

DEMANDS FOR GRANTS (GENERAL,
1990-91

**Ministry of Human Resource
Development-CONTD**

[English]

MR DEPUTY SPEAKER Now discussion on Demands for Grants Nos 47 to 50 of the Ministry of Human Resource Development moved on 16th April, 1990 will continue

[Translation]

SHRI SURYA NARAYAN SINGH (Balua) Mr Deputy Speaker, Sir the Budgetary allocation for the Ministry of Human Resource Development is totally inadequate. It is not at all possible to achieve targets fixed in this regard by the National Front in its election Manifesto. It has been said all along that primary education should be universalised. It has also been said that by 1995, primary education would be made compulsory.

14.00 hrs.

But what is sad is that even so many years after Independence less than 50% of children in rural areas attend primary school. It was loudly proclaimed that special emphasis should be given on child education in order to bring down the percentage of illiteracy in this country. But what is the situation today? Let us, for a moment forget the budget allocation for this purpose. In rural areas, particularly in my constituency, we see hardly any primary school which has an academic atmosphere. Most schools lack facilities like buildings and well-appointed rooms in which to hold classes. The number of students attending these schools is quite low and even if students are there we find a dearth of teachers. Besides this the syllabus is such which does not lead to the mental development of the students. What does the Government want to achieve? Merely saying that primary education should be universalised will not solve the problem. If we look

at this in the socio-economic context and try to admit as high a number of students in school as possible we shall not only achieve our goal of universalisation but also create a new enthusiasm for education. But what is the reason that a poor child, a Harijan-child has to turn to employment? The number of such children in the country is more than 9 million. Why is it that these children are deprived of education? May I know from the hon. Minister what steps are being taken by the Government to admit these children to schools? Half of the world's illiterate population, even 42 years after Independence lives in this country and their number is increasing everyday. The illiterate population in 1981 is much higher than what it was in 1971. May I know the steps being taken in respect of adult education? Why have the schemes launched in the recent past not shown expected results? When the matter was received it was found that reforms in this field are virtually impossible. What is the position now? To answer this question let me cite the example of my constituency. Some centres were opened there but nobody is studying in them. These centres neither have students nor teachers. This is due to the rampant corruption in this field. To me adult education looks like a cruel joke. I think everyone is aware of this as it is happening quite openly. Yet all are mute spectators. The fund allocated for this purpose is proving to be a waste. I don't think we will be able to achieve much in this direction however loud proclamations we make and a number of resolutions we pass in the coming days. No sector can make any progress if there is no progress in the sphere of education. This has been my experience in the past and this is the conclusion that I have arrived at. This is the basis on which we should see as to what steps should be taken for the progress of education. The four states of Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar are the heartland of the country. What is the state of education in these states? The rate of literacy in Rajasthan is 18%, in Madhya Pradesh 20%, in Bihar 22.5% and in Uttar Pradesh it is 23% whereas the all-India average is 29.7%. What is the perspective in which we see the development of education

in this country? Have we ever thought of taking steps to remove the educational backwardness of some of the states, Districts or region in our country which are educationally backward? It looks as though our Education Policy has become aimless and without any perspective. If this situation continues the amount of funds allocated for this purpose becomes important in itself. But mere allocation of funds is not enough. The need of the hour is to evolve a mechanism so that the objective to make of primary education compulsory by 1985 could be achieved now. We want a literacy campaign in this country which may create a new hope, a new mentality among students in this country. A dedicated cadre should be prepared for the education sector. For example if the responsibility of handling the literacy campaign is given to the panchayats, teachers and unemployed youth we can achieve results on the lines of Kerala. In the Ernakulam district of Kerala a literacy scheme was launched for all the illiterate people living there. The State Government attracted unemployed youth towards this project, not by money or job offers but by instilling in them a sense of commitment. With the result that they can proudly say that there is at least one district in the state where no person is illiterate. The Kerala Government is taking further steps in this direction. On the other hand we see a deplorable state of affairs in the rest of the country. Why can't we do likewise in respect of other States. What is the state of affairs in secondary and higher secondary schools and colleges in Bihar? Exams are never held on time and results too are declared very late. The education system in the entire state is in a state of utter chaos. The objective of education to awaken the sense of patriotism in children strengthening the democratic mentality of people and developing the personality of a person to make him committed towards preserving the unity and integrity of his country. But today students studying in schools and colleges in Bihar are taking to crime and terrorism. This calls for a review of the entire Education Policy.

A new scheme called the Integrated Children Development Programme has been

started for the laying the foundation of the psychological, physical and social development of children upto the age of 6 years. This programme includes 'Aanganwadi Sevika' or 'Sahayika' But the problem is that all supervisors who are working in this scheme are Government employees. Although they are engaged in such an important task the 'Aanganwadi Sevika' is paid a paltry sum of Rs. 250 Rs. 275 as honorarium while the 'Sahayikas' get only Rs. 225. These people teach for three hours, work in the contact programme with 4 families during which they hold discussions and prepare minutes. This means that they are working 8 hours a day. But their salary is extremely low considering the amount of hard work they put in. No person would be willing to work 8 hours a day on such a meagre salary. Why is the Government ignoring the plight of these people? What is the obstacle in treating them as Government employees and giving them Government pay-scales. On one hand the Government claims that this is a very important project that aims at creating an interest for education in children by moulding their outlook in that direction. On the other hand, the scheme is being implemented in such an indifferent manner that it is impossible to expect any favourable results from it. Therefore, I would like to request, through you, that we should give a serious thought to this matter. Otherwise, however hard we may try to prepare schemes and boast of implementing all of them to accelerate development and growth in different fields, the ultimate result will be nil.

I was listening to the speech of Shri Narasimha Rao yesterday very attentively in which he claimed that only those children are selected to study in Navodaya Vidyalayas who are deprived of opportunities to study in other schools due to limited means at the disposal of their parents. As far as I know we have received a number of letters from Begusarai district complaining about inadequate teaching and food facilities in these schools. If this is the condition, then what is the use of spending more than rupees one crore to run these schools. You say that merit is the only criterion for selecting stu-

[Sh. Surya Narayan Singh]

dents, but this is far from true. There are lot of irregularities in that. We will not be able to improve the standard of our education unless we give up our pro-elite attitude fully and try to understand our shortcomings in a broad economic and social perspective. I am fully confident that the hon. Minister will make it a point to answer all the questions raised by us. With this I conclude my speech.

[English]

DR. THAMBI DURAI (Karur): Mr. Deputy Speaker, Sir, I am very grateful to you for giving this opportunity to speak on the Demands for Grants of the Ministry of Human Resource Development.

