the monopoly of only Nehru Yuva Kendra in the country? It should not be so. I am not against Nehru Yuva Kendras. The name of Nehruji may be associated with these kendras, but Gandhi Darshan Samiti, Gyan-deep Samiti and other good organisations,

which have been engaged in the work of the Human Resource Development Department should also be allowed to function. They have been working to curb communalism, impart training to youths, promote small scale cottage industries and generate self-employment. There is a mention in the circulars issued in respect of Demands for Grants that a programme to check the growth of communalism was launched for one month through out the country by the Nehru Yuva Kendra. Through you, I would like to draw the attention of the hon. Minister towards the growing threat of communalism. It is the biggest danger. To check its growth, the Government should amend the Youth Policy and Programmes. It should formulate the programmes for Organising the youths and engaging them in checking the growth of communalism by forming an anti-communal Force. This is my request.

Much has been said about women development, but I would like to say that the scheme on development of woman and the Anganwadi workers for child development is being run only in some selected blocks of the country. The Anganwadi workers feed the children and impart primary education to them. Thousands of women are engaged in this job, but the Government and the hon. Minister has not done anything to improve their condition. How much a woman gets as an Anganwadi worker, to feed her family? These workers had launched a movement here during the last session. Therefore, through you, I would like to say that the salary of anganwadi workers should be increased so that they may feed their families. The Government should make proper arrangements to meet the expenditure to be incurred on the development of children so that this scheme may be implemented in all the blocks of the country.

Through you, I would like to tell the hon. Minister that our culture is being influenced by Western culture. The Demands for Grants

in respect of the development of culture are not being utilised properly. No. programme is launched in respect of rural craft, culture, handicrafts and culture relating to women. Western civilisation and foreign arts are being developed. That is why through you, I want to say that our rural art should be developed and steps should be taken to promote the rural, culture, Pottery, carpentry, blacksmithy and rural art on the verge of extinction. These should be development.

Mr. Chairman Sir, I want to take two minutes on the subject of sports. The youths of the country can be seen in viewing/listening cricket commentary or other developed games over television and radio. In this process, they even ignore their work. I am not against the game of cricket, it should also be developed. But we are lagging behind in other sports. Nobody is interested in rural games, such as wrestling, swimming, Kabaddi or gullidanda. The people who have been associated with the sports Authority of India have no knowledge about the rural games. Through you, I would like to request the hon. Minister to restructure the Sports Authority of India after a critical analysis of its functioning and give proper representation to the persons selected after an all India competition of rural games. As far as physical education is concerned, Laxmibai College of Physical Education is in Gwalior, Tribvendrum and Patiala. I would like to urge upon the hon. minister to make the physical education compulsory through out the country at the primary schools level. With a view to ensure regional balance in the field of physical education, the Government should set up such universities in the country. This education should be provided in every college so that more attention may be paid to physical education. I would say that Pahalwan Schools should also be established. The hon. Chief Minister of Bihar, Shri Laloo Prasad has penned Pahalwan schools. I, through you, would like to urge upon the hon. Minister to consider this matter seriously. I

[Sh. Nawal Kishore Rai]

invite you to visit Bihar. In Bihar, shepherd schools have become Pahalwan schools. 113 locations have been finalised, construction has already started and schooling has begun. There is no additional expenditure involved. I request you to ponder over it from your own angle. The Government should take steps in this direction to make the adult education, Informal education and mass education successful throughout the country.

Mr. Chairman, Sir, with these words, I conclude and thank you for giving me time to speak.

[English]

DR. KARTIKESWAR PATRA
(Balasore): Mr. Chairman Sir, I own gratification to you for calling me to take part in the Discussion on the Demands for Grants relating to the Ministry of Human Resource Development.

Sir, education is the integral part of the country's development process and this has been accorded high priority. The Demand for Grants of the Ministry of Human Resource Development is an importation demand. I thank the hon Minister for bringing forward the Demands for the approval of this House. I would also request the hon. Members to support this Demand without any cut-motions.

The people of this country are very much hopeful that under the able guidance of Shri Arjun Singh, hon Minister of Education who is an experienced and competent man, they would be about a radical change in the Department. Similarly, I want to thank our hon. Prime Minister who has put so much emphasis on this Department as he was previously the Education Minister as well. He has got vast experience and he himself if

a great educationist. That is why we are very much hopeful that the country will see a radical change in this Department.

I express our hearty gratification to our late Prime Minister, Shri Rajiv Gandhi who put much emphasis on this Department. In 1986, a resolution was passed in this House to bring new national Education Policy, What for is this Department called Human Resource Ministry? It is so called because any wealth of the country cannot be compared to the wealth of the child, Child is the precious wealth of the country. A child in future can be the architect of this country, can be a scientist, can be a renewed scientist, can be a renowned doctor, can be a renewed educationist can be a thinker philosopher or a good citizen of this country who can serve the country.

While we are putting much emphasis on this Department, a resolution was passed in 1986 under the Prime Ministership of late Shri Rajiv Gandhi in this House. Why? It is because the country is facing a lot of troubles and the country has to face the challenge of the 21st century. Our population as per the Census report 1991 is 84.39 crores. Now the total population of our country is 86 crores. What is the literacy rate of this country? After 45 years of independence, our literacy rate, according to 1991 Census is 52.1 per cent. At present, it might be 53 per cent or 54 per cent. The country is facing lot of troubles. Independence was achieved by our country through many sacrifices and after much bloodshed. The Father of our Nation, Mahatma Gandhi said:-

"To achieve freedom is not an end but a means to enable the people to better their condition."

But after the attainment of independence, even after 45 years 48 per cent of our people are still illiterate. How can they be enabled to better their living conditions? 43

crores of people of this country are illiterate.

There are nearly six crores of unemployed youth in our country. An idle man's brain is a devil's workshop. The unemployed youth are full of vigour and energy. But they are unemployed and therefore they are gradually becoming a devil to this country. They cannot keep quiet. That is why, vocationalisation of education should be given its due importance.

The Government of India should be convinced that reconstruction of education on the broad lines recommended by the Education Commission is essential for the economic and cultural development of the country and for achieving national integration and for realising the ideal of a socialistic pattern of society.

This will involve a transformation of the system of education to relate it more closely to the life of the people. Continuous efforts should be made to expand educational opportunities to the people. Intensive efforts should be made to raise the quality of education at all stages and emphasis should be laid on the development of science and technology and on the cultivation of moral and social values among the people.

Our educational system must produce young men and women of character and ability who will be willing to render national service. Only then can education play its vital role in promoting a common citizenship, culture and in strengthening national integration.

What is the goal of education? We have envisaged our goal of education in the new National Policy on Education. The existing system of education does not serve the educational needs of the people. Hence there is need to search for a new design keeping in view the following criteria:-

"(i) It should provide education to the majority of the people."

Till now we have neglected this process. Nearly 50 per cent of people were provided this facility after independence.

"(ii) It should be truly developmental enabling the students to discover, develop and discipline his abilities."

One cannot know the abilities of the students. What is the ability of a student? The ability of the child should be truly developed. Otherwise, it cannot be strengthened.

"(iii) It should conform to nationally prescribed minimum standards."

Till today, have we got any standard in education? No. It is because there are several types of education prevailing in our country.

"(iv) It should have planned linkages with rural job opportunities."

I have said that there are six crores of unemployed youth in our country. They are now roaming on the roadside and in the tea-stalls. How can they be provided with employment opportunities? Has our education provided this facility? This should be clearly questioned. It should function as a fully articulated system permitting vertical and lateral mobility for purposes of further education or planning. It should effectively contribute to the national development. This should be the goal of our education. If we are to achieve this sort of a goal, then we have to strive hard. We should be very serious. People from very nook and corner should take the responsibility. It is not only the responsibility of our Education Minister, it is not only the responsibility of our Prime Minister but it is the responsibility of every citizen of this country to provide this sort of a facility in our education system. That is why I am

[Sh. Dr. Kartikeswar Patra]

asking: what is the key to it? How can we bring about this goal, achieve it in our process? One thing is there. The key, in our view, lies in the linkage we have asserted to purr. The education system and its developmental activity is really related to manpower. First of all, emphasis has to be put on manpower. Without manpower, a country cannot prosper. That is why emphasis should be put on manpower. Preparation, research and development, continuing education and extension are all important activity. In any plan, you must visualise the corresponding inputs for education. The simplest step would be to set apart at least 5 per cent of the allocation for the development sector in order to cater for its manpower. That should be there

What is the emphasis we laid on our National Policy on Education? One thing is there. The National Policy on Education was approved by the Parliament in May, 1986. It envisaged Universalisation of Primary Education by 1990, that is, two years back it should have been achieved. We have also put target that it will be completed in 1995. Can it be possible? Why not it is possible? We are putting much emphasis on Universalisation of Primary Education. What would be fate of our education? Till today, we have not put any sort of emphasis on Universalisation of Primary Education. What happened to Operation Black Board? I want to say here that the Operation Black Board in our country has completely failed because the appliances supplied, the teachers recruited and the buildings constructed for this purpose have not been fully utilised. The demand has not been met so far. So, the Operation Black-board could not be achieved within a decade of time. What are the reasons? Why has Universalisation of Primary Education not reached so far? Here, I want to point out that the socio-economic conditions cause children to drop out from schools. Moreover, cultural constraint force girls to stay at home. Environmental demands keep children oc-

cupied in duties such as bringing fuel-wood, fodder and water.

Now I come to Vocationalisation of Education. For instance, in Orissa Rs. 11 crores has been expended by the State Government of Orissa. But the State Government totally stopped this Vocationalisation of Education. Buildings are there. Teachers are there. But no student has been admitted in Orissa as far as Vocationalisation of Education is concerned. Orissa is facing a great challenge as far as Vocationalisation of Education is concerned.

16.00 hrs.

[SHRI P. M. SAYEED *in the Chair*]

If the Government has taken it as a joint sector venture, it is the responsibility of the State Government and it is the responsibility of the Central Government. Both should come forward. If the State Government does not cooperate, then how can we prevent them? For this, an explanation should be called from the State Government as to way they have not cooperated so far. (*Interruptions*)

MR. CHAIRMAN: Please conclude.

DR. KARTIKESWAR PATRA: I have not yet put forth the grievances of my State. I have submitted my grievances repeatedly before the hon. Minister regarding opening of universities not the Orissa University but opening of universities at Balasore, Mayurbhanj, Keno hargar and Phulbani which are far from Utkal University. Utkal University has got more than 400 colleges. It is the biggest number in India. We have submitted about it repeatedly. But it has not been heard so far. I with folded-hands, appeal to the hon. Minister, who is very much magnanimous and very much sympathetic to look to the grievances of the Orises people who are neglected, who are the scheduled the Sched-

uled Tribes and who are the hilly people. He should come forward voluntarily and do the needful for Orissa people.

With these words, I conclude.

SHRI SOBHANADREESWARA RAO VADDE (Vijayawada): Thank you for giving me the opportunity to say a few words on this important Demands pertaining to the Ministry of Human Resource Development.

We all have to feel very sorry because we have to bear with the fact that nearly fifty per cent of the illiterates in the entire world are in our country itself. It is very unfortunate. The latest census figure says that only 52 per cent population is literate. But in this connection, I would like to say one thing. The experience of Kerala has given us lot of hope. When people are involved, defiantly we can achieve certain national goals much more efficiently and in lesser time. Kerala people have shown us the path of full literacy. Certainly, if more funds are provided by the hon. Minister, definitely we can go ahead in the matter towards achieving full literacy. Not only literacy but this Kerala experience has given us hope in regard to tree plantation also. If you involve people, if you involve youth, if you involve voluntary organisations, definitely we can make lot of progress in that direction also. This is one programme where, after we lost our Father of the Nation, the concrete example has been shown to us saying that if we have the people's participation, if we have the involvement of the people, definitely we can achieve larger goals.

Regarding the adult education, I would like to say that CAPART has given lot of funds to various organisations. I would like to know from the hon. Minister whether an enquiry has been made as to how best these grants have been used. I would only request the hon. Minister to kindly take necessary steps and see that a sturdy is made and an

enquiry is made and the funds which are provided by you are put to the best use.

Regarding universalisation of elementary education, just now, my hon. friend has said about it and I will not repeat it. But still I would say that though the National Education Policy has said that we will achieve total literacy by 1995, yet I have my own doubt about it. We will be very happy to hear about it from the hon. Minister. What is the Government's assessment in this regard? By what year are we going to achieve this?

Also, the standard in Central Schools is not up to the mark because the students-teachers ratio is very high. And more number of teachers are to be deployed. The ratio should be small so that the students get the maximum of best education.

The objective of the Operation Black Board are good and we certainly agree with them, whether it is providing pucca accommodation or minimum two teachers norm. They are all good. But to what I would like to draw the attention of the hon. Minister is to the fact that we and many Members on the other side are all members of the Zilla Parishads in our own respective districts it has come to our knowledge that these teaching and games equipment that were supplied under this Operation Black Programme, they do not tally to any standard. They are all sub-standard. Unfortunately, these crores of rupees that we are spending on this Operation Black Board, they are going into the drain.

A Committee was appointed and the Committee had revealed very startling findings in our district. So from our experience, I would like to bring it to the notice of the hon. Minister to kindly make necessary detailed enquiries into this. There may be some people who have some rate contract but the quality of the equipment that are being supplied is very bad. I hope that the Government will

[Sh. Sobhanadreeswara Rao Vadde]

take suitable stepped to improve these condition.

Regarding the Secondary Education, it is very essential that the standards should be good, the foundation should be strong. Then only the students will have an aptitude to go for higher education or other higher avenues. In this connection, I would like to suggest to the hon. Minister that the curriculum should undergo lot of changes. As present, the students are prepared for only non-manual jobs. And the practical train that is being imparted either in polytechnics or in IITs is very very less. Even in the science laboratories, the practical training is not being properly imparted. Somehow, the student is satisfied if he gets a certificate or a degree or a diploma and the teacher is satisfied if he does not make any noise in the class. This is leading to a situation where, even after passing B. E. or L. M. E., or some other course, when the student goes into the wide world, he is not having any confidence that he can stand on his own legs.

My suggestion is that the Government should take more and more measures to impart practical training. Many of us, we go through this graduation whether it is B. Sc., B. A., or B. Com., and many a time, it so happens that those studies that we make in the colleges after spending a lot of money - we are spending a lot of money and the parents are spending lot of money - and those things that we have learnt in the prime of our youth, they have no relevance to our practical needs. And instead of that if you introduce agriculture, if you introduce accounting, if you introduce health some of these things which really matter, sometimes for our daily purposes, daily needs - though I may not get a Government job, being the son of a kisan, I can stand on my own, doing cultivation with more advanced techniques which I had learnt while studying in the

school itself either in the secondary education or in the higher education. So it is high time that the Government should seriously think of these things and bring in sufficient charges in the curriculum.

Among the items to be included in the curriculum, definitely, an element should be introduced that is motivation to self-service and service to the nation. That should be included. Unfortunately, right at the moment, it is lacking. And right from the secondary level, the Government must definitely take necessary steps to inculcate that and also encourage dignity of labour and also the work culture. Unfortunately, right at the moment, we find in several of the factories, barring a few place, that people do not work. They are satisfied by getting their wages and they do not think as to what is their contribution to the factory and through the factory to the nation? This work culture must find a place in the curriculum.

About the Navodaya Vidyalayas, my friend has already mentioned and I will not go at length because the time is very short. The objective of the Navodaya Vidyalayas are very high. But my feeling is, from the experience that we have for the last few years, that this is not sufficient and also you do not have own examination system. Still, in the Navodaya Vidyalayas, you are following CBSE examination pattern. My suggestion is that the Government must take necessary steps to see that the teachers are recruited into Navodaya Vidyalayas, who have got a motivation, who have got a definite commitment to impart a better education to the students.

In regard to higher education my suggestion to the Government is to kindly introduce the consultancy feature in the engineering colleges, in the agricultural colleges, in the research laboratories, where the research scholars, the students taking up higher education can contribute something for solving some of the problems which the people

of various sections are facing in this country. At the same time some revenue is also derived by these institution towards research service that they they have rendered for solving the problems posed by the customers.

In regard to unemployment through we stand as third biggest country with the science and technology skill and personnel and expertise, unfortunately it is very sad to know that 84000 engineering graduates are unemployed. 45 lakh educated people are unemployed in this country. Of course, I do not mean to say that the Government has got a responsibility to give jobs to all the 45 lakh people. But you must take such measures where you give self confidence to the people who come out of the institutions that they can stand on their own legs. If that is done, you will be doing a great service.

My suggestion is, you kindly introduce the curriculum the sex education and the importance of hygiene. We feel so bad when we hear from certain hospitals about the lack of basic fundamental knowledge among the people of this country even after 45 years of independence. We are going to the twenty first century instead. I certainly recommend to the Government to seriously ponder over this and take necessary steps.

You kindly allot more funds to Sports. Our sister Manata Banerjee is not here in the House now. There are five in district tournaments. In that our national events such as Kho Kho and Kabaddi are not included. You give Rs. 10000 each to the best school which comes as the winner. Only five events are covered. In Kabaddi we got the gold medal in the previous Asiad Games. So you kindly include Kabaddi and Kho Kho in these introit events.

Definitely preference should be given to the sports-persons, boys or girls, in the matter

of giving seat in the schools and also higher scholarships.

I appeal to you to kindly give a preferential treatment to the children of single-child family or two-children families. You kindly give preference to such people by means of giving higher scholarship. You kindly that it to the notice of uneducated poor persons in the villages in remote corners that if they confine their families with one or two children, the future of their children will be better and the Government will definitely take care of the educational and health needs of their children. That will act as a very good incentive.

The Anganwadi workers' fate is very very miserable. I appeal to you to kindly increase their honorarium.

I conclude by appealing to the hon. Minister Arjun Singhji to sanction the Science Centre at Vijayawada, my constituency. The Government of Andhra Pradesh and the Municipal Corporation of Vijayawada have agreed to provide the land and some funds as desired by your Government.

SHRIMATIMALINIBHATTACHARAYA (Jadavpur): Mr. Chairman Sir, I rise to oppose the Demands for Grants. I may say at the very outset that by opposing the Demands, I am not really opposing this particular Demand or wanting the allocations in that particular area to be increased. But my opposition to the Demands means a total opposition to the entire outlook, the entire philosophy that is at work behind these Demands for Grants.

What is this outlook? I do not think it differs very much from the outlook expressed in the General Budget. I recall Shri Manmohan Singh's reply in this House on the 26th March. In his reply, when Members of his own party had urged upon him to say some-

[Smt Malinbhattacharaya]

thing about priorities like education, health, he had said "I deeply regret that But the situation in which the Indian fiscal system is placed today, there is very little that we can do to deal with these fundamental problems of our national life" This is the attitude that is embodied in the Budget We are not to address our fundamental problems which have been accentuated with the new policy These fundamental problems have been enhanced because incentives are being given by the new policy for a greater accumulation of wealth with the hope that some may eventually trickle below This is a policy by which poverty is being aggravated And once when poverty has been aggravated, then some relief may be allowed to trickle down

When the Minister of State intervened, I was reminded of an old American song of our young days which went "I would if I could but I cannot" The refrain of the Minister of State speech has been that she would if she could but she cannot because of Shri Manmohan Singh!

Actually it matters very little What the individual opinion of a particular hon Minister may be, so long it is not reflected in the policy - and I do not find any reflection of the personal opinion of the Minister in the Demands for Grants that her Ministry has placed - actually the approach is not very much different from the outlook represented in the General Budget

I will not say very much about education because my colleague Dr Sudhir Ray has already spoken on it at length I just want to make two-three points The first thing that I want to say is that in education there has been curtailment at every stage There has been curtailment in elementary education But in the new education policy that was proclaimed to be the panacea for all our

educational problems, a big bonus had been given to non-formal education It had been said that those children who cannot be brought within the formal school system, will be brought under non-formal system of education We had opposed this at that stage We had said that non-formal education at the elementary stage should never be a substitute for formal education We had urged for universal elementary school education for every child in our country.

But now what do we find? Now we find that not only have the Grants for elementary education been curtailed, but that of non-formal education also has been curtailed Does it mean that the goal of the new education policy itself is now being whittled down? I do not know

The only area in education which has got some increase is adult education Of course I do not want to under-estimate the importance of adult education in a country where the literacy rate is so low But on the one hand when elementary education - formal and non-formal - has been curtailed and adult education has been given somewhat more importance what does it mean? Does it mean that our children - the children of school-going age - would only learn their alphabets and arithmetics when they are 45 years of age and 50 years of age? The adult education is only the backlog that we are trying to clear It can by no means make up for the loss that has been sustained in the sphere of elementary education

When I was looking at the Demands for Grants of this Education Department I was wondering as to what the Ministry has got for those children in Sivakasi who spend the hours of their day making fire-works? What does it have for those little carpet-makers of Agra? What does it have for the boys who work in the tea shops in the big metropolises, from morning till night? What does it have for the child labourers who, by official statistics

of 1990, are more than 1.5 crores in number? Nothing Children of prostitutes suffer from deprivators due to no fault of their own, due to no fault of their mothers, but because they are at the receiving end of an exploitative system. Should not there have been some funds for these socially deprived children and child labourers to implement the Act against child labour to make it a reality? In the Budget, I find that there is nothing of that kind.

My second point is that there is a need for production of textbooks, academic books in the regional languages. The grants are by no means enough. But, here again, not only the grants are not enough, but there have been diminishing activities on the part of those bodies which deal with the publication of such books. I would also like to put it to the Ministry that it is not enough to provide grants, but how these textbooks can be brought out at a particular level, at a particular standard should be decided by accredited academies without interference of any political party; communalism must not be preached; the communal component that is embedded in our curriculum should be reduced and it must be eliminated, unscientific attitudes must not be cultivated. That should be the purpose of Government funding of textbooks.

Just one other point. The minorities have a constitutional right in our country to set up educational institutions of our own. To these institutions children and teachers of the minority communities go. These children and the teachers of these institutions need protection. For this, without interference into the autonomy of these institutions, there has to be some method whereby the management of such institutions may be democratised so that uniformity in the pay scales of the teachers, job security for the teachers, etc. may be ensured.

I would also like to say a word or two

about the sports and youth activities. My friend Shri Ramesh Chennithala has already spoken about the Nehru Yuvak Kendras. Grants have been substantially increased this year. There are other grants which are to be channelised through the Nehru Yuva Kendras. For this reason, it is all the more important that their functioning, their management should be such that it is widely accepted. Is it not true that certain State Governments, even at the last Conference of the Ministers for Sports and Youth Affairs have demanded that these Yuvak Kendras should work in better coordination with them? Have they not demanded that there should be democratisation of the management of these Kendras, inclusion of representatives of different youth and student organisations? Without these changes in the management of the Kendras, the increase in grants, I feel, is not justified.

For the National Institute of Youth Development, rupees one lakh was the earlier grant. That has been according to the revised estimate. Now it has been increased to Rs. 20 lakh. Why? What is this institute? What are its activities? In the annual report, there is no mention of this institute at all. We want to know in what way would it help better distribution of the meagre resources of the Ministry.

I also want to know from the hon. Minister whether the guidelines regarding the maximum period of holding office for executive members of Sports Federations at the national level and at the State levels are being abided by or whether these federations are being turned into dens of vested interests. Are the sports reservation quotas in jobs being managed justly? In that case, I would like to know: why is it that the demand of the judo players to be granted jobs in railways is being neglected for a long time?

I would also like to point out, while I am on this subject of vested interests, a piece of

news that has appeared in the Andaman Times of 27th February to 5th March about the sexual exploitation of Nicobar tribal girls who are in the water sports teams of these islands.

SHRI MANORANJAN BHAKTA (Andaman and Nicobar Islands): The newspaper she is referring to have also come to me. I have gone through and enquired about it from the Lt-Governor and other tribal leaders, etc. I have been informed that these are not correct. So, I just wanted to tell you.

SHRIMATI MALINI BHATTACHARAYA: All right. I am glad that the hon. MP from Andaman & Nicobar Islands has taken note of this. But I am just giving one instance of the kind of exploitation that may go on, not necessarily in the case of Andaman Nicobar only. It may happen in other places. It is something that should be taken note of.

I would now come to the Women and Child Development Department. Here my colleagues—almost all of them—have voiced their support regarding the demands of the Anganwadi workers. Indeed the Minister of State herself has said that she supports this demand. I need not say much on this. But I just wanted to take note of one point made by the hon. Minister of state about increasing the honorarium. She says:

[Translation]

It is our effort that when we chalk out a new programme, then their four and a half hour duty should be adjusted in this, so that their salary might increase.

[English]

Sir, I would just point out that if this is the perception of the Ministry, then I do not agree with it because the anganwadis work

for four or four and a half hours only in name but actually they work for many more hours, maybe seven or eight hours. And as such, if you want to adjust them with some other programme and increase their duty hours thus enhancing their honorarium, that would be impossible and that would be totally unacceptable for the anganwadis.

ICDS is, of course, a very useful and popular scheme where it has been properly utilised and there has been an increase. But I want to say that upto this point, only 42.8 per cent of the total blocks have been covered; 57.2 per cent still remain. The increase would be needed for that. yet, two new schemes of adolescent girls have been included under the same head with no additional funds.

Sir, the National Perspective Plan of 1988 on women had proposed that the ICDS infrastructure should be extended to provide creche services to the working women of formal and informal sectors. But, Sir, it seems that even with the increased funds for the ICDS, this would not be possible because you have already included two other schemes without allotting any funds for them. Looking after siblings is a major burden on adolescent girls and without providing more creches, particularly, in the informal sector and the unorganised sector, adolescent girls cannot be released from domestic slavery. But the increased funds are not being used to extend such facilities.

Demands have been increased under the headings 'Support to Employment' and 'Training-cum-production centres'. It has also said in Dr. Manmohan Singh's Budget that women workers in unorganised sector would be helped from the National Renewal Fund. He had said:

"National Renewal Fund can be used for various schemes of assistance to workers in the unorganised sector

including women workers who may be adversely affected by the process of economic restructuring".

It is not 'can be' but will be, shali be and must be. There is going to be a massive increase in unemployment in the coming months. And, Sir, this is not my view.

MR. CHAIRMAN: Be brief and make only points without going into the details.

SHRIMATI MALINI BHATTACHARAYA: There was a workshop recently organised by the IIO and UNDP on the social dimension of structural adjustment where it has been said that massive unemployment is going to take place and in fact, the National Renewal Fund is very very meagre to cope with that. What will happen is that in the unorganised sector, people will be pushed out and casualised and again in the unorganised sector, more and more people will be unemployed and the first to be affected by this burden of unemployment will be the women. You have talked about employing women in khadi, handloom and handicraft sectors but the general Budget could spell death for such industries. Production may be ensured in your production-cum training centres. But there will be no market and there will be more exploitation in the unorganised sector. So, without improvement in the general employment situation, dribbles of help will not benefit working woman.

Finally, I want to say a word about the Grants for the Department of Culture. Here again we find that the curtailment has affected those areas most, which might have benefited the most disadvantaged and backward sections. Where do we find the curtailment? It is in the financial assistance for promotion of Himalayan art, tribal arts, zonal cultural centres, and so on. These are the places where the cuts are affected. There is a multiplicity of cultural entities in our country and without devolution and decentralisa-

tion of funds, the grassroots of our culture cannot be touched. Sir, everyone knows that the tradition of tribal and folk art are kept alive by the rural poor, a great many of whom, belong to the Scheduled Castes and Scheduled Tribes. Is it right? Is it just that the allocation for them should only be Rs. 30 lakh while the allocation for the Festival of India should be more than ten times as much? The whole of tribal arts are to be covered by a meagre Rs. 30 lakh, while a festival of India, which lasts for a few days, is given a grant of Rs. 382 lakh! Is it fair?

We know that these artists are exploited by commercial forces and their skills are used for very meagre wages by profit hunters of a national and international scale. The report of the Haksar Committee points out to this problem of commercialisation of folk arts. It would have been possible for the Government to take up some schemes to prevent this. But there is nothing of that kind in the budget. Yet there does not seem to be any lack of funds for the Department of Culture because the allotment for the Indira Gandhi National Centre for Arts has been increased from Rs. 2 crore to Rs. 10 crore. So, the Government does not seem to be short of money, really. The only thing is that their priorities are different. As a matter of fact, the allotment that has been made to the Indira Gandhi National Centre for Arts is more than the grants allocated for the three Academies and the national School of Drama taken together.

It is against such lopsided priorities that I am vocal and I would end by saying that it is on account of this outlook that I am forced to oppose these Demands for Grants.

SHRI HARISH NARAYAN PRABHU ZANTYE (Panaji): Sir, I rise to support the Demands for Grants of the Ministry of Human Resource Development.

The hon. Minister is one of the most

[Sh. Harish Narayan Prabhu Zantye]

intellectual and experienced persons in the field of education and is well aware of the need for development of human potential in the areas of education, youth, women and children, arts, culture and sports. The allocation of funds for the various activities of the four departments which constitute his Ministry, is no doubt, in line with their requirements, about which I have nothing to say. My only humble request to the Minister is that he should carry out an appraisal of the working of his Ministry to find out if the purpose for which the money has been spent, has really been achieved, commensurate with the amount spent. To me it seems that a lot more requires to be done in this respect so that the fruits of quality education reach right down to the poorest of the poor and the socially and economically backward classes.

The purpose of good education is to make one really knowledgeable and a respectable citizen of this country, so that he is able to stand on his own feet and live a decent life. Character building plays an important role in this direction and has to be given its due place in education. It must be understood that good education is the foundation for Nation's progress and unless this foundation is made strong and everlasting, no structure constructed on it, will stand firm and erect.

Therefore, we must endeavour to provide quality education to all sections of the society with particular emphasis on promotion and development of fundamental values like character building, national integrity, secularism, focus on environmental and population education and so on. It is all the more important that the socially and economically backward classes who form the bulk of our population are drawn into the main stream of educational activities so that they also contribute their mite to the nation's prosperity. Unfortunately, this point seems to

have escaped the attention in this year's budget, although there was a mention of it in the last year's Budget.

The hon. Minister himself is dedicated to the cause of education and there is hardly anything more that I can tell him. Nevertheless, I feel that a time has come for us to act and if we miss this opportunity we may have to repent for a long time to come. I, therefore, venture to put forth some of my ideas, which the hon. Minister may like to consider in all perspectives.

Considering the deterioration in the moral standard of the society today, special emphasis has to be laid on character building in our educational system. Children being more amenable to changes, character building should start from them right from the Anganwadi classes up to SSC classes. If children are constantly told about what is good for the country and also what is good for them, it will have a great impact on them. The help of Anganwadi workers who do not have work in the evening can be taken to coach children of 1st and 2nd standards by telling them stories of great people and their work. This could be supplemented by giving them books depicting the lives of great men and their noble deeds for reading at home on which questions can be asked next day during coaching. Once a week audio-visual presentation can be arranged on the lives and noble deeds of great men. I am sure this will have the desired effect much more faster.

With all the money that is spent on education, who are the people who really get the benefits? If we ponder over this aspect we will find that it is the affluent few and those where both husband and wife are working are able to reap the benefits, because they have all the money with them to get whatever they want. They can send their children to best schools, buy costly books and aids, arrange special tuitions and send them to special coaching classes to score good marks

in competitive exams. Even if these children fail to get admissions to professional courses, their parents can always pay capitation fees and have them admitted. But what happens to SC/ST and other economically and socially backward students? They just do not have the right type of atmosphere at home which will motivate them to go to schools and study. Their parents themselves being illiterate and poor would prefer their children to help them in their work and earn money rather than spend time on studies. Under the circumstances it would be nearly impossible for such students to compete with the city students and get admission to prestigious courses.