First of all, I want to inform the House, through you Sir, that I hope that at least the new Government, the National Front Government, will change the Ministry's name because Education is a very important subject. They may say that because Education helps to develop the human resource, therefore, it can be a part of that Department. But even Agriculture, Commerce and others are connected with the human development. Therefore, I am once again requesting the new Government, first, to given importance for Education, let them call it as the Ministry of Education Ministry.

Secondly, this Government also goes on the same line of the Congress Government because the Demand that they have put is for all the projects which were initiated by the Congress Government. Even yesterday, Mr. Narasimha Rao said that based on our New Education Policy which we formulated in 1986, many programmes were spelt out. Universalisation of elementary education. Functional skill development in adult education, vocationalisation of school education, consolidation of higher education, modernization of technical education, language development to foster the unity and integrity of the country amidst diversity these are the programmes. If we take universalisation of elementary education, we find that

they have allotted funds to the tune of Rs. 265.30 crores for this year. In the previous year Rs. 234.40 crores were allotted. But they spent only Rs. 200.88 crores. I do not know why they could not spend the whole amount. Now-a-days, all the Ministries are demanding more funds to execute their programmes, but they have saved Rs. 34 crores nearly. I want an explanation from the Minister regarding this. In spite of spending so much amount under the New Education Policy through 'Operation Blackboard' and so many other projects, the report says that the drop-out rates are significant, retention of the children in the schools is low and wastage is considerable. In 1986-87, the drop-out rates were 50.5 per cent in Classes 1 to 5 and 63.8% in Classes 1 to 7. This is what the report says. I want to tell that the amount which they are spending for the universalisation of elementary education is not sufficient. People, who are living in rural areas and even in urban areas also, are not able to send their children to the school because of poverty. That is why, our leader Dr. MGR had introduced the Nutritious Mid-Day Meal Scheme in Tamil Nadu. He spent nearly Rs. 200 crores per annum for the scheme. But the Centre is spending only Rs. 265 crores for development of elementary education for the whole country. To attract the students, you have to provide some facilities. Without giving facilities, you cannot expect to bring down the rate of drop-outs. In order to minimise the drop-out rate, you have to introduce this Mid-Day Meal Scheme throughout the country. By way of spending a little amount, you cannot build school buildings and you cannot give teaching aids. I want to emphasize this point. Yesterday, our Minister said that our expenditure for education including the Centre and the States comes to about 4.5 per cent of the GNP. This is very low. In other countries they are spending 6 to 8 per cent of the GNP. I have learnt through some sources that Japan spent nearly 10 per cent of the GNP for education in the beginning. Without more allocation of funds, you cannot achieve any significant impact in our system. Therefore, this is high time for you to give top priority for allocation of more funds for education.

Regarding secondary education, our new policy is giving emphasis towards vocationalisation. I want to know from the Minister about the programmes that they are going to take up for vocationalisation. You have to see that students get employment after finishing their courses. You have to take into consideration the industries like agro-based industries in rural areas. For this kind of education, you have to develop the entrepreneur ability also among the students at the younger stage itself. Then only they will get the aptitude for starting their own industries after finishing their courses. Then, technical education is very important. Instead of having Arts and Science colleges, if you convert all the institutions into technical institutions, then it will be a good thing because we need more technocrats. In order to develop these courses in technical education, we have already passed an Act in 1987 called, 'The All India Council of Technical Education Act, 1987'. It gives enormous powers to this Council to maintain good standard in technical education. Our senior colleague, Shri Narasimha Rao mentioned about this: "What this council is doing; whether they have found out irregularities; how they are going to rectify all these things?" In the Budget, they have allotted certain funds for All India Council for Technical Education. But they are not sufficient. When you are giving enormous powers to the Council you have to give the Council sufficient funds. It is said in the AICTE Act, 1987: "It shall be the duty of the Council to take all such steps as it may think fit for ensuring coordinated and integrated development of technical education and maintenance of standards." Various functions have been given to this Council. Some of them are to grant approval for starting new technical institution and for introduction of new course or programmes in consultation with the agencies concerned. It gives power to inspect or cause to inspect any technical institution and also to give recognition for the institution and also to recommend to the Universities for affiliating the concerned institution. It is having so much powers.

Why we have introduced this Act. It is

because, universities are also having their own technical institutions. Different universities have got different norms and different standards. We want uniform standards. That is why, we have passed this Act. When we are going to implement all these things, it needs more money. The money provided in the Budget is not sufficient. It is having so much enormous functions and by having only four regional centres, you cannot implement all these functions. The regional centre is equivalent to the Directorate of Technical Education which we are having in the States. They have been given so much powers. So, it is high-time that you have to have not only four regional centres but in each State, you must have a Centre of the Council. That is what I am requesting the hon. Minister.

Regarding University Grants Commission (UGC). I want to mention one thing. Last time, one of our Members spoke about the functions of the UGC and remarked that the importance of UGC had gone down now-a-days. In spite of having so much powers, it is not able to control the universities. Universities are having different norms, different syllabus. Why can't we have uniform syllabus for all the universities? Why can't UGC take up this task and strictly instruct the universities to have uniform syllabus.

Regarding pay scales and salaries for the teachers, they are not implemented in all the States. I read in report that only 11 States have got the Central assistance for implementing the UGC scale. What about other States? That means, they have not implemented the UGC scale. Yesterday, an hon. Member said, vice-Chancellors are becoming kings. I do not think, it is so. It is not correct. Now a-days, universities are not functioning in an autonomous way. They are controlled by the concerned ruling party in the State. They are only dancing to the tune of the Education Minister or the Chief Minister there. Even in our State, everybody knows what is happening. Only somebody is controlling the whole thing. Vice-Chancellors are not kings. They are more or less like *Chaprasis*. Their position is like this. That is why, I am telling that UGC must take up

[Dr Thambi Durai]

these things and try to see that autonomy of the universities must be maintained

I want to make one request to the hon Minister In Tamil Nadu there is no Central University I request him to consider my request to have a Central University either in Trichy or Salem This is very high time that you have to help us

Regarding teachers I have to say certain things about their welfare The salary which they are getting is not sufficient the cost of living has increased We put a lot of taxes also which they have to pay I will make a request to the House that the salary which the teachers are receiving must not be subject to income-tax We have to give some relief to the teachers They are doing dedicated service to the society Taking that into consideration I request the Government to consider exemption of income-tax to all the teachers

Regarding free education for women, you have made education free only up to +2 I want to make my humble suggestion This is Girl Child Year Therefore we have to give free education up to Degree level for women students