Therefore, the need of the day is to set up Residential schools for SC/ST and other economically weaker students on 50:50 basis. These schools should provide free secondary education and also free lodging and boarding facilities. Strict discipline should be maintained in these schools and greater emphasis should be laid on character building, hard work and dedication, love and respect for the country so that the students can later stand on their own feet and earn a decent living.

No doubt Navodaya Vidyalayas are being set up to provide quality education but then they are meant for students having special talents and SC/ST students simply do not have the opportunity to acquire such talents. Consequently they do not qualify for admission to such Vidyalayas. Ashram Shalas are an utter failure as the standard of education there is so poor that hardly 30 per cent of the students get through the SSC exam that too on the border line. With such a poor standard these students can hardly expect a good career afterwards.

The National Policy on Education has also not served the purpose of providing quality education to SC/ST students. There-

fore, the remedy lies in setting up Residential Schools, as explained earlier. Even Ashram Shalas can be converted into Residential schools with admissions restricted to SC/ST and other economically backward classes. I am sure, the World Bank, UNICEF and other developed nations as also the Charitable Institutions both national and international would gladly render assistance for this noble cause. If necessary, we may even levy a small tax on luxury items, cable TVs, Video Parlours, Liquor etc. to generate revenue for this purpose.

MR. CHAIRMAN: Mr. Harish, you are not expected to read any speech.

SHRI HARISH NARAYAN PRABHU ZANTYE: Sir, it is a very valuable speech. I am reading just to see that everything is recorded nicely so that no mistakes occur.

MR. CHAIRMAN: According to rules, you are not expected to read anything.

SHRI HARISH NARAYAN PRABHU ZANTYE: *Technical Education:* With our hon. Prime Minister's emphasis on liberalisation of economy and faster growth of industry, we will require tremendous technical manpower and skilled and semi-skilled workers. I am not quite sure whether any assessment has been done of our requirement of technical manpower. What are our plans to meet this requirement? As explained earlier, today, only the rich and students from the city are able to avail of the facilities existing for technical education. The poorer students from rural areas hardly get an opportunity to qualify for admission to technical institutions as they cannot compete with city students for admission to Government colleges nor do they have enough resources to pay capitation fees for admission to private colleges. Therefore, more and more technical colleges with hostel facilities should be provided for poorer students with assistance from the World Bank.

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As the hon. Minister is well aware, the World Bank has already agreed to provide credit assistance to us in the form of Special Drawing Rights worth 373.3 million for the period 1990-99. Out of this, only SDR 6.08 million is utilised upto the end of February, 1992. This is somewhat disappointing.

We have to plan for our requirement of technical manpower taking into account the setting up of new industries and expansion of existing ones. More polytechnics will have to be started in all the States and Union Territories to meet the demand of increased manpower requirement. Thus, if we start setting up more and more technical colleges and polytechnics for the poorer students, they will get an opportunity to learn and participate in the development of the nation.

Sports: Our dismal showing in international sports and games is an example of unsystematic planning. It was only from 1986 that we have started giving serious attention to this aspect.

MR. CHAIRMAN: Mr. Harish, your time is over. You wind up.

SHRI HARISH NARAYAN PRABHU ZANTYE: Everybody has been given 20 minutes. You will have to give some more time for me also, otherwise, it would be an injustice.

MR. CHAIRMAN: Your party has suggested that each speaker will be given only ten minutes. You have already taken more than ten minutes.

SHRI HARISH NARAYAN PRABHU ZANTYE: This is my first chance, in the last one month.

MR. CHAIRMAN: I have been given that information.

SHRI HARISH NARAYAN PRABHU ZANTYE: All right Sir, I will read faster.

In order to bring our sportsmen and players to international level, I suggest implementation of the following four point programme:-

- (i) Selection of students should be done at the age of 10, with the clear understanding with them that sports is their future and they must shine in international events;
- (ii) Students who are selected for sports must have a good physique and exemplary stamina to run around. To develop the stamina, they should be provided with healthy food;
- (iii) The responsibility for training students to international levels should rest squarely with their coaches and the coaches should also be rewarded whenever they achieve this feat;
- (iv) Children who have taken up sports as their career should be suitably rewarded whenever they achieve landmarks. Appropriate incentives should be provided as they shine at various levels such as from Taluka to District, District to State and then to national and international levels. With all these four steps and the availability of good sports grounds and material, I am sure, our talented youth will be able to make a mark in international sports in the next eight to ten years.

Women and Child Development: Women play an important role in the development of child. In fact their role starts even before the child is born. Therefore, proper

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nourishment during ante-natal period is a pre-requisite for a healthy child. Proper upbringing of the child requires right type of education from the age of 5 to 14, mother's constant vigil and guidance, proper 'Sanskars' and moulding of their character so that they become responsible citizens later on.

To achieve all this, we again require good quality education. A well-educated woman, whether working or not, will certainly contribute a lot for all round development of a child to make him a respectable citizen of the country by proper coaching and guidance.

Here again comes the need for Residential Schools for girls.

Vocational Education – vocational education with special emphasis on practical training of students during the course, assumes greater importance in the light of the present day unemployment. It is heartening to note that the centrally sponsored scheme of vocational education in Secondary Schools is being implemented with vigour. Students need to be trained in those occupational areas where in self-employment or wage employment opportunities are readily available. Vocational education should start from the 8th Standard and according to the liking of the students so that whenever they pass SSC Exams they will have sufficient knowledge to take up the technical courses of their choice.

I do not wish to give an impression that our Educational Policy is not good. Lot of efforts and expert brains have gone into its making and certainly it does have very good points. But the point I want to make is whether this policy has yielded the desired results. Has any evaluation been carried out

to find out its efficacy? If so, what are the findings?

In my opinion, we have a long way to go in achieving the goals. It is just not enough to impart education to the students. What happens after that? Are the students able to earn their livelihood and live a decent life? If not, is not the purpose of giving education defeated? What we need is to pinpoint the responsibilities of the implementing authorities at all levels and assign accountability to each one of them. Then only we will start getting the results.

Therefore, I suggest formation of a Committee at the State level to monitor the implementation of the various measures, judge the performance and take corrective action so that the fruits of result oriented education are enjoyed by all sections of the society on equal terms, irrespective of caste, creed, location or sex. The Committee should consist of eminent scholars in the field of education, both Government and non-Government, experienced and dedicated social workers of very high calibre and elected MPs of the region, who are keenly interested in the welfare of the people. Already some committees are existing at the village panchayat levels but they are presently dormant and need to be reactivated. If all the measures suggested above are taken up, I am sure all our people as well as our country will be benefited tremendously.

Great injustice has been done to the Anganwadi workers. They are just getting Rs. 275/- per month. It is so small; it should be made Rs. 400/-. The hon. Finance Minister should agree to this proposal which the Minister of Woman and Child Development has made. They should get Rs. 400/-. They should also get some more work in the evening so that they can get more money. I, therefore, appeal to the hon. Minister to give due consideration to my suggestions. Thank you.

MR. CHAIRMAN: Shri Chetan P.S. Chauhan.

SHRI K.P. REDDAIAH YADAV (Machilipatnam): Some more time should be given for this Ministry.

MR. CHAIRMAN: The discussion on the demands of the Ministry of HRD is going to be over today itself. You can get time tomorrow.

SHRI K.P. REDDAIAH YADAV: Tomorrow what will happen we do not know.

MR. CHAIRMAN: Today itself we are going to conclude this discussion.

Shri Chetan P.S. Chauhan.

SHRI CHETAN P.S. CHAUHAN (Amroha): Since most of the speakers have already spoken about education and since the discussion on sports which was promised by the Speaker had already been stalled, I will restrict myself only to sports.

Sports is such a field which is neglected most in this country; maybe we are a poor country, the priorities are different. But being a sports man myself, I will put the problems of the sports men facing this country.

The basic question is why should a person, why should a youth, why should a youngster take to sports, when there is no guaranteed career and there is no guaranteed future? The only reason why a sportsman picks up sports in this country is because he has love for the game. Ancillaries like money, etc., may come if the person goes into some of the sophisticated games like cricket, tennis, golf or some other games.

The big question comes about the guarantee, as I said. The other thing which I would like to tell the House is that this is one of the fields just as we talk about national

character, we talk about skill, discipline and we talk of other characteristics of the mankind. This is a game, this is a field where the character of a person is made, characteristics like discipline, cooperation, loyalty, sincerity, faithfulness, team spirit, these are some of the characteristics which come very easily to sportsmen. Loyalties of playing for the club, the State, the country also are there.

I remember that when I was playing for the country and when I used to go out to play, the only thing I had in mind was that we had to do well, for the team, and for the country. We used to talk to our team-mates, we used to have team meetings and whenever we used to talk to people we used to tell one another to keep our morale high, to think of the millions of people who listen to the Radio, think of the millions of people who watch the TV and who have hopes on the sportsmen.

What I suggest is to improve the standards, because every country participates in any international tournament, let it be the Asian Games, the Commonwealth Games — of course the Olympics are very far — we do not do very well. Some of the other countries, even very small countries, which are developing countries and some of the underdeveloped countries do much better than us in sports.

Our sportsmen come back and every time when they come back, when the performance is not very good, there is big hue and cry, whether it is in Parliament or a rickshawala who discusses sports, we only talk about the failures of the sportsmen.

I would suggest a few things, or difficulties which I have faced myself and which the sportsmen who come and talk to me tell me, and discuss with me their problems.

I would suggest that sports should be

made a compulsory subject in schools. Because once this becomes a compulsory subject, every child who goes to the school will take to sports. And I would also suggest that being a compulsory subject, marks could be allocated for this subject, and they can be taken into consideration in the aggregate.

Besides this, I have gone through the reports. I find that 67 per cent of the schools do not have playgrounds in this country, which is of course poor considering the size and considering that so many schools are functioning in this country. I would suggest that no school should be given recognition until and unless a playground is there. I do not mean a very big playground but at least some playing facilities should be there. Facilities may not be there for all the games, but some facilities may be there.

The other thing which I would suggest is that the number of players who are playing for the country should be increased. The number of players at the moment is very less and I do not mean the people who play in the streets or the people who play at the India Gate. I will not consider them as players. These who are there registered and recognised as players are the real players. The number of such registered players and the number of registered clubs must be increased.

Sports clubs which are functioning in our country, most of them, do not have playgrounds and where the playgrounds are there, those facilities are also not utilised properly. I would suggest that each sports club which is functioning must have all the sports facilities. What is seen is these sports clubs have more of cards, more of bar facilities than sports facilities. To make an optimum utilisation of these sports facilities, I would suggest that, these sports clubs — the grants to which are given by the Government — should enrol sports members.

17.00 hrs.

These sports clubs can enrol sports members. They may not have the voting rights or the rights of the club but at least they can use the facilities which are offered by the club.

I may point out that sportsmen need only two things. One is the playing facility and the other is the equipment. It is also seen that most of the equipment at the moment is becoming very expensive. If we talk about cricket, a good cricket bat costs Rs. 1,200. Now subsidised equipment could be given to the schools, clubs and Universities. I am sure that this will go a long way in encouraging the sportsmen to play sports.

The other things which we have seen is that most of the clubs, which are functioning, whether they are the clubs or the federation, have their own constitution. Some are registered as "Charitable Trusts"; some are registered as "Societies" and some are registered as "Private Limited Companies". And also the constitution of these clubs is not very democratic. As a result, only a few people, who are the Secretaries and the Presidents, they have authority on these clubs. I would suggest to the Government that a model constitution could be made and circulated, advised to the different federations and clubs so that there are proper elections every year and the election is held in a democratic manner. And also the proxy system, which is providing in lot of clubs, should be stopped.

Regarding coaching, I would like to add here that we are producing a lot of photocopy coaches in the country. And people, who have hardly played sports, go to NIS or some other place, go through the coaching programme and come back and start coaching. The practical experience is a very important factor and that is missing. I would suggest that if good opportunities are given to sports-

[Sh Chetan P S Chauhan]

men, if the ex-sportsmen, who have played for the country, who have represented the country, are encouraged, then I am sure that this will go a long way in improving the standard of the game

The other thing, I would like to suggest is, which I said before, the basic question that the sportsmen have – what is the guarantee of their future. This is one field which takes away the youth of a man. And by the time, a sportsman finishes with his sports, he is too old to start a career. In any other career whether it is politics, education, job or any other field, a person can even start after the age of 30 or 35 or 40 years, whereas here a person who has finished his youth, cannot do so. As such, I would suggest that reservation in jobs must be there for the sportsmen. At the moment there are some States, which have reservations for the sportsmen. But these reservations are only for Class IV posts. I would suggest that even Class II or Class III positions may also have reservations. I have been speaking to the public sector undertakings and Government Departments. They do not have any authority. They say that there is no provision for the recruitment of sportsmen. If reservation is not possible may be because of the implementation of Mandal Commission, the reservation percentage will go up to 49.5 per cent – I would suggest that a guideline may be given to these Government bodies, Government Departments, Government Corporations and public sector undertakings. On the basis of this guideline, they may also recruit people directly from the sportsmen.

It is a very good thing that awards are given to the outstanding sportsmen. I would suggest that pension may be given to the outstanding sportsmen, who have done very well and got Arjuna award or other medals. We have pension scheme for people who

work for twenty or twenty five years. As the sportsmen also sacrifice their time, their youth, I would suggest that a pension of Rs 500 per month for life time may be given to them. That will also be a very big encouragement for the sportsmen.

In the Consultative Committee I had said that I was one of the lucky persons who received the Arjuna Award. I was getting Rs 200/- per month for two years. I did not even go to collect the money because going and coming would have cost me Rs 60/- on petrol. So, I would suggest to increase this amount. At the same time, if pension is given to the sportsmen, that will go a long way in helping the sportsmen.

There are also sportsmen who are equally important. They may not win medals, they may not get Arjuna Awards. But, consistently they do / outstandingly well at the State level or at the national level. So, I would suggest that players who have played for the State, for five years or who are national champions for five years, they may also be given this kind of award or pension. This will give them a very big encouragement because they are the people whose contribution we cannot ignore. They are consistently performing at the highest level and they should not be ignored.

Lastly, I would like to say something about the Budget of this Department which has been reduced to Rs 57 crores. Last week, when the hon. Minister was speaking, I did interrupt her and did suggest that even if she could raise it to Rs 1/- per person, that will also be a very big contribution and this Budget, which is Rs 57/- crores, for sportsmen may please be increased to Rs 85/- crores. I would have spoken some more things but may be I will leave it for the next time.

I thank you, Mr. Chairman, for giving me this opportunity.

MR. CHAIRMAN: Before I call the next speaker, the hon. Minister of State of the Ministry of Finance is to make a statement regarding release of additional instalment of Dearness Allowance to Central Government Employees and Dearness Relief to Central Government Pensioners.

17.08 hrs.

STATEMENT BY MINISTER
(II) Additional Instalment of (I) Dearness Allowance to Central Government Employees, and (II) Dearness Relief to Central Government Pensioners

[English]

THE MINISTER OF STATE IN THE MINISTRY OF FINANCE (SHRISHANTARM ROTDUKHE): Sir, The Government have decided to release the instalments of Dearness Allowance to the Central Government employees as per recommendations of the Fourth Central Pay Commission, as per details given below:-

- (i) The amount of Dearness Allowance from 1.7.1991 to the Central Government employees drawing pay above Rs. 3500/- and upto Rs. 6000/- will be 45% of pay and for those drawing above Rs. 6000/- will be 39% of pay.
- (ii) The revised rates of Dearness Allowance as admissible from 1.1.1992 to the Central Government employees in different pay ranges shall be as follows:-

<i>Pay Range (p.m.)</i>	<i>Rate of Dearness Allowance (p.m.)</i>
Upto Rs. 3500/-	71%
Above Rs. 3500/- and upto Rs. 6000/-	53%
Above Rs. 6000/-	46%

- (iii) The additional amount of Dearness Allowance due as on 1.7.1991 and 1.1.1992 in respect of employees drawing pay above Rs. 3500/- p.m. shall not be paid in cash but credited to their respective Provident Fund Accounts.
- (iv) The additional amount of Dearness Allowance due from 1.1.1992 in respect of employees drawing pay upto Rs. 3500/- p.m. shall be payable in cash.

Government have also decided to release the Dearness Relief to the Pensioners w.e.f. 1.1.1992. The revised rates of Dearness Relief shall be as follows:-

<i>Pension Range (p.m.)</i>	<i>Rate of Dearness Relief (p.m.)</i>
Upto Rs. 1750/-	71%
Between Rs. 1751/- and Rs. 3000/-	53%
Above Rs. 3000/-	46%

The Relief shall be payable in cash in all cases.

Orders for the release of Dearness Allowance to the Central Government employees shall be issued by the Ministry of Finance.

Orders in respect of release of Dearness Relief to Pensioners shall be issued by the Ministry of Personnel, Public Grievances and Pensions.

17.10 hrs.

[English]

DEMANDS FOR GRANTS (GENERAL)
1992-93

Ministry of Human Resource
Development - *CONTD*

[English]

MR CHAIRMAN, Shri Amar
Roypradhan

I request you to kindly confine to the main points of the debate and not to speak elaborately. Other Members are also to speak and the hon. Minister has to reply.

SHRI AMAR ROYPRADHAN (Cooch Behar) Mr. Chairman, Sir, I would like to submit a few points in this debate. Whatever name they may give to education, be it 'Human Resources Development', our Finance Ministry will not be softened. Whether it is Dr. Manmohan Singh or Shri Rameshwar Thakur, they will not be softened by this. Since independence it is thought to be unproductive. It is the same position till today. That is why the budgetary provision of Human Resources is becoming less and much less. But we should know that the children are the future of our nation. They are the fathers and mothers of tomorrow. If we do not invest today in them, the entire nation will suffer tomorrow. I submit that the Human Resources Development Ministry must be given priority in the allocation of funds.

I would like to ask the Government whether they have reviewed the new education policy of 1986. Of course, you have set up the Janardana Reddy Committee which submitted its report which is available with you. You are again going to change it. You are going to modify it. Changes are going on one after the other. Can you tell us what is

the position of your blackboard policy? There are so many institutions - so many which are existing just for name - but if you send the blackboard, there, there is no space to put the blackboard. That is the position.

Regarding the vocational education, which is self-employment programme, have you taken the stock of it? Since Third Five Year Plan you are giving too much stress to this vocational education. But what is the net result of it? Can you tell us about the net result in the banking sector and other sectors and also about the net result about the totality of the unemployed youth in our country?

There is another important point, which you should note because you are going to set up so many committees on education, one after the other. Can you tell us how many committees have been formed on education, since independence? You should take note of one important aspect. The boys and girls are not the guinea pigs in your laboratory of education department and you do not try to do experiments with them.

While we are trying so much about the Nepali and Manipuri languages, in the 8th Schedule of the Constitution of India the interest of our nation, the question of three-language formula comes in. This formula was adopted long back in 1963 and it was really for the country's national integrity, unity and national dignity. It is a must. But what is the result of it? Can you give a report on that? How far has this three-language formula progressed? In this connection I would like to ask the hon. Minister Shri Arjun Singh one important question that too with regard to Madhya Pradesh and what is going on there regarding three language formula. If you go through the parliamentary proceedings records of 1963 when this formula was set up, you will know that the main condition of that formula was that the Eastern Region people will learn their mother-tongue, Hindi

and English. The Southern region people we learn their mother-tongue, Hindi and English. But what about the Northern belt like Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan and all the other places? The people of this region learn Hindi and English and then one Southern language. It is exceptional that in Haryana they took the position a long time back that they will teach Telugu as third language in their State. But ultimately they avoid it. Why this is so? They are not for the South Indian language. The South Indians are going to be anti-Hindi because of the behaviour of North Indians. The North Indians, who are Hindi-speaking people, should have a South Indian language as the third language. But actually they do not like to learn one South Indian language. So, in Hindi belt let Hindi be their first language, let Additional Hindi be the second language and let optional Hindi be their third language. The three-language formula is a must for unity and integrity of the nation

Sir, regarding sports, I think we can create an environment of sports culture in our country and it will drive out so many evils from our society as these are destroying the morale of the youths of our country. But we must have to admit that our sports are still urban oriented though India lives in villages. We were not able to create sports culture in the villages, in our rural areas, till today. Our Sports Department is very much interested to send a team abroad and bring a team from abroad. Even now, today if you go through the record, you will find that you are very much interested to import individual players from abroad. But why are you not giving the scope to our rural youth? Why are you not spending that much money for the rural areas? If you spend money in the rural areas, you will get better sportsmen than the imported sportsmen.

The other day when Ms. Mamata Banerjee, the Minister of State for Sports while speaking gave a long list of public undertak-

ings which are taking initiative to spend money for different sports. The public sector is all right, they will come forward. But regarding the private sector, I think so far as I remember, Ms. Mamata Banerjee mentioned only one name, that is, of Tatas. There are others, the big industries, the private industrialists. The question is whether they will come forward or not to promote sports. Why it is going to be so? If the private sector do not come forward, then I must say that the hon. Minister should take the initiative and a Cabinet meeting can put some pressure so that they will be compelled to spend money for the sports. Even then, if they do not spend money, they should be blacklisted. At least in one line of sports a certain percentage of their capital should be allocated, and if they do not do so, then you must have to pressure the private sector. Then ultimately you will gain something. I think you may bring some pressure on them for the development of sports in our country.

Only one thing I would like to mention here. If I do not mention it, it will be unjust to those ladies working as Anganwadis. These poor ladies are getting only Rs. 275/- per month as allowances or honorarium, whatever you may say. It is very meagre in these days. They have to work from morning to evening and this honorarium is very meagre. I would request the hon. Minister to look into this and give them much more honorarium.

With these words, I conclude.

[Translation]

SHRI MOHAN SINGH (Deoria): Mr. Chairman, Sir, the greatest wealth that India has, is its human resources and the objective of the Department of Human Resource Development is to ensure development and expansion of the human capabilities, his genius and his total inherent capabilities accordingly. But I regret to say that an attempt has been made to effect as much cut

[Sh Mohan Singh]

as is possible in the Human Resource Development Department budget in respect of all the subjects that come under it

Mr Speaker, Sir according to our census the figures eight and a half crores children are deprived of school education in our country. According to a survey conducted by the International Labour organisation in our country at least 56 million children aged less than 16 years are employed in one or the other such occupation which has been banned by our law and the constitution both. According to the Supreme Court nearly 18 million children have nobody to support them, there is nobody to look after them and in such a situation if our Human Resource Development Department would not spend anything on the development of the children, their education and the development of their personality, it will indeed be a matter of immense surprise. We had resolved that within the period of ten years of the implementation of our Constitution, we shall provide compulsory and free education for all children between 10 and 18 years, but what we see today is that more than half of the population is illiterate, which is a matter of concern. I would like to make a special request to the Human Resource Development Minister. The Kothari Commission was appointed in 1964 and 1968. It had given a very revolutionary suggestion in its report and that revolutionary suggestion was about the neighbourhood schools. The concept of neighbourhood schools in today's India has more or less disappeared. There should be a one region school education system under which the son of the President, the M P, the officer and that of a menial worker should study in the same school. If this is done it will accelerate the process of social change in the country, that is what I think. We can create a kind of a *Sanskar* (trait) in all classes. However, this is a matter of regret that once we used to have a Sudama-Krishna culture

in this country which is present today in the form Laloo edition, called shepherd school. But again it is a matter of great regret that when we discuss that smile on the faces of literate fools in the country start vanishing. I would like to say that these shepherd schools are nothing but those neighbourhood schools which the Kothari Commission had mentioned. This is a matter of understanding. What one needs is to understand the basic things. The day on which the system of the poor and the rich studying together compulsorily gets started the process of social change will gain momentum in our country. Besides this, I want that basic education should be compulsory and free for all. If you had presented the budget in this direction then people might have been left with no option but to support it, that is what I think.

Now I come to the second point which relates to secondary education. The kind of secondary education that we have in our country, lays more stress on examinations rather than classes. 1 1/2 times more days are allocated for studies than those allocated for studies. Does it sound logical to you. Classes are held for 100 days and exams to on for 150 days. Sometimes practicals are being held, sometimes Half yearly exams are there, then quarterly exams are there, finally Annual Exams are there and sometimes time table for 60 days is set and thereafter the wait for the results. We need to think about this very seriously. Today's, examination system attempts to judge the entire years study of a student by an examination of three hours duration. This aspect also need to be considered. The form in which higher educations being imparted, it should not be in that form. Its form should be changed. During the second and third decade of our independence, brain drain was a constant complaint in our country. Brain drain is going on here. Doctors and engineers are going to other countries to serve there. A lot of voices were raised about it during the third decade of independence.

Many of the prosperous countries of the world are putting restrictions on the entry of Indian doctors and engineers, in those countries. But of late even within India, an internal system of brain drain has started, which is a matter which requires our attention. Because after studying I.T.I., I.I.T. engineering and medicine and receiving the highest education, our technical experts, scientists and talented young men with long years of studies are appearing in competitive examinations. In view of this, we shall have to make some basic changes in our present education system. The education imparted in our universities should be restricted to research work only.

17.26 hrs

[SHRIMATI MALINI BHATTACHARAYA *in the Chair*]

I would request that for people other than those in Universities who do administrative work, separate management Institutes should be provided and those young men who have acquired the latest scientific education should not at any cost be allowed to sit for competitive examinations for administrative jobs. The reason for this is that the chemistry students, the mathematics students and the history students in the universities after pursuing their technical studies appear in the competitive examinations and after clearing the same get appointed to the posts of District Magistrate, Zonal Magistrate or Head Clerk in this Secretariat. In this way, the country fails to utilise their capabilities in a proper way for rebuilding the nation. That is why it is essential for us to think about the university education. Universities should be restricted to research work only because by this also the overcrowding in the universities can also be checked.

I am sorry to say that now-a-days educational activities in the universities are being

carried out only for name sake. When I was studying in Aliahabad University some 20-25 years ago there used to be 8 thousand students in the University but now nobody knows exactly how many students are there in that university whether there number is 20 thousand or 35 thousand and for how many years the examinations have not been conducted there. The examinations that were due some four years ago are being held this year and the teaching staff too is engaged in other activities. They are roaming throughout the country raising slogans of loyalty and of Jai Bharat Mata. But on 1st of every month they report in the University to collect their salary of Rs. 8 239. Recently I met a friend of mine in Delhi who is a Professor in that University. I asked him how you are in here when the classes are on in the University. He replied that he was on Joshi. A new system is picking up in the country these days therefore I suggest we should stipulate the minimum number of hours of teaching per year for the teachers and if they do not complete that quota of teaching they should not be paid any salary and in order to implement this rule directions in this regard either should be issued by Ministry of Education or by the University Grants Commission. (*Interruptions*) No he is not my friend, I am not mentioning anybody's name I am only telling you about the situation that is prevailing there. For the last so many years due attention is not being paid to education side. The Government should consider this matter.

Likewise there are so many institutions which are getting maximum grants from the Ministry of Human Resources Development. Jawaharlal Nehru Museum is one among them. Jawaharlal Nehru was the first Prime Minister of Independent India and he was in the front-line among those who contributed invaluable services in building this nation. The Museum has been built in his memory. This institution receives grant worth Rs. 1.25 crore to Rs. 1.50 crore from the Government.

[Sh. Mohan Singh]

But the institution remains closed most of the time on pretext of VIP's visits for many days and in those days if you wish to visit library you are not allowed. The other buildings located in that premises are being sublet to other institutions. A scholarship of Rs. five thousand per month is being given to the students who are doing research work in the institution. More than Rs. 40 lakhs is being given for this purpose, but not a single research work has been completed in last 12-13 years. I would like to know the fate of those research works for which students were paid Rs. 5,000 per month continuously for 5 years, along with a lump sum amount of Rs. 21 thousand for publishing their thesis. The Human Resources Development Minister should give this information to the House as to how many thesis were published by Jawaharlal Nehru Museum during the last 10 or 15 years.

Another point I would like to mention is about Nehru Edwina correspondence. A sum of Rs. 31 thousand was spent on getting this correspondence but the said correspondence, is missing from the Museum. Does anybody bother? The money was spent for acquiring it. If now any one wants to go through these letters, one finds them missing. Therefore, I would urge the hon. Minister to constitute a parliamentary Committee to look into the activities of the Nehru Museum so that reality is brought before this House.

As regards sports, though my friends have given so many suggestions, yet I would like to point out that it is quite unfortunate that, in our country, the people associated with traditional games are not being identified. Archery and swimming are such two disciplines. Some people are too good in these games because they have received training for these disciplines from their own people traditionally but they can't join the

national mainstream because of financial weakness and as a result our country faces defeat in the international games events. We could not bag any prize in Olympics and Asiad. I would therefore suggest that an intense survey should be conducted and the families associated with such games should be encouraged and the talented persons belonging to rural and backward areas should be given a chance. They should be given further training in sports college and the Government should bear all the expenses for providing them the education and training etc.

Archaeological Survey of India comes under this Ministry only. They keep conducting surveys. Indus Valley Civilization is the oldest civilization of this country. It is a matter of regret that Indians have not been able to decipher its script yet. The Budget provision made for Archaeological Survey of India has been curtailed. There are still many parts of the country which have still not been surveyed and as a result of which we have not been able to evaluate our old civilisation and culture fully with which we could have held our heads high.

Madam since you are eager and the hon. Minister is also impatient along with these few suggestions, I would say only one thing about the University Grants Commission to conclude with.

University Grants Commission is increasing the regional imbalances in the country. Certain poor States of our country are not able to carry out their schemes of providing higher education because of paucity of funds. The University Grants Commission is adopting policy of discrimination regarding disbursement of grants. It is not abiding by the norms set for disbursing grants to poor states in matters of higher education. Developed States are being given more grants. Therefore my suggestion is that the educational backwardness should

be made criterion for providing grants. With these words I conclude.

[English]

MR. CHAIRMAN: Now I will call three other Members, Shri Anand Ahirwar, Shri P.C. Thomas and Shri Sanat Kumar Mandal. (Interruptions). They say there are no names on the List. Either the time of House is to be extended or Minister replies.

[Translation]

SHRI RAJVEER SINGH (Aonia): Madam, Chairman, a list of these names has been given from this side also.

PROF. PREM DHUMAL (Hamirpur): Madam, our point is very clear, if you are going to extend time then you may give our three Members also a chance to speak as you are already giving chance to three Members of congress party.

Just now Mr. Kumaramangalam said that the hon. Minister will reply now, and since you have already given an opportunity to speak to the Members from Congress Party and Janata Dal, you may give a chance to the Members from BJP also.

[English]

THE MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS AND MINISTER OF STATE IN THE MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS (SHRI RANGARAJAN KUMARAMANGALAM): The time of the House can be extended.

[Translation]

SHRI RAJVEER SINGH: Madam, the rules would be same for all. Just now the Minister of Parliamentary Affairs said that, now no one will speak but still three Mem-

bers from that side are getting an opportunity so please allow Members from this side also to speak.

[English]

MR. CHAIRMAN: There are parties who have not participated in this Debate at all. So, I have calling some of them. But, in that case, we will have to extend the time of the Debate.

(Interruptions)

[Translation]

SHRI RAJVEER SINGH: Mr. Chairman, rules should be the same for all.