Regarding Navodaya Vidyalaya, yesterday our former Minister said that the purpose of establishing this institution is to bring about integration and to develop the unity amongst people That is more important But I have a difference of opinion on this point I am not for Navodaya Vidyalaya because it creates some elite in the system which is not advisable Most of the convent schools which we are now having have already created that kind of difference between one section and the other We want uniform education but through Navodaya Vidyalaya, definitely some section of people are alienated You say that merit is the criterion for selecting students What about other students? Why cannot you convert all the schools as Navodaya Vidyalayas instead of having one or two only in a district? That must be our attitude When

you concentrate only on one or two schools in a district, you cannot concentrate on other schools Most of the politicians and bureaucrats are sending their children only to convents The standard of primary education in the country is very poor because nobody is bothered about this We have to make a rule that if there is a school in a particular area, all the children of that area should be sent to that school alone, and that they should not be sent to any other school When you are having a school in Delhi, why are you sending your children to New Delhi? When you do like that, you are not concentrating on municipal and Government schools It amounts to that Nobody is bothered about the municipal and Government schools If you send your children to the municipal and Government schools, then response will come and the school will improve By sending your children to other school, you are only creating more differences and adding to the existing differences You ask me to send my child to convent because it is good for future employment Why cannot you made uniform education from primary level? That is why, I am not for this Navodaya School

As regards language policy in the Navodaya School, after the 5th standard is over, from 6th to 9th standard, you are making once again the mother tongue the medium of instruction Afterwards, he has to study in English or in Hindi How is it possible for non-Hindi speaking students to cope up with the Hindi or English speaking students in either Hindi or English medium studies? I do not want English medium of education In the same way, I cannot accept the medium of instruction of all students to be Hindi or English You have to allow the students to get education through mother tongue You are advocating the medium of instruction to be in the mother tongue but, after 8th standard, you want to make it English or Hindi in Navodaya school How is it possible for non-Hindi speaking students?

Regarding official language for Hindi you are allocating under the Plan, Rs 5.4 crores and Non-Plan Rs 4.40 crores for development of this language What about

other Indian languages? You allocated Rs. 3.30 crores only for them. I do not know why this differentiation should be there. We call all the 16 languages in our Constitution as national languages. Yesterday our Education Minister and the former Minister Shri P. V. Narasimha Rao have described these languages in the Constitution as regional languages. We have to treat all these 16 languages mentioned in the VIII Schedule of the Constitution as national languages. You have to take it in that spirit. You have to follow it. You have to allocate more money for development of these languages. Why should there be regionalist? When you are not respecting the feelings of other States, regionalist comes in. What is happening in Punjab, Jammu & Kashmir and Assam may happen in other parts also. You have to respect the sentiments of the people of every State of this nation. You want to develop one language.

Regarding official language, I am not against Hindi. Let Hindi be the official language. But if you say Hindi is the only official language, I cannot accept it. you make all the 16 languages as official languages of this country. When Switzerland is having four languages as official languages, what prevents us to make all these 16 languages, the official languages of India? What is happening in Uttar Pradesh? There, they are abolishing English. I am not against to that move. In the same way if we also abolish English medium schools in Tamil Nadu, what will happen? Where will be the national unity and integrity in India. If we want integrity we have to respect the feelings of all other States, respect their languages, culture etc. What are we now seeing in Punjab and Kashmir? We are discussing about those States very often. We are spending a lot of energy on that subject. What I would like to say is that we have to have all the languages as the official languages of India. That is why Arignar Anna said: "We are advocating that all the 16 languages must be declared official languages of this country because I am an Indian. My language is Tamil. It is an Indian language." What is the importance being given to the Tamil language here? We are

spending so much for our Session. I want to speak in Tamil here. But I cannot listen to Tamil Interpretation because there is no simultaneous Interpretation available to this language. We can get it only in Hindi and English. That is all. Our Members are asking me as to why can't I speak in Tamil.

MR. DEPUTY SPEAKER: No. You know it very well about this.

DR. THAMBI DURAI: I cannot listen to Tamil version. I can speak in Tamil getting your permission. But can I listen to Tamil version when somebody is speaking in the other language? Therefore, we have discussed this matter in the General Purposes Committee. We want simultaneous interpretation for all the languages in Lok Sabha. (Interruptions)

SHRI KADAMBUR M. R. JANARDHANAN (Triunelveli): He can reply in Hindi but we cannot reply in Tamil.

DR. THAMBI DURAI: For example, one Member is putting one question. After that I am permitted to put a supplementary question. Can I put it in Tamil? I cannot do so. Where is the interpreter at that time? I have to write and get the permission. We put supplementary question only when the necessity comes. We put the supplementary when the Minister is replying. How can we anticipate as to when we will put our supplementaries? There is no necessity for a Member to learn only Hindi or English. We can learn all the languages. I am not for English. I am openly telling this fact. I want all the languages should get equal importance in India. That is the hallmark of true democracy. Therefore, I request all the Members to think it over seriously. We have to press this matter in the General purposes Committee to see that simultaneous interpretation is available for all the languages. That will help us.

Sir, I am going to conclude my speech because I have already taken a lot of time. I want to make only one or two points. In India, we are facing so many problems. The Na-

[Dr. Thambi Durai]

tional Front Government had promised to eliminate all these problems. They want to decentralise many things. We have to give much importance to the development of the States. In doing this, we can avoid this kind of a tension in the country. I want to pose one question in this regard. Will the Government consider taking away Education from the Concurrent List and putting it back in the State List once again? If the Government make this effort, I will appreciate and extend my full support to such a move.

Now I come to my next point. In the beginning itself I have said about mid-day meals scheme. That is a very important scheme. If you want to develop good education in this country then you have to consider the condition of the poor people. Our Dr. M.G.R. did a lot for the Mid-day meals scheme. He spent about Rs. 200 crores every year for the mid-day meals scheme alone. Here, we find a sum of Rs. 265 crores for universalisation of elementary education. How are we going to do that? There will be more number of drop-outs because of paucity of funds. The General-Secretary of our Party Ms. Jayalalitha took active part in the mid-day meals scheme. She has got good support not because it is a political thing. She involved herself in this kind of a movement and all the people are appreciating her.