[English]

SHRI K.P. REDDAIAH YADAV (Machilipatnam): Madam, kindly hear my submission. I would like to bring to the notice of the House that irrespective of the strength of the parties, all the other parties views should be heard by this House. So, the Chair has been giving some time to all the parties like the BJP, the Congress etc. Now, the other parties like the Telugu Desam, AGP and other parties are just given one minute, two minutes etc. Something like that is given. I would submit that it is not a good practice. About a dozen Members from the Congress were repeating the same thing. (Interruptions)

[Translation]

SHRI ANAND AHIRWAR (Sagar): Madam Chairman, during the discussion in the House on the demands for grant of the Ministry of Human Resource Development hon. Members gave many important and relevant suggestions. I too would like to associate myself with these constructive suggestions aimed towards improving the standard of education in the country and towards generation of right opportunities of

[Sh Anand Ahirwar]

employment In the prevailing serious unemployment problem it is the need of the time to generate and provide employment and educational opportunities respectively for the youth and unemployed with a view to associate them with the national mainstream instead of harping on directionless

Whenever this issue was debated upon in the Parliament, it was stressed that the education should be made practical and employment oriented. However, unemployment has outpaced employment generation in the country.

Madam Chairman, I am a representative of youth and students. As a youth I know the problems confronting this section and also know that because of unemployment they have become directionless. If an analysis of the background of association of youth with ULFA, Sikh students Federation and other movements and also with the students agitation in Bihar and Gujarat from 1973 to 1977 is made, the main factor of discontentment among this section was unemployment. Hon Sir, this is a problem with which every household is affected. I have seen long queues in employment exchanges. I am also a witness to the youth getting rebuks by their parents because of unemployment. Owing to this situation youth are increasingly resorting to committing suicide out of desperation and are too getting astrayed. It is a problem to which no solution is visible.

In comparison to the western countries, I find that the standard of education during the last forty to forty two years has been the main cause of rising unemployment problem. Unemployment in the country could have been controlled to some extent, had during seventies and eighties emphasis been laid on employment oriented education. However, unfortunately this could not be done.

I would like to draw the attention of the Government towards these talented students who possess special ability in sports. A commitment to provide jobs on the basis of performance of the students in the district level, state level, national level or international level meets should be there and also to the students keenly interested in the cultural and creative activities.

In addition, sports and cultural programmes play an important role in strengthening unity and integrity of the nation by spreading the message of universal communal harmony and brotherhood above religious affiliations (*Interruptions*).

MR CHAIRMAN Please conclude.

SHRI ANAND AHIRWAR The Government should take immediate steps in this direction by recognising the importance of sports as giving due importance to the feelings and sentiments of the talented students and youth.

It is the tragedy of all the successive Governments in the country that the files pertaining to new education policy have become bulkier. With every change of the Government changes were made in the education policy. The students are overburdened. The Government dealt with this issue quite objectively but there had been little relation between education and employment opportunities. For example a student joins the M Sc course with the hope of becoming a scientist or a professor, but out of desperation of getting overaged he has to join a low paid clerical job in contravention to the skills and scientific educational background.

In the morning today I was going through the 4th survey report of NCERT for the year 1978. In the report it is mentioned that 3,44,990 out of 4,76,636 primary schools, do not have proper sitting arrangements and

98,925 schools are functioning in the open.

As a result of the standard of education in the country parents are increasingly getting attracted towards the public schools. It is not correct that the experiment of opening Navodaya Vidyalayas has proved quite successful because the objectives behind setting up these have not been fully accomplished. However, to some extent I am satisfied with the conclusion of the report of the Doordarshan Consultative Committee. It is mentioned in the report of the Working Group headed by Dr. P. C. Joshi that the mediums of Radio and Television are successful in breaking the barriers of illiteracy and in reaching down to the school level. These mediums are capable of educating the illiterate, even without proper education of various things.

I would like to remind the House of the address of Shri Rajiv Gandhi to the scholars of Harvard University that illiteracy is not a barricade in a successful democracy and on the other hand literacy makes the thinking narrow and not broad. What he wanted to say was that maturity instead of formal education of a person is more useful for a successful democracy. I would like to suggest to the Government that its initiative towards education cannot be considered adequate. For bringing the common man especially the poor, tribals, scheduled castes and weaker sections within the ambit of education, it is necessary that it be made attractive. Commercialisation of educational institutions should be altogether done away with. Increase in the number of fake colleges and engineering institutes in the recent years is a testimony of the declining importance of the Government run institutions. To check all this, the Government should immediately ban the commercialisation of education.

[English]

MR. CHAIRMAN: If you are taking away

the time, then we will have to extend the time of the debate.

[Translation]

SHRI ANAND AHIRWAR: I will conclude within five minutes. This year the nation is celebrating Dr. Ambedkar's Centenary. Therefore, I would like to suggest that all the educational institutions and other social institutions engaged in social emancipation and the institutions named after him should be provided with assistance on priority basis statewise and these should also be given maximum Central assistance.

The Government of Madhya Pradesh is not giving matching grant to the universities due to shortage of funds. As a result of which the financial position of the universities is dwindling fast and the overdraft to the tune of lakhs of rupees stands in the name of the universities viz overdraft of Rs. 80 lakh stands in the name of Dr. Sir Hari Singh Gaur University at Sagar. Existing universities are not being given financial aid, University at Sagar, set up with the efforts of a single person is the oldest in Madhya Pradesh and fourth oldest in the country. Even central assistance is not available in time and nor it is adequate. Therefore, Dr. Hari Singh Gaur University should be made a Central University in the eighth five year plan. The State Government is mainly responsible for all these problems. Secondly, the Government is indulging in political vendetta to financially weaken this university. Almost similar is the condition of other Universities and schools in the State. Permission for setting up a Centre of open University and the proposed Central school for the benefit of the people, not opened for some reason, should be immediately granted. Hon. Shri Arjun Singh knows a lot about Madhya Pradesh. When he was the Chief Minister of Madhya Pradesh he did a lot for Sagar. With this hope and aspirations I would like to submit that Sagar being neglected for the last few years should not

[Sh Anand Ahirwar]

be meted out same treatment now

With these words I conclude and thank you for giving me the time to put forth my views during the discussion pertaining to such an important ministry

"Kaun Kahata Hai, Aasman Mein Chhed Nahin Ho Sakta,
Ek Pathar to Tabiat Se Uchhalo Yaron"

[English]

MR CHAIRMAN Now, Shri Sanat Kumar Mandal to speak Shri Mandal, you may please make it brief, and just stick to the points

SHRI SANAT KUMAR MANDAL (Joyngar) Madam, I rise to oppose the Demand for Grant of the Ministry of Human Resource Development Madam, I would like to speak in my mother-tongue that is in Bengali

[Translation]

"I stand up to oppose the Government Education Policy because the very purpose and function of education has not been reflected in the Budget Education is the sum total of experiences drawn from life and people The content of education should be linked with the life and liking of the student influencing him throughout his life and acting as a guide to initiate social changes (Interruptions)

[English]

SHRI RAM NAIK (Bombay North) Madam, I am on a point of order

MR CHAIRMAN Shri Mandal, just a

minute Yes, Shri Naik, what is your point of order?

SHRI RAM NAIK My point of order is that the House is to be over by 6 O'clock and a marathon debate is going on And the Minister has to reply and he must get at least 15-20 minutes to wind up the debate And if the speakers go on like this, time will not be available for him We want to have his speech, his reactions and the time left is just 10 or 12 minutes

MR CHAIRMAN I agree with you Therefore, I think we should exerted the time

SHRI RAM NAIK From our side, we are not agreeable for extending the time We are making it once again clear

SHRI K P REDDAIAH YADAV Why? When they want the time has to be extended and when others want they do not want it to be extended

MR CHAIRMAN If the House does not agree to extend the time then of course, the Minister must be given his chance

SHRI K P REDDAIAH YADAV You put it for voting and let the opinion of the House be obtained

SHRI BH VIJAYAKUMAR RAJU (Narsapur) The Business Advisory Committee has suggested five minutes to our group You have not yet given us that opportunity but you have allowed so many Members to speak to any extent

SHRI K P REDDAIAH YADAV The Business Advisory Committee has allotted the time but here they do not adhere to the timings

17.48 hrs.

[MR. SPEAKER *in the Chair*]

[*Translation*]

*SHRI SANAT KUMAR MANDAL: The purpose of education is to start its journey from the grass-root and explore the social problems and conditions and help in reaching the target. This universal outlook of education should be utilised for the benefit of the common citizen. Education should act as a task force to awaken knowledge and intelligence and assist in developing the creative faculty of the individual. But it is not enough to provide educational opportunity to everyone for removing disparity. All out efforts should be made to create an atmosphere to reach the target. Thrust should be continued on removal of disparities and equalisation of educational opportunities for weaker section of society. But I am sorry to say, the present scenario in the present field of education is not at all hopeful. On the one hand we have the developed career-oriented English medium schools with all kinds of up-to-date facilities meant for the children of selected few residing in big cities, or the other hand, the large section of the society residing in rural area is getting education in small schools lacking even minimum basic facilities. This is the reflection of the society as a whole in the field of education, displaying the failure of the Government with regard to educational policy.

Of course, work on National Policy on Education started before Independence. Many Committees such as Zakir Husain Committee and Kothari Commission on policy of education were set up after Independence. Kothari Commission was set up in 1964-66. Its purpose was to advise the Government in formulating a national framework and national policy on education for the

over-all development of education. Thus the National Policy on Education was announced in 1968 on the basis of report submitted by the Commission.

But the Government did not try to achieve the strategy by implementing the basic principles envisaged in National Policy on Education as it did not impose responsibility or provide financial assistance. As a result educational opportunity, standard, quality, content, utility and financial factor have assumed an alarming picture. The Government have failed completely in this regard. 1960 had been the target year for compulsory education for boys and girls upto 14 years. But the task has not been accomplished even in 1992. The Government have not come up with any clear cut policy in this regard. Most of the allocation in the field of education is spent on higher education. Attention is not focussed on primary or high school level. As a result illiteracy has been increasing. It can be rightly said that illiteracy has taken the form of a curse in the country endangering its existence as a whole.

The Government should take the full responsibility of Middle and Higher Secondary Education. It also should finance the administrative and educational expenses. One can not achieve the target just by a slogan for promotion of education without sharing responsibility.

Disparity is still prevailing in our country in the field of education between city and village, men and women, rich and poor. Navodaya Vidyalyas have been set up in 1985 in the name of New Education Policy creating discrimination in educational arena. Two type of educational policy can not be good for any country or nation.

The first step of mobilisation of resources should be the development of youth, sports,

[Sh. Sanat Kumar Mandal]

the upliftment of women and children. For the development of the nation as a whole the educational policy should have focussed its attention to agricultural, medical para-medical education. This has not been done in reality. The most important question relates to contents, syllabus, process and quality of education. Secondly the role and capability of the teacher is to be looked into. Emphasis should be given to the proper training of the teacher so that he or she may possess sound and upto date knowledge. Thirdly the proper implementation of the educational policy depends on the mobilisation of resources essential for higher education. But nothing has been mentioned in the Budget in this regard. Then it is necessary to pay attention to cultural aspect also for the development of culture. The children should be made conscious of aesthetic values so as to realize the sense of good test. The scholar and intelligential should be invited to place their point of view. Importance should be given to Fine Art, Archeology, Folk tradition.

Education should act as a weapon to bring in changes in the status of women. Although upliftment of women has been included in all agenda of Educational Department. But nothing has been achieved so far in this regard. New schemes have been mentioned in the Budget for promotion and amelioration of women. But most of the schemes are still under consideration. Such attitude is shameful for a country after 45 years of Independence. The daily Newspapers are full of atrocious incidents on women. Those incidents are increasing day by day. Such growing incident display the failure of the Government with regard to educational policy. The child of today is the future citizen of tomorrow.

[English]

MR. SPEAKER: New you must conclude please. Time is very very limited.

[Translation]

*SHR SANAT KUMAR MANDAL: I'll take just two minutes please. But where is the prvision in the Budget for the maintenance of health, food and education of the children.?

In the end I would like to say a word or two on the workers of *Augan Wari*. These workers have duty from morning to evening, but they get a meagre amount as their salary. I feel fund should be increased for these workers. I.C.D.S. projects can help to ameliorate women and children. In my opinion I.C.D.S. should work in every block.

As regards sports, the performance has been disappointing. We have many talented players. But they can not rise because for lack of facilities and opportunities. We have the Department of Sport but it has not been able to discharge its duty properly. That is why it has failed to create a single outstanding player from the vast population of 85 crores. We could not get any success in the field of sport. Majority of the people stay in the village. But they do not get any facility and thus can not reach the national level. Sports facilities have not been provided in the villages. So how can these players improve their ability. These players can not improve their potentials because the Government do not have any scheme, any policy.

So I oppose the demands for grants of the Govt. and after thanking you I conclude my speech.

[English]

SHRI YAIMA SINGH YUMNAM (Inner Manipur): Sir, while allotting the time, Mr. Deputy-Speaker read out in this House that one-member parties would also be given time to speak.

MR. SPEAKER: You are a single-Member party. It is very unfortunate. You will be given time while speaking on other debate.

SHRI YAIMA SINGH YUMNAM: But, Sir, we have not been given time.

MR. SPEAKER: You will get.

SHRI BH. VJAYAKUMAR RAJU: Sir, five minutes have been given to our group. (Interruptions)

MR. SPEAKER: You can speak on rural development. It is coming up just tomorrow.

SHRI BH. VJAYAKUMAR RAJU: Mr. Reddaiah Yadav wants to speak for one or two minutes.

MR. SPEAKER: You would not be satisfied. You would not be able to make the point. You can speak on rural development.

SHRI K.P. REDDAIAH YADAV: It is not fair on the part of the Government side also.

MR. SPEAKER: You will get time.

SHRI K.P. REDDAIAH YADAV: It is not time, Sir. We also do not want to speak if the House does not want to hear us. But there is a repetition of the Congress Members and the BJP Members.

(Interruptions)

MR. SPEAKER: That depends on the number of Members.

SHRI K.P. REDDAIAH YADAV: Then you give me time in the first batch.

MR. SPEAKER: It is not like that. You get the time in proportion to your Members in the House.

SHRI K.P. REDDAIAH YADAV: Then, how will you hear my party's viewpoint on the budget?(Interruptions)

SHRI YAIMA SINGH YUMNAM: May I raise a point of order?(Interruptions) I am a mover of five cut-motions here. I have been allotted to move. But I am not given time for two minutes.

MR. SPEAKER: I will decide your point of order. You know, it is the convention that the time allotted to the party is in proportion to the number of the Members. If you have more number, if you have more Members in the House, you get more time. If you are a party having only one member, you are likely to get very limited time. All the same, we are trying to adjust one-Member parties also to speak, and they get two minutes or three minutes. But they are speaking for 10 minutes or 15 minutes at least. That is the difficulty. We will certainly accommodate you while discussing some other subject.

SHRI BH. VJAYAKUMAR RAJU: Sir, let us speak for five minutes.

MR. SPEAKER: All right. But you should not repeat the points which have already been made. That is the only condition.

(Interruptions)

SHRI RAM NAIK (Bombay North): We are not agreeable.(Interruptions)

MR. SPEAKER: It is not like that.

SHRI RAM NAIK: My point is whether

[Sh. Ram Naik]

we agree to extend the time of the House or not. *(Interruptions)* One cannot anticipate. At least we must express ourselves. The point is that at 6 o'clock, the House would be over today. The Minister can reply tomorrow. We understand that tomorrow there is some problem. And he can reply day after tomorrow.

MR. SPEAKER: Then, the entire schedule of yours is disturbed.

SHRI RAM NAIK: We cannot help it.

MR. SPEAKER: You have to discuss other departments also.

SHRI RAM NAIK: They are there. The Minister should have been made available or the time should have been adjusted. *(Interruptions)*

MR. SPEAKER: That is exactly what we are trying to do. What can we do? Hon. Members take more time than allotted to them. Then, there is difficulty.

(Interruptions)

SHRI RAM NAIK: Sir, you may be aware of what happened on Friday in which a ruling party Member raised the question of quorum. The question of quorum is normally not raised during Private members' Business but that was raised. We also have our right but ultimately, that right was denied. As our right was denied, we are bringing the matter to your attention and we not agreeable to extend the time. Now, it is for the House and for you to decide. *(Interruptions)*

MR. SPEAKER: I am requesting you that we should continue to sit.....