Finally, I want to make only one point and that is about the All India Council for Technical Education (AICTE). I am representing the whole House in it because the Members have elected me as a Member of that Council. When we are working on that Council, we have to strengthen it. The money that has been allotted is not sufficient for the AICTE. We have to have the AICTE's Centres in all the States. Let the committee visit all the technical education institutions in our country and give their report. Here, I would like to say that when we are forming that Expert Committee and sending them to any State to inspect the technical institutions and to get the report from the expert Committee

we have to see that the Members of that State are not included. Let it be the Director of Technical Education. Let him go to some other State. I have no objection and I am not suspecting anything. The point is that when the same Secretary or the Director of Technical Education who gave permission to start all these educational institutions is put in the Committee what kind of a report will we get? Also he must not go to the other State from where a similar Committee has visited to inspect these technical institutions in his state.

Before concluding my speech I would request you once again to allot more funds for the Education Department. The country is spending 4.5 per cent of the GNP on education which is not sufficient. We have to increase it to eight or ten per cent by which we can achieve the goals of modern India and also develop India technically.

SHRI SRIKANTADATTANARASIMHA RAJA WADIYAR (Mysore): Hon. Deputy Speaker, Sir, I would like to submit some of the following facts on the Demands for Grants of the Ministry of Human Resource Development. I would start by saying that at the end of the 20th century, it has become very necessary for the international community to come forward to formulate goals, strategies, programmes etc., to meet the needs of development of human resources or the human beings. In the past, it has been the practice that lot of attention used to be paid to the economic development. It can be seen that economic growth alone is not sufficient or is not an indicator for the general growth of a country. Human resource development, on the other hand, acts as a cogent factor which can foster growth and development at a faster pace in the society.

14.37 hrs.

[DR. THAMBI DURAI in the Chair]

It is a well noted factor that human goal are not only desirable but they are also technically feasible and affordable. The greatest talent of the developing world is

how well the issue can be tackled and how well we can overcome the various social manifestation and the social pathological problems that are being faced by us by harnessing and developing and enhancing the human capabilities and resources.

The Ministry, of course, has divided the Report into five parts covering, education, culture, arts, women and child development and youth affairs and sports. I would like to concentrate on one important aspect of HRD and that is the system of education that is prevalent in our country and the relevance that education has got in the development of our country and the role the education is likely to play in the future development of this country. Before going into the brief analysis of the education system in our country, I would like to try and explain what education is and what education stands for. Education is something more than just studying voluminous records, books, passing of exams, computing various theories etc. Many times students, by the time they complete their education, do not know if they went through the schools and colleges or colleges and schools have gone through them. So, it has been said that education is the apprenticeship of life and the great end of education is to discipline the mind rather than furnish it, to train it, to use its own powers rather than to fill it with accumulation of others. An anonymous quotation which I would like to quote is that the aim of education should be to teach us rather how to think than what to think, rather how to improve our mind so as to enable us to think for ourselves than load our memories with the thoughts of others.

The educational institutions should have to be the seats of learning or should be the seats of scientific inquiry, otherwise, they become meaningless. Today education has to be innovative, indigenous to meet the needs and requirements of not only the present generation but also the call of the future generation. It is this sound education that the destiny and the security of a country of such varied, variegated and diverse as ours is likely to depend upon.

A report on the existing system of education has come to certain conclusion as to whether there is a need for change in the attitude and approach of our perspective. Priorities have been put forth as universalisation of elementary education, functional skills of adult education, vocationalisation of school education, consolidation of higher education, modernisation of technical education and language development to foster unity and integrity of the country.

The target groups which require maximum thrust are SC and ST, women, educationally backward minorities, handicapped and the people living in backward areas, rural areas, slums and hilly regions. The various agencies that are involved are the States, Central Government, Union Territories, Voluntary Agencies for the purpose of mass mobilisation, involvement of students, harnessing national and private resources and to bring about international cooperation-bilateral, regional and multilateral.

The basic thrust of education in India has to be oriented towards fundamental values and concerns such as unity and integrity of the country, creation of cultural consciousness and the resplendent principles enshrined in the Constitution such as democracy, secularism, socialism, equality of sex, development of scientific temper and preservation of the environment. But unfortunately our education system has become rather elitist and expensive based on the western value systems with a very strong urban bias. It is more so with the private schools and colleges. This tends to be infructuous in a society like ours which is basically based on the rural economy.

While the western values and systems hardly have any bearing on tackling the various problems in our country as far as education goes, the urban bias has concentrated the schools and colleges in towns due to various infrastructural facilities available there. It is almost impossible for students living in villages to compete with the students belonging or hailing from towns and cities.

[Sh. Srikanta Datta Narasimha Raja Wadiyar]

Further, there is always a feeling that the education in private institutions is far better than that which is given in public institutions or the Government-aided institutions. I would like to say that dissemination of knowledge can perhaps be greater if the Government makes a policy that the private institutions are allowed to start their institutions in rural areas only when they reserve a percentage of seats for the lower income groups so that they also can get good education.

The complexity of education system in our country has become compounded because of the fact that it is very competitive and the students are mostly busy in trying to compile various books so that they can pass exams. They are little close to reality as far as general knowledge is concerned.

It has become necessary that we delink jobs from degrees. Another malady we find in rural areas is the fact that the basic requirements of schools like toilets, changing rooms, playgrounds, even bench, desk, books, uniforms are not available. Many schools are not having even proper teachers. I would like to say that it is very laudable that the National Education Policy has made a concerted effort in this regard in trying to improve the educational system, in trying to implement programmes for improvement of primary school infrastructure, in taking education to the door-steps of those children who are not able to go to schools, non-formal educational stream, development of professional capabilities of school teachers, introduction of vocational education, provision of facilities for talented rural children through Navodaya Schools, etc. The steps taken in regard to the use of technology to improve education, adult literacy and modernisation of technical education are also very laudable. But the total amount that has been allotted towards education Rs. 1,581 crores is a meagre amount. It hardly works out to 4 per cent of the total amount. As suggested by Dr. Thambi Durai, I also suggest that the

Government should consider the possibility of enhancing the allocation for the purpose of education. The meaningful purpose to achieve all the objectives is to cater to all sections of the society. The number of objectives claimed to have been achieved in elementary and secondary education including vocational courses with the help of General Insurance Company, LIC and other agencies is also very appreciable. There are 261 Navodaya Vidyalaya schools. There has been some dispute regarding the continuation of the Navodaya Vidyalayas. In my opinion, I feel that every taluk should have a Navodaya Vidyalaya. It is very essential that good education should be available to children coming from rural background. It is possible only through Navodaya Vidyalayas. I submit that the Government should continue the same and go ahead with it in a much more rigorous manner. The distance education has been getting the necessary impetus. That education is being given by Indira Gandhi National Open University which has reached a level of 80, 000 students and has got 140 study centres. Several academic programmes are included in the distance education. The adult education has got the boost that it required. Modernisation of technical education, started with financial assistance, is very laudable.

Another important aspect which I would like to deal with is about the Hindi language. People have been talking that Hindi is being imposed. I would like to say that we should not consider it as an imposition. We should consider it as a link language. It is the language which can link the South with the North and the East with the West. (Interruptions) It is good on the part of the Government to consider enhancing the allocation of money for the development of regional languages. At the same time, I would say that business houses should be encouraged to give sponsorships to students so that a greater number of students coming from economically weaker sections from the rural areas get the benefits of education.

Lastly, the women's role in socio-economic and political development needs hardly

be stressed. She has always enjoyed a place of prominence, respect and adoration but there have been aberrations now. Indian history, mythology, philosophy and religion have always placed her at a high pedestal and treated her with esteem, respect and love. I stress that allocation in respect of women's education should be enhanced considerably to meet the challenges that lie ahead of us.

I would urge upon the hon. Minister to enhance the allocation in respect of education and more so in respect of regional languages and also in respect of women and children. Now, I conclude with thanks to the Chair.

[Translation]

SHRI CHUN CHUN PRASAD YADAV (Bhagalpur): Mr. Chairman, Sir, I fully support the Demand for Grants of the Ministry of Human Resource Development. Human resource undoubtedly has a very important place among all other resources in the national development. Education plays a very significant role in the progress of any nation and also the mental development of a human being. One can hope to attain knowledge about the world only through education. But unfortunately, our education system is based on a dual policy and has a very strong urban bias. On the one side, most of the politicians and bureaucrats are sending their children only to Doon School and convent schools whereas the children in rural areas are forced to go to those schools where even the basic requirement like school building, chalk and black boards are not available and the teachers are also lazy. And on top of this, we expect the students living in villages and taking Hindi as medium of instruction to compete with students from towns and cities whose medium of instruction has been English throughout. The result is all too obvious. A poet Harivansh Tarun, whose heart weeps at this has described the feelings of Eklavya in the following words, when he speaks to Guru Drona in the poem 'Rashmi Dhanu'

*Raaj Mahal se Dhanurvidya ko van mein
aab jane dein,
Bahut pa chuke mahal dev ab kutiya ko
pane dein.*

We talk of socialism with such enthusiasm but when it comes to being practical and analysing or progress in the field of achieving goals of socialism, we know where we stand after forty two years of Independence. The previous Government boasted of being pro-socialist but it was exposed when people came to know that it was more pro-capitalist than pro-socialist. And as a result of the previous Government's pro-capitalist attitude, only a handful of persons are enjoying all the power and comforts of life. By and large our education policy is responsible for the present situation.

Mr. Chairman, Sir, my second point is that we have been experimenting with our education system since the very beginning. When we were in college it was Matriculation, Intermediate and then two years' Degree course. After that the system changed and it was Higher Secondary, Pre-University and then three years' graduation, then finally it was two years' graduation and one year's honours course. Now, even this system is to be changed. I just fail to understand how long we will go on experimenting like the muslim emperor Mohd. Tuglaq who shifted his capital from Delhi to Devgiri and then back to Delhi. It is high time that we should adopt a uniform education policy all over the country. Only then can we hope to accelerate growth and development in our society.

Education has become more and more expensive due to the frequent changes in the syllabus whereas I remember I studied the same book 'Amodh Paath' which my father did when he was a student. What happens today is that a book which the elder brother read 2-3 years back is of no use to the younger brother because by that time the syllabus has changed. We should lay stress on making our Education System more and more vocationalised so that the problem of unemployment could be solved. There is a

[Sh. Chun Chun Prasad Yadav]

saying that an idle mind is a devils workshop. Therefore, we should pay attention in this direction.

Mr. Chairman, Sir, there are two English poets Robert Herrick and William Wordsworth who have written about Daffodils one has taken the pessimistic view whereas Wordsworth has narrated its beauty. The previous Government has made the youth pessimistic like Robert Herrick. We want our youth to have an optimistic attitude towards life and this aim can be achieved only by making the right to work a fundamental right and for that we will have to make education employment oriented. My point is that times are changing fast and therefore to keep pace with it we will have to bring about a metamorphosis in our education policy. Kalidas has said in 'Meghdoot' and I quote in Hindi-

Jab Pahuchoge Dispur To Unki Bani-
tayan,
Terengi Tujhe Teri Chitvan se

Mr. Chairman, Sir, I had the privilege of visiting Dispur along with a committee when I was an MLA but I did not find lasses with a gleam in their eyes. Therefore we should bring about necessary changes in our education keeping in view the changing times. Music and sports are the most significant aspects of education.

Sangeet Hai Shakti Eshwar Ki,
Har sur Mein Base Hain Ram,
Ragi Jo sanaye Rag Madhur,
Ragi Ko Mile Aaram

It means that music has such a power that it can cure the rarest of diseases. Therefore, we should pay attention in this direction and make adequate provisions in the budget. I think it is essential to bring about a change in our education policy so that thousands of unemployed could get employment. With these words, I thank you for giving me an opportunity to express my views.

PROF. RASA SINGH RAWAT (Ajmer):

Mr. Speaker, Sir, and hon. Members of the House a poet has said

Leek Leek Gaadi Chole Leekahi Chale
Kapoot,
Leek Chhadi Teeno chalen Shayar
Singh, Sapoot .

First of all I would like to request the hon. Minister, through you to bring about complete metamorphosis in our educational policy. It is unfortunate even though we had two famous educationists as our Presidents almost every political leader has tried to fiddle with our education system and brought about changes, but even then after forty two years of Independence we have failed to prepare an education policy to cater to our needs and requirements. Congress party announced the National Education Policy, 1986 with a great zeal and made tall claims, but I would like to ask them if nationalism had a place in it. In fact, it was old wine in new bottle. More than five lakh people were asked to give their opinion and finally those suggestions were thrown into the dustbins. Instead, some I.A.S. Officers sitting in their airconditioned offices decided something and it was named as the new education policy and implemented all over the country. Much has been said about Navodaya Vidyalayas and it is being claimed that the children from rural areas and belonging to Scheduled Castes and Scheduled Tribes would study there and thereby benefit. But I would like to make it clear that in practice only the children of well-off scheduled Tribe and Scheduled Caste families will get admission in these schools and the children of cobblers and farm workers will be left out. In this way, these vidyalayas will inevitable fail in serving the purpose for which they are meant. The need of the hour is to take education through these Navodaya Vidyalayas to the doorsteps of those talented rural children who are not able to go to schools as they belong to a strata which is poorest in the society.