(Interruptions)

MR. SPEAKER: Please do not disturb me like this. Mr. Thomas, it is not necessary. I am quite capable for this.

(Interruptions)

MR. SPEAKER: I am requesting the Members to continue to sit here until the hon. Minister speaks. I am requesting you also, Mr. Naik.

SHRI RAM NAIK: We are agreeing to your request. But the way the ruling party behaved was disgraceful and unheard in parliamentary history. Since you are requesting, we are agreeing. *(Interruptions)*

MR. SPEAKER: Mr. Reddaiah to speak for five minutes.

(Interruptions)

MR. SPEAKER: It is not like this, Mr. Reddaiah. I am giving you a chance. You don't decide sitting there.

(Interruptions)

SHRI K.P. REDDAIAH YADAV: Respected Speaker Sir, I am very thankful and grateful to you for providing me an opportunity to speak.

MR. SPEAKER: Please come to the point directly.

SHRI K.P. REDDAIAH YADAV: Today we are discussing the Demands for Grants under the control of the Ministry of Human Resource Development and education. There is a subject as national integration also. Therefore, Sir, I want to speak in Telugu today and I hope my hindi brothers will cooperate with me for the sake of national integration.

MR. SPEAKER: Telugue is a very good language. You should speak in Telugu and we will hear the translation.

[*Translation*]

*SHRI K.P. REDDAIAH: Mr. Speaker,

Sir, today we are discussing the Demands for grants of the Ministry of Human Resources Development. The national integration is the subject which is the need of the hour. So, Sir, I want to speak in Telugu. I would like to see how attentively my brother Members of Parliament from Hindi belt would listen to my Telugu speech and display their love for the national integration, around which Human Resources Development Ministry revolves.

[English]

MR. SPEAKER: Telugu is a very good language. You should speak in Telugu and we will hear the translation.

[Translation]

*SHRI K.P. REDDAIAH: Hon'ble Speaker, Sir, I do not wish to deal with the points which have already been highlighted by the Hon'ble Members who had taken part in the discussion earlier. I will touch upon only those points which have not been touched upon so far. I will confine myself only to new points and suggestions. Sir, after listening to the Hon'ble Members, my doubts, which had there been with me since my childhood, have further depend. It is most unfortunate. I bring it to the notice of this august House of the Hindi domination which is quite evident here. Hon'ble Members would listen to the speech attentively only when it is delivered in Hindi. This suggest body is well aware how the past Prime Ministers Pt. Jawaharlal Nehru, Lal Bahadur Sastry, Smt. Indira Gandhi and Shri Rajiv Gandhi evolved and relied hearty on 3 languages formula for national integration. Sir, we are seeing today how for my language Telugu, which is spoken by the largest number of people after Hindi, is being treated here, in this august body. Apart from Andhra Pradesh, many people in States like Karnataka, Tamilnadu, Maharashtra speak Telugu. The number of Telugu speaking people is next only to the Hindi speaking people. But what is the position accorded to this sweet and beautiful

language? I want to bring one bitter truth to the notice of the Chair. The amount allocated for the promotion of Hindi language is much more than the amount allocated for the promotion of all the other languages put together. What is the reason for this gross partiality? I ask, We, Telugu speaking people are there in many States. It is the most popular, well understood by majority of the people after Hindi. Yet, my language is nowhere! The allocation made in the Budget is next only to nil. Not only my language, all other languages spoken in different parts of the country are being neglected. Stepmotherly treatment is being meted out to every language other than Hindi. How is that the Central Government treating all other languages so shabbily? The Central Government ownres an explanation to this vital query. It is time that justice is done to all other languages.

Sir, certain allocations were made in the Budget for promotion of arts. Money is being provided to the promotion of all the major schools of dance like Manipuri, Odissi, Bharatanatyam and Kuchipudi. These are the four pillars of Indian culture. But, Sir, let me tell you, that enough is not being done for the promotion and propagation of Kuchipudi dance form. Perhaps there is no one in the East or the West, who doesn't know about this excellent dance form. I want to bring to the notice of the Hon'ble Minister for Human Resource Development, Shri Arjun Singhji, the glorious past of the Kuchipudi dance form and request him to provide sufficient funds to sustain and promote this great dance school of ours. Kuchipudi is one of the oldest dance forms in the country. It is our precious treasure. At any cost we have to pressure it. Unfortunately due to the lack of Government patronage, it is now on the verge of extinction. It is surviving today solely due to the untiring efforts of Shri Vempatlu Chima Satyam. He is the greatest exponent of this dance. Single-handedly he has been striving hard to preserve the Kuchipudi style of dance. He has dedicated his whole life and sacrificed everything that he has earned for

*Translation of the speech originally delivered Telugu.

[Sh. K.P. Reddaiah]

the promotion of this art. Sir, Kuchipudi has a great past. At a time when emperor Aurangzeb imposed Jazia on all the persons who sported tuft, At a time when people were threatened if they practiced their faith and preserved their culture, Shri Siddgendra Yogi, in Andhra bravely faced all these storms that threatened the very existence of Indian culture, strove hard to preserve this precious art form. Such were the men who preserved this precious gift well. It is upto us now, to carry on the work from where they left. So, Sir, I earnestly appeal to the Hon'ble Minister that if at all he is interested in the promotion of our glorious culture he should at once announce Rs. one crore grant to Shri Siddendra Kala Kashetram at Kuchipudi, the only institution in the country where Kuchipudi dance is being taught. Students from all parts of the world, from Japan in the east to America in the west, belonging to all age groups ranging from 5 to 20 years, corrage at this place to learn Kuchipudi. At present, the facilities available to these students at Kuchipudi are nil. Andhra Pradesh Government attached it to Tourism and fisheries department. Strange indeed! The Government of India is spending hundred of crores of Rupees for the promotion of art and culture. The least the Govt. can do is to allocate atleast one crore Rupees for the development of Kuchipudi.

Sir, many Hon'ble Members who participated in the discussion have spoken at length about the promotion of sports. Hence there is hardly anything for me to say about the subject. Hence I would like to deal with the elementary education briefly. We had discussed the subject at depth. I have an important thing to mention in this regard. People in other countries evaluate the culture of a particular country on the basis of the position of the teacher in that society. Foreigners evaluate our culture on the basis of the status that we accord to our teachers. If culture is dependent on education, education in turn is dependent on teacher. The teacher is the pillar on which society rests.

Hence the importance of elementary education and teachers who man it.

[English]

MR. SPEAKER: You must conclude now.

[Translation]

*SHRI K.P. REDDAIAH: Sir, one more minute. What is the present position of teacher, be it a primary school teacher, or second school teacher or for that matter even a college teacher? They are the most neglected lot in the country. The status of the teacher is not dependent on the amount we allocate for education in the Budget. What is needed is a change in our attitude towards our teachers. That is possible only if there is a social transformation. If we do not change our attitude towards our teachers, we can not dream of today's children to become the proud citizens of tomorrow. Hence, a great responsibility rests on the shoulders of all, particularly legislators and Parliament Members. Schools and Colleges are our temples of learning. They are more sacred. We should take a pledge that hereafter we, the politicians, do not interfere with the functioning of educational institutions. Now every one, be it a Mandal President, or a youth Congress President of Janata Dal or BJP, threatens the poor and hapless teachers over every frivolous issue.

[English]

MR. SPEAKER. You please conclude now.

*[Translation]

SHRI K.P. REDDAIAH: Hence I would appeal to all not to interfere in the transfer of teachers. Let us not interfere in the education system of the country. Then only our teachers can regain respect. Then only they can devote all their energies to shape and

*Translation of the speech originally delivered in Telugu.

mould the younger generation the become the glorious citizens of tomorrow.

[English]

MR. SPEAKER: Please conclude. You have taken 10 minutes.

[Translation]

SHRI K.P. REDDAIAH: Sir, I obey the orders of the Chair and conclude my speech.

[English]

SHRI YAIMA SINGH YUMNAM (Inner Manipur): Sir, though I rise to oppose the Budget, at the outset I do appreciate the endeavour of the Government for the implementation of the national Policy on Education effectively. It is good that we have this National Policy on Education I should better say that it is a must. In the context of the world which is changing very fast, I do propose for redrafting the National Policy on Education to suit the present changes in the world. However, I cannot give justification for this because of the shortage of time but I would request that this point may be considered by the Hon. Ministry very seriously. It is time for redrafting the Education Policy and placing it on the Table of the House.

Secondly, Sir, since education is in the concurrent list we have to have a Central Board on Education so that this Board can coordinate all the views of the State and the Centre. At present we have a Central Board of Education. I am referring to this because it is very important. I would rather say that this CAB must be reconstituted on a broad base and not on political consideration. It must be represented by eminent, talented persons even from the remote areas.

As regards the funds that are provided, I would say that they are not adequate. While speaking on the inauguration of the National Policy on Education late lamented Rajiv Ji assured that during the 8th plan, as per the

recommendations of the Kothari Committee Report, 6 per cent of the Budgetary allocation will be provided for the Human Resource Development. It was again rejoined by our present Prime Minister, Shri Rao, who was at that time the Minister in charge of Human Resource Development. He also assured that paucity of funds will not come in the way of implementing the new Education Policy. But, Sir, the percentage that is provided is only about 3 per cent or so. I think if Rajiv Ji were alive, he would have managed to give at least 6 per cent in this 8th Plan.

I now come to my out motions. With regard to the development of my State, I propose for establishment of an engineering college in the State of Manipur.

So, Sir, Shri Nehru said that the future of the country depends on the science and technology. But that part of the country, that remote region is very much backward. They have no enough facilities for getting technical education. So, I am urging the Government for establishment of an Engineering College in Manipur and also for women's education, I would like to request the Government for giving assistance for the establishment of a Girls Government Polytechnic so that the girls can be given facilities for getting education in Polytechnics.

I would like to say that, since Manipur can contribute very much in arts and culture, the Government should make arrangement for some more funds to the Jawaharlal Nehru Dance Academe and Sangeet Natak Akademi and so on.

Lastly, my point is that the education will play a very very good role in bringing national integration in the country. So, we must try our best to finance the States by granting more funds. There are States which can be managed with the domestic income. There are States which cannot manage the affairs without domestic income. Even in regard to education, they are not able to manage. So, those States which have no domestic in-

*Translation of the speech originally delivered in Telugu.

[Sh. Yaima Singh Yumnam]

comes, rather, which depend on the grants of the Centre only, must be looked after by providing more funds for the welfare of the country.

[*Translation*]

PROF. RASA SINGH RAWAT (Ajmer):
Mr. Speaker, Sir, an extensive discussion over education has already taken place. As all the members have pointed out that the allocation of funds in the budget proposals of the Human Resource Development Ministry has been inadequate. Keeping in view the prevailing circumstances and the requirements of the country, allocation of just 3-4 per cent of the funds is just a drop in the Ocean.

Sir, human being himself is the biggest resource and if he adheres to moral values, all the problems can be solved. But today man is on the path of continuous degradation; people in India have been either the victims of casteism or communalism, regionalism or terrorism, unemployment or extremism; whether feeling of acrimony is rising among the youth or feeling of dissatisfaction all around leading the country towards disintegration the basic reason behind all this is that education is not playing an effective role to develop human character. It is very important to lay the foundation of good culture in the childhood and then the educational institutions, universities colleges etc. should make available the opportunities to develop the same mental faculties during youth itself but despite efforts made by the Government, it has not succeeded in this respect. The result is that in regard to education it is often said -

"Nikle hein kahan jane ke liye, pahunchenge kahan yeh malum nahin

In rahon mein bhatakane walon ko manszil ki disha malum nahin"

Mr. Speaker, Sir, through you, I would like to submit that from 1947 to 1992 we have been hearing the smallest leader to the

greatest leader saying that some fundamental changes should be made in the educational system. We had formulated a national education policy in 1986. After that Ramamurthy Committee was formed to overcome the shortcomings in it. The characteristics of the education should be clear to the nation even after 42 years. At one time 10+2+3 system is adopted and at another time 10+4 system; sometimes it is learning by earning method and sometimes vocational education is imported; similarly experiments are conducted by setting up crafts centres, teachers centres, child centres etc.,. These experiments are damaging the basic structure of our education and it is very painful. Therefore, Sir, through you, I would like to submit that a clear education policy should be formulated through the Human Resources Development Ministry.

Sir, there are two major shortcomings towards which no attention has been paid. First, that employment in our country has been lamed to degree; the result is that only the oretical education is imparted. People should develop faith in labour and in human values, there is a great need to re-incorporate cultural, national, human and social values in our educational system. If at all, we want to develop emotional and national integration in the country then feelings of nationalism, patriotism, human values will also have to be developed through education. Only then the mental impressions acquired by the younger generations will develop. We will have to inspire the feeling of nationalism in our country disallowing the separatist tendencies to rise. We will have to develop the feeling that from Kashmir to Kanya Kumari and from Gujarat to Nagaland the country is one. Thus there is the need to review the inter-relation of job and degree. It is necessary to give appropriate importance to social and national values in education. I feel that linking of English in regard to job opportunities is the biggest cruelty to the people of the country. A person having completed his education through the medium of any Indian languages must get job. But it is a matter of regret that those who possess the knowledge of English language get the job, even

the parents are persuaded that only those children who get education in public schools will be able to get job. Children of poor parents are not sure of getting job. The result is that to fulfill such tendencies. English medium public schools in a large number have been opened in various localities which neither provide adequate facilities nor pay full salary to the teachers. Teachers are exploited. There are no norms in our educational system to restrict to the recognition of such schools. These institutions impart education from professional point of view. There is need to check this tendency.

Mr. Speaker, Sir, a strict opposition against capitation fee was raised in the House. The practice of charging capitation fee in Engineering or other colleges in South still continues, what measures were taken to check it? Sir, through you, I would like this matter to be reviewed.

Sir, through you, I would like to make another submission that there have been several vacancies in Kendriya Vidyalayas for the last many years, they should be filled immediately. Tamilnadu is a example where seats have been vacant for the last many years. Session as well as the exams are over now, what happened to those vacancies? There is need to think over all these aspects.

Before I conclude I would like to make one submission. It would be better to make arrangements in schools to provide vocational education in accordance to the requirements of the particular region, its circumstances, the aptitude of the people and the vocation that has better prospects in the region. School is not a workshop. We have a number of I.T.'s, polytechnics, Engineering colleges etc. in our country, attention should be paid to them and they should be developed. But Primary schools should be the centres of attention. Lapses in the Operation Black Board Scheme should be removed and get investigated.

[English]

SHRISUDHIRGIRI (Contai): I am grate-

ful to you for giving me an opportunity to speak only for a few minutes.

At the outset, I would like to say that I am grateful to the Hon. Minister of Human Resource Development for providing adequate fund for the Vidyasagar University, which is a rural University in the District of Midnapore, West Bengal.

This is the death centenary year of Pandit Ishwar Chandra Vidynsagar. he was a giat in the 19th century renaissance in Bengal, not only in Bengal but India also.

The University has formed a committee to commemorate the name of Pandit Ishwar Chandra Vidyasagar. They have proposed to set up a Chair after the name of Pandit Ishwar Chandra Vidyasagar in Bengali literature at the University.

I appeal to the Hon. Minister to provide adequate funds for the creation of the Chair.

Another point is, the University Grants Commission has its headquarters at Delhi. But the concerned people have to come up to Delhi for transacting business. I suggest that regional offices of the UGC may be set up in the States.

Rural games should be given priority.

Another point is, the National School of Drama should be given adequate financial assistance to develop it further.

MR. SPEAKER: Very good.

SHRI P.C. THOMAS (Muvattupuzha): I will just follow him, Sir.

MR. SPEAKER: Let us see.