Sir, now I would like to discuss the state of Central Universities in our country. The condition of all our Central Universities is fast deteriorating. Strikes, stabbing of teaching

staff have become matters of daily routine in Delhi University and the situation in Aligarh University, which receives highest grant from the Ministry of Human Resource Development has gone out of control to such an extent that the students of majority community are afraid of stepping into the campus. On the one hand we boast to providing equal opportunities of Education to every citizen of India, but in practice a common man with limited means is deprived of this opportunity.

Mr. Chairman, Sir, I am of the opinion that even those educational institutions which are particularly meant for the minority community should be instructed to give admission to every citizen of India irrespective of his caste and creed. The previous Government adopted the policy of restricting the admission in such educational institutions to students belonging to the majority community only with the selfish motive of appeasing the minorities and safeguarding their own political interests. My submission is that this injustice in the name of caste and creed should not be done in the temples of education.

Mr. Chairman, Sir, a number of educational institutions in our country are being run by Christian Missionaries. In the name of English these institutions be it convent, St. Paul or St. Jones, they are spreading the teachings of Christianity only. This should be stopped. Education in these schools should be in accordance with our education policy. They are sowing the seeds of fissiparous tendencies in them from the very childhood and creating problems like those in Nagaland and Mizoram. This should be stopped forth with.

Sir, as soon as we attained Independence, the Government should have thought that the language of the masses should be the medium of instruction but what really happened was that English dominated the scene even after forty three years of Independence. I am not against the idea of making regional languages of different States the medium of instruction in the respective States, but so far as the question of strengthening

the integrity and unifying the nation on the whole is concerned, the official language Hindi can only do it and therefore it should be given a proper place. It is unfortunate that even today use of English is compulsory for entrance exams of I.I.T. and Research and Ph. d. Documents. Why is it that the thesis papers cannot be submitted in Hindi and people are forced to stage protests for their demand of giving Hindi its due? I say with deep anguish that-

Jid Ko Na Nij Bhasha Nij Desh Ka
Abhiman Hai,
Wah Nar Nahin Pashu Nira Aur Mritak
Saman Hai

(One who is neither proud one's language
ons of one' country is not a human
being but an animal and like dead).

I fully respect the feelings and sentiments of Tamil or Malayalam speaking people. If they want their mother tongue to flourish one can understand. We also want that all the regional languages should flourish and progress but so far as unifying the entire country from Kashmir to Kanya Kumari and Gujarat to Nagaland is concerned only Hindi can do it and therefore it has to be given its due. As I have mentioned earlier, we do respect the feelings of people belonging to Tamil or Malayalam speaking regions but what I fail to understand is their totally unjustified and irrelevant opposition of making Hindi as the only official language.

Mr. Chairman, Sir, the way our people are blindly encouraging use of English language, the day is not very far when we will once again become a colony of British. After Independence Mahatma Gandhi wanted English people to stay in India but he did not want English language to stay here. But I am sorry to say that when power came into the hands of people like Pt. Nehru who was born and brought up in Western style and got his education from Oxford and Cambridge universities, English language got patronage and encouragement. Leaders like him never wanted English language to leave India.

[Prof. Rasa Singh Rawa]

They wanted Englishmen to go but English to stay. I regret to say that even after all these years of independence, we are still wasting our time, energy, resources and money to learn a language which is alien to our culture instead of being proud of our mother tongue.

Mr. Chairman, Sir, one more thing I would like to insist upon is that Sanskrit should be given proper place in the new education policy. I would like to invite the kind attention of the hon. Minister to the fact that Sanskrit is not only the oldest language and mother of all other Indian languages but also the symbol of our religion and culture, but even then it is being neglected. It is only because of an injunction order by the Supreme Court that Sanskrit is still in the syllabus at 10+2 level in Central schools, otherwise this would have been removed long ago, I request the hon. Minister to think upon this matter seriously.

Mr. Chairman, Sir, one thing more that I would like to say is that the people of this country are being befooled in the name of vocational education. I know this because I have served in different capacities ranking from an ordinary teacher to lecturer and Principal, and now. I have joined politics after my retirement. I am fully aware of the situation that prevails in the field of education. First of all, Gandhiji's concept of 'basic education' was advocated and this was termed as 'craft-centered education' at that time. Then, another educational policy of 'Learning while Earning' was enforced. Thereafter came the turn of the policy of 'work-experience'. Then came into force the policy of S.U.V.W. and now the nomenclature has changed to vocational education. But what is the position now. The educational institutions do not have adequate resources and laboratories. The State Governments would be able to make arrangements for the provision of these facilities in these institutions only when they receive grants-in-aid from the Central Government. On the one hand, there are the de-

gree-holders of I.T.I. and on the other, we have freshers from Polytechnics. Then there are engineering graduates. What will be the standard of their degrees and that of the school education? A positive and firm decision is needed to be taken in order to determine the validity and recognition of these degrees and priorities in employment set for the holders of these degrees. The institutions should be given grants-in-aid as soon as an educational scheme is implemented so that the vocational education could be imported in the real sense of the term. There should be definite and clear-cut decisions on vocational education, otherwise the students feel reluctant to join these vocational courses. In Rajasthan, the students who had opted for the vocational education under the 'ten plus two' scheme were denied admission in the university for higher education on the plea that there was no scope for their further studies. Therefore, there should be a link and coordination between the vocational education and the type of higher education to be granted to such students at the university level. Many of our medical and engineering graduates are unemployed today. Hence, it becomes necessary to determine in advance the standards and authenticity of the new engineering colleges to be established and to restrict the admission thereto to a well-defined number. A wide network of universities has come up in Bihar today. Little significance is attached to a university degree in Rajasthan and some other States, today. There is favouritism in the universities which is a blot on the name of the country. I would like to urge the Minister of Education, through you, to bring about radical changes in the field of education. Education on nationalism, patriotism, morality, ethics etc.—that is a value-based education—should be imparted to the students, otherwise education will be of no significance.

SHRI HARISH RAWAT (Almora) : I would like to draw the attention of the hon. Minister for a minute. The idols of the most famous temple of Lord Shiva called as Jageshwara Temple located in my constituency, Almora, have been stolen. There was a proposal to construct an idol-museum so as

to preserve the said idols.

The project for the said museum had also been approved by the Central Government but I am told that this project has been cancelled by your Ministry now. There will not be an idol-museum either for the Jageshwar Temple or the Vaidyanath Temple. I understand that being an invaluable heritage of that area, these idols attract the tourists the world over who appreciate them, but now these idols lie dumped at one place in very bad condition. You will be rendering a great service not only to that area but also to the Indian culture and heritage by granting permission for the construction of this museum. I would like to urge you to kindly revive the already approved project and not to drop it. Secondly, I would like to impress upon you to establish the Himalayan Cultural Centre in Almora itself because this is an ideal place for such a centre in the whole Himalayan region. In the Seventh Five-Year Plan, there was a proposal to set up a sports complex in the hilly region of U. P. jointly by the Central Government and the State Government. I would like the project to be included in the Eighth Five Year Plan. With these words, I conclude.

SHRI HARBHAJAN LAKHA (Phillaur) : Mr. Chairman, Sir, I am very grateful to you for granting me time to participate in the debate on Human Resource Development. It has been the greatest misfortune of this country that only some selected sections of our society have got the privilege of acquiring education. The original inhabitants of this country who have been living here for the past 4000 years were devoid of education and, as such, were treated as slaves by exploiting their morality and poverty, but Mahatma Phule opened the path for their progress and development for the first time during the British rule in 1848 by opening schools for the poor and the tribals of the country. On 17th of August, 1932, Dr. Ambedkar gave certain rights to India's poor people for their upliftment, and as a result thereof, they are today capable of organising a great movement in this country to bring about a social transformation. Dr. Ambedkar

did not get time here for learning Sanskrit. He learnt it through German instead and came across certain religious scriptures of this country wherein such dictums like 'shudra, dhor, gawar, pashu aur nari, yeh sab tadan ke adikari' were quoted.

The scriptures which show no respect for humanity and treat human beings in a manner worse than animals should be outrightly banned and education for the promotion of human values and human relations imparted instead. Now-a-days, the epics like Ramayana and Mahabharata are being telecast in this country. In these epics, the Arya and Dasa (slave) systems are depicted. Through these serials, the tribals of this country and the students get to know that they are the original inhabitants of this country and this thing sends in them a wave of rebellion. I would like to impress upon the Government to stop such programmes from being broadcast or telecast because these give a big jolt to the minds of the younger generation. An endeavour to unite the country is being made by convening the meetings of the National Integration Council and, on the other hand, it is for the second time that sharp lines of distinction between the Aryans and non-Aryans, Swamas (higher castes) and Dasas (slaves) are drawn on the television. In view of these things, this country can never stand united. Education should be imparted uniformly to every child of this country in order to achieve national integration, otherwise the ominous evil of caste system can never be removed from this country. I would like to urge the Government and the hon. Minister that after attaining the age of 3 years, when a child is admitted to a school for studies, he should not be allowed to go to his parents for at least 15 years so as to prevent him from getting infected with the sullied culture, customs and traditions of this society. I can say that if my suggestion is accepted, within 25 years, this country can get rid of social evils like casteism, intouchability etc. and will march towards progress and prosperity. We have a clear perspective of educational development in this country today. But there was a time when the tongues of the Shudras were chopped off and molten

[Sh Harbhajan Lakha]

lead poured into their ears if they talked of getting education. But today, they have the opportunity of acquiring education and they avail themselves of it. Today, we see that separate classes are held for the scheduled caste students of Medical college, Patiala. But there is no provision for reservation in the Thapar Engineering College, Patiala which gets Government aid to the extent of 85 per cent. If you have a look at the backward communities, you will find that the children of 52 per cent of such people are devoid of education only because they were not given employment. Brahmans, who constitute four and a half per cent of the total population of this country have a monopolised education and, thus, have managed to make the rest of the people subservient to them. The bureaucracy has got its stranglehold over 71 to 80 per cent of jobs. I would, therefore, like to inform the Government that the Bahujan Samaj Party has launched a movement from the 18th of this month to bring about a social transformation and economic revolution, because these people have been subjected to gross injustice in this country. These people have been gravely deceived and that is why the BSP is going to start a struggle against this system at the Boat Club. In order to achieve their rights and restore human dignity, 65 crore people are going to tell the world today that they alone are the original inhabitants of this country. These original inhabitants have always fallen an easy prey to the tactical manoeuvring of making them subservient to the Swarnas or the upper castes, the bureaucracy and trade and culture of this country. I request the hon. Minister to take steps towards eradication of this caste system for the sake of country's progress, unity and integrity. Epics like Mahabharata and Ramayana should be banned because the writings and teachings of such epics kill the human dignity. We can achieve national unity and prosperity by providing equal rights to every man, woman and child and equal opportunities for their education. I plead to impart free and uniform education to all children upto 14 years of age as provided in

our constitution. The Government hardly implements the amended laws and legislations. The children of 10 crore people who have been migrating to cities from their native villages do not get educational facilities. How can a country, the major population of which remains devoid of health and educational facilities, prosper? You will wake up to take the country on the right path of progress and development only when there is a popular uprising and revolt against this injustice. It will be better to adopt the educational system of the west. I mean to say that it is the English language alone which can integrate the whole nation. The people of Tripura felt proud of conversing with me in English when I visited there. English language alone can lead this country to development and prosperity. Hindi and Sanskrit have always tended to make it a nation of slaves. I assert that English should be prompted and encouraged fully so that we can establish better relations and rapport with the foreign nations and thereby lead to prosperity.

It is deplorable that the people of this country are poor despite the fact that they are hard-working and there is plenty of land in the country. 15% of India's population constitutes the ruling class and the rest 85% are the poor subjects who have been enslaved by the former. This is why this enslaved section of India's population is going to rise in revolt under the banner of the Bahujan Samaj Party. Every person who has been devoid of education, should be provided with this facility.

With these words, I express my thanks to Mr. Chairman and conclude.

[English]

SHRI P. R. KUMARAMANGALAM (Salem). Mr. Chairman, Sir, I thank you for the opportunity given to me to speak.

The fundamental issue which I think is necessary for me to bring to the notice of Prof. Menon and the hon. Prime Minister is this. The reason behind the Ministry of Human Resource Development coming into

being was to conceptualise the idea that we are not educating only for the purpose of communicating limited knowledge in a limited arena within a limited time. The idea was that education is to develop the personality in totality. That is why five Departments—Education, Culture, Arts, Women and Child Development, Youth Affairs and Sports—were put together. These five Departments were put together since they form an integral part of developing the personality.

We have undoubtedly one of the largest reservoir of skilled and semi-skilled manpower, especially dealing with service industry. Today it is misfortune that even after the Human Resource Development Ministry has come into being, we are not utilising our human resources to their best. I do recollect that in the President's Address to both Houses of Parliament, there was a strong reference to man-power planning. Unless H.R.D. and man-power planning are tuned to each other, it is impossible for us to solve the major problem, the nation is facing today, of the unemployed and that too of the highly educated unemployed.