SHRI P.C. THOMAS: My first point is that for pre-primary education there should be a real change of policy. The students are just losing their childhood. They are simply taught in such a manner that they are losing their brains and they are losing their development.

[Sh. P.C. Thomas]

Secondly, in primary schools also, I would suggest that the teaching should not be too harsh. For example, in the Navodaya Schools, in Emakulam district an incident has taken place. It is said that it is because of the harshness shown to the student. The boy has simply gone away. His whereabouts are not known. His name is Abhilash Joy; I am writing a separate letter also. He has been missing from early February onwards. No whereabouts are known.

Vocationalisation has been repeated. I will not touch that.

My next point is with regard to a very important matter. I suggest that politicisation of the field of Education should be stopped. For this, I think, a consensus has to be reached by all the parties. I know one incident in Kerala when the plus two system was introduced.

MR SPEAKER: Please come to the point. Leave these incidents. You can write to the Hon. Minister about them.

SHRI P.C. THOMAS: The plus two system was in vogue in every other place. But when this was introduced just for politicisation the Opposition parties opposed it and then a fight was there. There was an agitation which ended in a huge loss of money as well as the future of a set of students. Immediately after that they came to power and they had to follow the same policy. They brought the same plus two system, Pre-degree Board as it is called there.

With regard to youth welfare and sports many rural playgrounds are being allotted to schools. For Kerala, since three years, if understand, because of some ban or because the previous government had not submitted some accounts, no new grants are being given to any of the schools. This is a very sad plight. For no fault of theirs, they are not getting any grants. I suggest that this may be reviewed and if at all there has been any fault in the accounting of money, or

accounts were not submitted by one school, the new applints may not be affected by that.

My last point is with regard to culture. In Kerala we have youth festivals and the best person in each wing is given an award from childhood to his upper ages. I suggest that this may be followed at the national level also as it is being done in several States. Competitions and youth festivals may be held for all ages and the best person in each wing of arts and cultural activities may be found and given an award.

Thank you very much for giving me this opportunity.

[*Translation*]

SHRI RAM PRASAD SIGNH (Bikramganj): Mr. Speaker, Sir, I would express my views in brief. Today, a discussion is being held on the Demands of Grants related to the Education Ministry. Education is the backbone of our democracy and society. If the backbone itself is weak then the society or a democracy cannot function properly. During the last 45 years the Government certainly have not paid adequate attention to education. If the Government had done otherwise, the percentage of the education people as per the figures gathered in 1991 would not have restricted just to 52.11, even after 45 years of independence. Education has constantly been neglected in our country.

Education is a light that awakens a man, it strengthens the character and morality of a man and makes him aware of his responsibilities. Because adequate attention has not been paid towards education in our country that is why the character and moral qualities of the people of our country leave.

When we look at our past, we see a number of scholars in the country who had established their supremacy in the whole world. All of you are aware of the name of Swami Vivekanand. But there is not even a single person like that amongst us. Today the situation is that when the scholars from

our country go somewhere they are disrespected. The cause behind it is that we have diverted from our basic principles.

There was a time when there were teachers like Dronacharya and students like Arjun in our country. But today the persons like them are not there. During those days our education was not vocationalised. There is dual policy for education in our country today. On one hand, there are public schools, where only the children of the rich, who spend a lot of money on education and on the other hand, no arrangements have been made for providing education to the children of the poor, who can afford to get education only upto secondary school level.

Through you, I would like to draw the attention of the Hon. Minister toward this issue. I am not saying that you should harm the rich, but this is a question of education and it should be seen with humanitarian point of view. In view of this some arrangement for providing education to the children of the poor should certainly be made in the country and they should at least be provided free education upto intermediate level. In the present circumstances in the country, it is necessary that the Government should provide free education upto Intermediate level.

sir, I belong to Bihar, where the percentage of education is very low. Only 38.52 per cent people are educated in my State. Bihar has lowest percentage of education in the entire country. I would request the Hon. Minister to open a Central University in Bihar because it has always been neglected.

This dual policy for education should be ended. Late Shri Jagjivan Ram had once said that unless we end this dual policy we will not be able to provide education to the poor children and will continue to widen the disparity in the field of education. This will not bring equality among the humans. I would only like to request that such arrangements should be made, which will give equal status to all the educational institutions.

The allocation made in this Budget for

primary education is totally inadequate. As one of the Hon. Members said just now that only 4 to 5 per cent allocation has been made, this is very little in view of this important department. I would request you to reconsider it and increase the expenditure on education and more funds should be provided to Bihar.

[English]

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): Mr. Speaker, Sir, at the outset, I must express my deep gratitude to you for having enabled this House to discuss the Demands for Grants of my Department. It is incidental that I am holding this charge, the fact is that by your action you have enabled this House to inform the nation of what it thinks about the issues that are concerned in the Department of Human Resource Development.

I am also grateful to you that in the beginning itself it was mentioned clearly that this discussion will be with the special emphasis on Sports, Women and Child Development which again underlines your deep concern for these two areas of national activity which certainly deserve the highest priority from the Hon. Members and also in the country.

A lot of Hon. Members have expressed their sympathy with me and they have also expressed that they would like to see the resources – not the Human Resources but the Financial Resources of the Ministry – to be raised beyond the level that it is available today. No one perhaps except a very learned professor, who is also a very eminent Member of this House, Shrimati Malini Bhattacharya, could have put it so tellingly as she did in her comment which was meant for my esteemed colleague Kumari Mamata Banerjee, who is not here today, but I think it was meant for me also and, therefore, I would like to quote herself. She got the impression from whatever Kumari Mamata Banerjee had said that day that according to her quoting from an old American song – I do not know where

[Sh. Arjun Singh]

an American song attracted you, but the wording as it was told to us that she said here are very eloquent. She said: " I would, if I could but I cannot.

SHRIMATIMALINI BHATTACHARAYA (Jadavpur): The reference is to the policy of the American Government, not to the American people, or their songs

SHRI ARJUN SINGH: Well, whether it deals with the American song or the American people at least it was sufficient for to attract your attention. But since it attracted your attention and you have said this in the House, I think you wanted to say that I would, if I could but I cannot because my esteemed colleague Shri Manmohan Singh has not dispensed. But, I would like to tell you I would not end it by I cannot, I would end it with your permission and because of the support I am getting in this House, from all sides that I would try and I can assure you that this is not an empty promise. Since the time the allocations were being finalised I could see that the emerging pattern was such that for some reason or the other, there would be some decrease in the allocation for the activities of this Department. Beginning with the Prime Minister, the Planning Commission, the Finance Minister, I have constantly been having a dialogue with them both orally and in writing and I am in a position to assure this House that as soon as any augmentation of resources take place – which it is hoped it would happen – this Department will get the first benefit of that augmentation

SHIR NIRMAL KANIT CHATTERJEE (Dumdum): There would be more 'add' motions than cut motions, I suppose.

SHRI ARJUN SINGH: So far as cut motions are concerned, I had a long experience in the Legislative Assembly. I also used to put cut motions when I was in the Opposition. I was very frustrated when the Ministers while replying, would pick four cut motions, give very lengthy replies on them and totally ignore all the other cut motions. Naturally, all

the Members cannot speak in this House. So, some people – who got the opportunity to speak – have dealt with naturally, their own cut motions. They could not have dealt with the cut motions of the others. I evolved a certain strategy, not because I was not able to get information, but I believe that the whole democratic system is based on the principle of sharing of knowledge and information. If we are informed as Members of the House, our performance inside the House and our performance as the representatives of the people would automatically be better. So, I would like to follow the procedure which I initiated there. I would like to inform the House that to the Members who have given cut motions, who may not have got the opportunity to raise them here, within the next fortnight, I will be sending a written reply – to all those Hon. Members – on the points which they have mentioned in their cut motions, to the extent possible so that they are informed about it.

I would, therefore, like you to bear with me. I would not be in a position here in the House to deal adequately and to their satisfaction on the points on which they have given vent to their views here and issues which are directly concerned with an incident or with a specific thing. Of course, the broad issues of policy, the specific issues which are of great and wider concern, will be dealt by me. I will be dealing with the specific points. I have taken note of all of them. I will also write to you on that and if there is some information which you think is lacking, I would very much appreciate that you let me know and I will try to satisfy you to the fullest extent in this regard.

Sir, since you have taken Sports and Women and Child Development for special emphasis, I would like to say about Sports. You might recollect that even in the last session I had made such a request and somehow, in spite of your best efforts it could not happen.

MR. SPEAKER: This year also, it is because of you dealing with it that it was taken up.

SHRI ARJUN SINGH: No, Sir, it is because of you.

I was certainly very eager about it because I am one of the citizens of the country who feels very frustrated and sad that when an event takes place – at the national or international level – when we are glued to the T.V. set and the end result is such that it, perhaps, unnerves us. But the fact also remains that we only go to the TV sets when there is an event. It is a fact that sports is an activity which cannot be periodical or adhoc. In a country of the size of India, it is an activity which has to be sustained right from the ground level, upto the national level. For some reason or the other, that has not happened or it has happened in a haphazard manner which, I think, is the reason for our poor showing in the sphere of sports.

The activities that go into it also cover such a wide spectrum that to say that one Department, one Authority, one Government can deal with it effectively is, in my humble opinion, not the correct thing to say. State Governments are involved; various other agencies are involved and there has to be a holistic view of what is to be paramount and what, under certain priorities, is necessary. Once you come to that view, then the policy frame has to be evolved and that was the reason why I requested you to allow this House to give us the benefit of their advice.

Lot of Hon. Members have spoken very very candidly about it. Some of the Members here are themselves great figures in the world of sports. I would only give you this assurance that what has been said here is not going to be the end of the matter. Whatever views have been given by you will not only be given attention by us but we will start a dialogue as soon as this session comes to an end – or, perhaps, may be before that – with the State Governments, with the other sports authorities with other federations and with all those who are involved in this. The background of the dialogue will be what you have said in the house. The objective of this exercise will be to see that how that can be projected in the sports policy and the projec-

tion of this country in the world. And I hope that by the time we meet for our monsoon Session. I would be able to present to this House a document which would, I hope, reflect your concern and your opinion.

So far as the question of woman and child development is concerned, Sir, this is an area where every home and every family is directly involved. We cannot even attempt to express an opinion which is not in tune with the ethos of this country evolved over many many centuries about the central position in the family, in the society and in the country, of woman and child. I am also aware, as Shrimati Maliniji has said, that there are areas of gross abuse, areas where very distressing facts come to our knowledge where society does not treat women and children not only justly, not even humanly. Now, we cannot sit back and let that happen and therefore, over the years, in the last 45 years, effort is made to give protection, sustenance and also the empowerment to the women of this count so that they can not only play their own role in the nation-building activities, but as individuals can acquire the dignity and the rights that are due to them as citizens of this country. What has not been able to be done, that also we know, but the effort is very much there, and this effort is not a Government affair. As you are all aware as public representatives, the motivation for this effort comes from the people of this count and that motivation, I am sure, will bring about a situation where these kinds of complaints will not only be dealt with effectively and in a very deterrent manner, but eventually the will not be allowed to happen. That should be our goal and the should be our effort.

Some of the suggestions that were made from time to time have been implemented. For example, there was a need felt that there should be a Commission for women's rights. There was some controversy because there was also an opinion that we should have a Commissioner for women's rights. In the last Session there were a lot of questions, many Hon. Members felt that there would be a contradiction in terms if both the things are

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implemented. I had assured the Hon. Members then that the Act would be brought into force and the Commission will be appointed, and it has been appointed and any doubts that are still persisting on what will happen to the Commission we have decided that this Commission that has been appointed will itself give a thought to what has to be done and we will go by the opinion and advice of the Commission.

Didi is not here, Sir. She made a very eloquent intervention on this issue and said that this Commission perhaps will not function as it was supposed to have functioned. I would have told her in detail if she had been in the House, but this much I can say that whatever was said when this Act was being passed, shall be done; there is no question of trying to escape from the responsibility that the Government took upon itself to make this Commission an effective Commission.

Sir, there was another doubt raised about what we were trying to do for children who are being exploited and for whom, perhaps, there is no clear-cut policy framed or any programme. Child labour, destitution, drug abuse, these are all the misfortunes of a section of the flowers of India, who are our children. Even though my department does not deal with these issues directly, I can inform the Hon. House that this is a matter with which the Government is not only deeply concerned, but specific projects have been initiated by the Ministry of Welfare and by the Ministry of Labour.

SHRI SAIFUDDIN CHOUDHURY (Katwa): Sir, may I seek a clarification? Our heads hang in shame when we come to know that India has not signed UN Covenant for Prevention of Child Labour. Can you give an assurance that you will take action to do that and take subsequent measures to really follow up that in reality?

SHRI ARJUN SINGH: Sir, as I said in the very beginning, this is not a matter which is under the charge of the Ministry of Human

Resources Development. But, I am sure the issue raised by the Hon. Member is very important and I will convey this fact to the Minister for Labour and I am sure he will react to this and the needful would be done.

The second point which I want to deal here is culture. I am giving it priority over education, because the House, I am sure, will agree with me that it is the cultural profile of a community or a nation which ultimately determines its total profile. It is our good fortune that in spite of many vicissitudes through which this country has passed through in the last many centuries, the cultural profile of this country has been protected, has been maintained and has even been promoted by the people of this country. Even when there were Governments which were hostile and even when there were Governments which were alien to the very concept of Indian culture, Indian culture was nurtured, protected and promoted by the people of this country. Therefore, I think, the cultural profile of this country has an overriding significance over everything else and real education can only come from a true understanding of our own cultural profile. What has happened after we become free, whether it was this Government or that Government, I do not want to go into that. But, an effort was made that we should have a central idea about the cultural image of this country. We should have, at least, an agreed perception of how that image has to be protected and promoted. The richness of Indian culture, the streams that flow into it are so varied, so diverse and so far-reaching in their significance that in my view, it is not possible for any individual not in India, not abroad to really define what Indian culture is. It is the sum total of our plural society, it is the sum total of our beliefs, sometimes even of our superstitions, how they project on our lives, how they affect us and how we want to see that the human element in every individual either wilts or flowers according to the cultural background in which he happens to be. Therefore, I would say that the cultural profile of India has to be one which cannot be sectarian, which cannot be parochial, which cannot be confined to any strait-jacket of

thought and which essentially has to be humane, has to be secular and has to be forward-looking, has to be broad in its conception so that it not only encompasses all the good things that this country has possessed over the thousand years of its history but should also have the capacity to stand up for all that our culture represents. There is no room for fragmentation; there is no room for division. If any attempt is made or regressive social or political attitudes are projected, I think, anyone who is proud of his mother-land will have to stand up against these regressive tendencies and combat them if necessary, with all the might and all the will that he can summon.

Some points have been raised specifically. Therefore, I would like to a few words. It was said that the folk, tribal culture of this country is not getting the protection and is not getting the promotion that it deserves and the financial allocations here perhaps reflect this attitude of the Government. I have already said about the financial thing. I do not want to repeat it on every occasion. I would only like to inform the House that promotion of tribal and folk culture is not an entity by itself. It cannot be done in isolation. We cannot have one programme and that would be the end of it. Please do not judge the effort and the sincerity in this regard by the budgetary allocation under one head or the other. The fact is whichever area of activity you may take in the cultural field, unless that activity imbibes and projects the tribal and folk culture of this country, that activity is meaningless.

You have taken the name of Indira Gandhi Centre of Art. I know sometimes the very idea of the Centre is not to the linking of many people for extraneous reasons. I would only like to give you a very brief glimpse of the activities of this Centre and tell you how it has the direct bearing on what you yourself want that it should be done. This Centre is not merely a Centre to promote the thought and life of Shrimati Indira Gandhi though it is named after her and rightly so. It was Mrs. Indira Gandhi who was obviously the Prime Minister of this country. But apart from being

the Prime Minister of this country, she embodied in herself the capacity of a human being of the true virtues of a true Indian. Therefore, Sir, the mandate of this institution which is named after her is very wide.

I may only inform you that it has not only got the contemporary culture as part of its mandate to protect and promote it, I would request some hon. Members of this House who are really interested to see by themselves what the Centre is doing. We would request the Director — she herself of a person of great sensitivity — Shrimati Kamala Vatsyan to show you and if you go there, you will see for yourself that kind of heritage this institution is creating for the country. You will see the things which would have been lost to posterity 100 years later, perhaps none of us would know that India has at one point of time such excellence in music, in the art, in the visual art, all aspects of artistic endeavour. A library is being built up there, published library. Video of every kind of presentation that can happen any where in the world is being done by that institution. There is also documentation of folk and tribal art in this country. As succeeding generation comes and goes away, perhaps the force to history, the force of time takes away from our current memory scale what has been with us in the immediate past.

19.00 hrs.

It has happened in this country. It has happened in every country. By the documentation that this Centre is doing on folk and tribal art, it is preserving for posterity this rich cultural heritage of this country.

Therefore, I would request you that when you make a value judgment, have a complete picture of what is happening and if there is still something wanting, I can assure you that it is not our intention to say that we have done everything and that nothing needs to be done. A lot can be done. Your views and your suggestions will be of great importance. I will solve the problem. But first please make a visit

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Now I com to education which is obviously the subject matter in which every parent has a point of view. Therefore, when somebody says that there are so many points of view on education, so many points and suggestions made by so many people.

[Translation]

Sir, Shri Mohan Singh has stated that the question of bringing radical changes is being raised. Who is asking for radical changes? The parents are saying, the common man is saying. We should not ignore this voice. Everyone is expressing his own views because his child is involved, his grant son or grant-daughter is involved. That is why, they also hold a view about education. It does not matter whether one is big or small and when we held such a point of view and express it. It is natural that a lot of things come forward and sometimes it becomes difficult what to accept and what not to accept. Therefore, it becomes necessary that a national point of view should be formed from time to time and personal point of views should be included in it. It is our goodluck that since independence great scholars have expressed their views on this important subject, which will be a boon to our coming generations.

Dr Sarvapalli Radhakrishnan, Maulana Abdul Kalam Azad, Dr. Kothari and other so many scholars had expressed their views from their own experiences about the education system in this country. Those views are still with us and we can learn from them and can build a new system on the basis of these views. This was done through the national policy for education in 1986. Late Shri Rajiv Gandhi had called for a debate in the entire country for making a national policy on education. A debate was held and it was said at that time also that the education policy has been formed and amended for several times and so, what new things Rajivji would say in his education policy.

I am only reminding you about the issue,

but Shri Rajiv Gandhi had said that the education policy cannot remain stable, its purpose, utility and shape will change according to a changing society. The necessary is to fix standard norms by analysing these three aspects and these norms should be adhered to in the entire nation.

Sir, I would like to quote two-three paragraphs from the policy on education, so that we can further say about it in the relevant context. I quote:

[English]

I quote from "Policy on Education: Background context." :-

"Every country develops its system education to express and promote its unique socio-cultural identity and also to meet the challenges of the times".

The National Policy of 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration.

The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and together content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict

conformity with secular values.....”

This is the background in which the National Education Policy was enunciated. I will say one thing. I am not claiming that since then everything that needed to be done has been done faithfully. Only a braggart would say that. How can I say that? But this much I can say that since then every step that has been taken by the Congress Government has been in the light of this enunciation of the National Policy. It is an unfortunate fact – I am not making it a matter of politics – that in the two intervening years, simply because perhaps this was evolved by Shri Rajiv Gandhi, therefore, everything in this was sought to be negated or sought to be termed improper. But I may inform the House that the Ramamurthy Commission that was set up given the Report and the Report is now with us and except for some minor changes here and there, Professor Ramamurthy has not only endorsed and underlined the basic precepts that govern this policy but has also said that this is the Policy which should be followed now in this country. He has made some departures and he was quite entitled to do so. I would like to inform the House that I do not want the Educational Policy of this country to be the subject of any controversy or politics. Therefore, whatever are the recommendations of the Ramamurthy Committee, a Committee of the CAB was appointed to see how they can be assimilated in a broader policy frame-work. That Committee has given its recommendations. I have drawn up a plan of action. My effort would be that before this House rises for the recess in this Session, 12th or 15th – whatever be the date – after having this matter discussed in the CAB, I will try to present a document in this august House which will outline the Policy that this country will keep on pursuing in the broader perspective and in the broader objectives to maintain our national identity and to give us the tools, as has been mentioned here, the tools for progress and modernity. There were some points raised about the Navodaya Vidhyalayas. The Navodaya Vidhyalayas were one of the items that was mentioned in this Policy and it was also one of the issues on

which there was a lot of differing perceptions and perhaps still are there though those perceptions are now gradually coming to grips with the reality and the new perception is emerging. I am not taking any names; I am not mentioning any States. But that is a process which has now begun and I am hopeful that in the very near future a scheme of the Navodaya Vidhyaiayas will become a nationally-accepted scheme. We have decided that in the Eighth Five Year Plan, every district of this country will have one Navodaya Vidyalaya and for that objective, we will provide the facilities, the finances and we will see that this concept of Shri Rajiv Gandhi is not only fulfilled, fully implemented but it becomes a very useful instrument for the weaker sections of the society, the poorer section of the society to acquire the skills which are denied to them because of other factors.

Some of the points are raised about non-functioning or the wrong functioning of the schools. We will try to amend them and whatever has been said here it will receive our attention and if there are shortcomings or any lapses, that will be attended to.

Then the question of elementary education was raised. I cannot but share with this House the sense of regret and to a little extent, frustration which all of us feel that this goal of universal elementary education could not be fulfilled within the time frame in which it was envisaged immediately after India achieved freedom. Though we have advanced a lot, yet a lot needs to be done. But I am sure, the manner in which all political parties, all Governments, of whichever political hue they may belong to, now that they have made a firm commitment that this national objective has to be achieved basing my views on their commitment, their perception, I feel that by the end of this century, it would be possible to achieve universalisation of elementary education in this country. At least our effort should be that all our resources should be geared all our efforts should be in that direction. I am sure when the nation like India takes up certain decision, it will be implemented. I am encour-

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aged also, Sir, by the fact that we have seen in what dramatic manner the National Literacy Mission has come to acquire a central position in the entire efforts for literacy in the country. There were doubts, there were suspicions, there were certain inhibitions. But now with Kerala having shown the way, with Pondicherry having shown the way, with Maharashtra having shown the way, with West Bengal having taken a lead, there is no State in the country except, and I have to say with great regret, some States, in the heart-land of India, to which I also belong to one of them, have not yet been able to take off in the manner that they should. But I am sure that even there a beginning will be made and a real beginning will be made. My interaction with the Chief Ministers, the Ministers of Education encourage me to say this. I am sure that according to the norms set by the UNESCO, India would be able to achieve universal literacy by the turn of this century. I am not making a bold declaration, neither am I saying something which I think, is a dream worth nurturing. I am saying this because Literacy Mission now in this country has become a people's movement. When the people of India, rise, awake and march, I have no doubt that we shall reach our goals.

There has been something about the secondary education and about the vocational education. Whatever else may be the opinion of some Members about certain new policy initiatives that this Government has taken, I would beg with you that at least so far as equipping the youth of this country with the skills that will be in great demand, as the nation geared itself to take advantage of initiatives for economic revival, is concerned, all of us should try to provide those skills, provide those tools to the people and the youth of this country. And in my opinion that will come only by a very imaginative and bold programme of vocationalisation of the education throughout the length and breadth of this country. I have been encouraged also by the fact that many public sector undertakings, many private undertakings, they have responded very positively to the request

made to them that they should share not only the burdens but also implementation or the absorption of people who acquire the skills through vocational guidance in this country. Our own resources at this moment are an inhibiting factor. But I am sure that with the rapid growth of industrialisation, the demands have become so great that the resources will have to flow out and we cannot create a lopsided view of the development of this country where there is an opening, there is a need and we do not have the equipped hands.

Therefore, this is going to be one of the thrust areas in our educational programmes, in our programme to equip the Nation for the opportunities that lie ahead.

Since many hon. Members were kind enough not to speak and gave me the opportunity to say what I had to say, I will not be very long. There are only one or two things which I want to say to which the hon. Members in the House—though some of them are not present here at the moment—have made a pointed reference. One was the position explained by the hon. Member from Indore, Shrimati Mahajan, about certain books in Madhya Pradesh which have been removed from the curriculum to lighten the burden, as she said and as the Government there has said, on the shoulders of our children. I am myself a votary of that effort. And actually, the Government has set up a National Commission, with Prof. Yashpal, as its Chairman, to devise ways and means to see that this happens. I do not want to enter into any argument with anyone here. But I would only plead with the Government of Madhya Pradesh "Do not consider Gandhi, Buddha, Raja Ram Mohan Roy, Christ and Mohammad, as burdens on our children." They can never be a burden. If we know about these great figures of history, they will enlighten us, lighten us and perhaps, inspire us to become better citizens of this country, whether it is in the fourth class or whether it is in eighth class, it makes no difference. I think, if the hon. Speaker, permits, we could circulate a document or a book on comparative religious in this House. It will inform us, enlighten

us an perhaps, the constricting mind that now these days seems to affront and confront the soul of India, could itself might feel liberated. And there, they are saying that we are removing the burden on the students and you asked us to do it and the NCERT had asked them to do it. I want to make it perfectly clear that at no point of time, did the NCERT make any such suggestion to any Government in this country.

The same hon. Member and some others also said that these Nehru Yuva Kendras are doing nothing. There is no linkage either forward or backward. Some of the terms that have come in our vocabulary, even I cannot understand that. One of them is 'linkages'. Now where do we want linkage whether it is forward, backward or sideways? It is all right. I think this Nehru Yuva Kendra Yojana was conceived way back in 1970s. Even at that time, it was felt that a very insidious and a very subtle campaign was going on to poison the minds of the youth of this country. This is not a projection of any party. It is a projection of a national consciousness. That consciousness which imbibes, which absolves, which re-generates does not allow our thought process to be atrophied or to be diverted from the broad stream of nationalism and national integration. I know, it was a very big objective. There are failure in this scheme. But, do not throw this out of the window; and at least we will not permit it to be thrown out of the window. It is part of our manifesto that we shall establish many more Nehru Yuva Kendras in this country so that they become focal point for the youth of this country, not only to equip themselves in every walk of life, but also become the focal point to start the campaign for national integration, for secularism, for the nation, for the people, for the poor, for the women, for the minorities and for everyone who pursues nationalism today. These Yuva Kendras will become focal point of that. If there is any lack of coordination anywhere, I have written to the Chief Ministers; we had a meeting here. Everyone talks about it; but when I send letters, nobody wants to reply. I do not want to keep the House in the dark on this account. There are some people who would like this lamp that

has been lit by the Nehru Yuva Kendras across the country to be extinguished because the light that these Kendras trying to shed is fighting and combating the darkness which those people want to spread. Therefore, these Kendras have become great centres of attention and attraction and also attack.

[Translation]

PROF. RASA SINGHRAWAT: Assessment should be made on the basis of work. A lot of time has passed. There should be no hesitation in assessing them through their results.

SHRI ARJUN SINGH: I am ready to assess the results ten times. But one should initiate come forward to take the only by giving speeches or saying some things will not make us accept anything. You should make an assessment when your mind is open, because only then, you will reach right conclusion. An assessment can never be correct when it is done with a closed mind.

[English]

I will now close my observations with one very short request to this august House and through this august House, to the wide and awake people of India, that while we might have many issues in which we are divided, while there may be many concepts which have different perceptions, there is one thing on which this country cannot afford to have different perceptions and that is the unity, integrity and the future of this country.

Education cannot be and should not be a mere exercise in a bureaucratic activity; education cannot be and should not be an exercise to project a point of view or to contest a point of view; education has to be an exercise which informs the people, empowers them and makes themselves capable as citizens of this country, to see, learn, decide and stand up for what is right for themselves, for the society and for the country. It is to give that empowerment that all our activities in this Department are geared

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to and I am sure that with the help, guidance and sustenance that this House and you, Sir, will provide, we shall succeed in our endeavour. Thank you. (*Interruptions*)

SHRI MANI SHANKAR AIYAR (*Mayiladuturai*): There are no words from the Minister about the Indira Mahila Yojana (*Interruptions*)

SHRI ARJUN SINGH: I did not know that my esteemed friend Shri Aiyar had come. I did not look back. I concede one point that the Indira Mahila Yojana has not yet got off the ground for the very specific reasons which Mr. Mani Shankar has mentioned in this House. There are certain moulds or mindset to which we are still prisoners in this country. One of them is about shedding discretion and authority in the departments. And the commonly held view is that when you cannot give away your powers, then you try to coordinate. With my limited experience I can say, coordination under these circumstances is practically obstruction and not coordination.

But I would like to assure Mr. Mani Shankar and the House that Indira Mahila Yojana will not be allowed to fall prey to that kind of attitude or mind set because the Prime Minister has taken upon himself that, come what may, the basic structure, the basic levers that this Yojana has to use, to get implemented, will be provided.

I only appeal to the State Governments, with whom we have already interacted, to look at this not as a Yojana in the name of Indiraji but as a Yojana for the women of this country, a Yojana which will give them levers by which they can stand up for themselves, they can stand up for the country and the society. I am sure this Yojana will find its place in one of the most brilliant chapters of Indian endeavour as soon as we are able to do so.

[*Translation*]

DR. K.D. JESWANI (Kheda): Nothing

has been said about Sindhi Vikas Board. Please give some details.

SHRI ARJUN SINGH: I will write a letter.

[*English*]

SHRI FRANK ANTHONY (Nominated Anglo-Indian): Sir, I speak as a person who has dealt with education for 50 years, one of the gargantuan tasks. The Minister is dealing not with a nation, he is dealing with a sub-condiment, that has 179 languages, 500 patois and dialects. What he underlined is that we must seek some kind of coordination. That is what I want to congratulate him for because I have never been a Member of the Congress Party. But I have defended successfully one of the greatest leaders Smt. Indira Gandhi who congratulated me for having rejected the classification of the community, which I lead, as a backward class. She said: yes, every community has its weaker sections. But I also reject the word 'backward', because as she said, if I had my way, I would eliminate the word 'backward' from our social vocabulary.

I want to congratulate the Minister on this that I was responsible for having secondary education put into the Concurrent List. I would plead with the Minister because he is one of the leaders of the only national party that we have, of which I had never had the privilege of being a Member.....

MR. SPEAKER: It should not become a regular speech.

SHRI FRANK ANTHONY: With this commitment to the democracy, conditioned by secularism, the Central Government must ensure that there is no tendency with some States to indulge in regional, linguistic and educational chauvinism. That is one of our greatest tasks. I want to congratulate him for this.

MR. SPEAKER: You have already congratulated him. And we all join you in congratulating him.

(Interruptions) Cond. for an hour

SHRI FRANK ANTHONY: I wanted to speak more. But since Mr. Speaker has asked me to end I shall sit down.

MR. SPEAKER: I shall now put all the cut motions moved to the Demands for Grants relating to the Ministry of Human Resource Development to vote together unless any hon. Member desires that any of his cut motions may be put separately.

I shall now put all the cut motions to the vote of the House.

All the cut motions were put and negatived

MR. SPEAKER: I shall now put the Demands for Grants under the control of the Ministry of Human Resource Development to the vote of the House.

The question is:

"That the respective sums not exceeding the amounts on Reve-

nue Account and Capital Account shown in the Fourth column of the Order Paper be granted to the President, out of the Consolidated Fund of India, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1993, in respect of the heads of Demands entered in Second column thereof against Demand Nos. 47 to 50, relating to the Ministry of Human Resource Development."

The motion was adopted

MR. SPEAKER: The House stands adjourned to meet again at 11 AM on Tuesday, the 7th April, 1992.

19.31 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Tuesday, April 7, 1992/
Chaitra 18, 1914 (Saka)*