We are in our schools and colleges introducing graduates as well as persons who pass schools, to hold certificates almost like a mass manufacturing factory. The problem is that even though human resource development is such an important factor in a developing country, we find that the allocation, as admitted by the hon. Minister, Prof. Menon, is only 4.4 per cent in terms of income. It is relevant to point out that 3.3 per cent or 6 per cent does not refer to the income but rather to the GDP. Initially in the 6th and 7th Plans we found the shift from the elementary education to what is called secondary education insofar as the amount of money we spent. In fact, elementary education in the Sixth Plan had 7.94 per cent. This went down unfortunately to 5.75 per cent. I understand that this hopefully should go up in the Eighth Plan. The secondary education received importance and from 4.10 per cent went upto 4.6 per cent. The issue here is that we had planned to have 6 per cent of the GDP as the amount of resource we allot for

HRD, but we have not gone that far. I think, it is extremely unfair on the future of the nation and the future generations to come.

'Operation Black Board' has been a success to a certain extent. Only 57.30 per cent of the schools have been covered. They claim that 2.99 lakh schools have been covered. I do not know how far it is correct. Let us assume that it is correct. But definitely if one sees in absolute numbers, the number of schools that have not been covered under this programme, it shakes us. I do recollect Prof. Menon yesterday states that there is a tremendous job ahead of us. But I have said often in this House that words would not do. In so far as secondary education is concerned, there is a particular matter which, I think, I should bring to the notice of the Minister and the House. The Central Board of Secondary Education, which comes directly within their purview, has gone into a very fancy technique of setting papers which do not come within the syllabi. Not only do they not come within the syllabi, last year, we found so far as tenth class maths paper was concerned, more than five questions were outside the syllabi. They had agreed to come to some sort of a compromise and give some grace marks etc., but finally what came out was really a wash out. What really happens is that those who sit for the Central Board of Secondary Examination and those who sit for other certificate examinations, if you look at it, the Central Board's students are at a disadvantage because they get less marks vis-a-vis others since others get marks—I do not know whether it is gratis or otherwise—easily and higher marks. And when Board students come for admission, they are at a disadvantage.

It is relevant to know that once again for the Ninth onwards the syllabi has been crammed to such an extent that ultimately all we are expecting the students to do is to gather book knowledge and not develop a personality. You cannot develop a wholesome personality unless you have time. If you are not going to give the students time and then make the students carry almost a tonne

[Sh. P.R. Kumaramangalam]

of books on the back, on the shoulder or on the head to school, how are you going to create a wholesome personality? It is not possible. The present manner of education needs serious indepth look

What is even more important is the Kendriya Vidyalayas which the present Government is supposedly relying on as the back up of the Navodaya Vidyalaya, have clearly said that there is less promotional opportunities for teachers. There are no medical facilities at all neither CGHS facilities. On top of that, they have represented all over that teachers collectively call others i.e. physical education teachers, drawing teachers, music teachers, to develop wholesome personality. But then we note that those who teach other than normal text-book teaching or normal subjects, like music teachers, physical education teachers and Laboratory Assistants, they are treated as outsiders and there are no promotional avenues for them. On top of that, we find that the Reports like that of the Chattopadhyaya Commission and the Kendriya Vidyalaya Sangathan Review Committee, are just set aside because they have recommended some benefits for the teachers and also certain system. In fact, one of them, I understand, has become a Governor recently appointed by our Government, a hot favourite. He has been known to be an educationist. Is it necessary to ignore his Report?

Another important point is that we talk of workers' participation in management all over, from roof tops. But when it comes to teachers, why is it that you are not willing to implement it? Why is it that the Joint Consultative Machinery is not brought into operation among the Kendriya Vidyalayas?

Another issue which arises is that I have seen often, even with university teachers, the games that the bureaucrats indulge in, in breaking apart the unity amongst the teachers, in order to achieve devious objectives

They change various promotional policies suo motu. This shocks everybody's conscience. I would request that at least, in so far as Kendriya Vidyalaya teachers are concerned, the Chattopadhyaya Commission and the Review Committee's recommendations be implemented.

Sir, even the Kothari Commission and Gajendragadkar Commission have recommended democratisation of educational institutions. I do not know why the Government have not followed them up. If they are going to have the bureaucracy rule even in educational institutions, then one can only wish us the best.

Under the computer learning project, which we usually call CLASS, there are only 2,330 schools in India, out of almost six lakh schools, which have received it, and I think nearly Rs 17.34 crores have been spent. I do think that one must realise that tomorrow computers will come in and unless our future generation is equipped to handle them, we will be at a disadvantage on a national level.

Lastly, I would like to bring to the notice of the hon. Minister and this House that art includes drama and I do not know why the National School of Drama, which is situated in Delhi, is treated as almost untouchables. They have good art, they have good dramas, but we note that they do not have the facilities. They have a small theater which is on hire. Only 72 people can sit there. They are supposed to be residential in the sense that their whole session starts at eight o'clock in the morning. But there is no place for their students to stay, for the Faculty members to stay. They always have temporary Heads, constantly rotating. I think serious attention needs to be paid to the National School of Drama. They should be provided with the facilities that would really encourage this media and art, of which I can say that India can be reasonably proud.

I would like to wind up by only saying that it is unfortunate that though there is lot to be done, there is hardly any money available.

[*Translation*]

*SHRISANAT KUMAR MANDAL (Joyngar) : Mr. Chairman Sir, I rise to speak on the demands for grants pertaining to the Ministry of Human Resource Development. I will like to speak in my mother tongue Bengali.

*Sir education is the sum total of the experience of our moving life and the experience gathered from the world at large. Education shall have to be entwined with the liking of the student and the rhythm of life in such a manner whereby the expansion of education may be throughout the extent of one's life and it may act as a guiding factor for bringing about social changes. Starting from the bottom of the society and travelling through diverse social conditions and problems a person should be able to arrive at the world of his ideals and expectations through the medium of education. That is the object of education. The universal objective of education should be utilised in such a manner that a citizen is able to meet its requirements. The purpose of education is to develop a person's knowledge and intellect and to give an individual the fullest opportunity to develop his creative powers. But, Sir even after 40/42 years of independence we have failed to do that. In the picture of education that we see today we notice a lot of disparity and inequality. We see a disparity in the system of education between urban and rural area between men and women the rich and the poor and on the other side between the higher caste people and the Scheduled Castes and Schedules Tribes. We see that in the cities several prosperous progressive English medium educational institutions are owing up where the children of a handful of affluent people are receiving education. On the other hand when we look towards our villages and rural areas we find that there the condition of the schools is very miserable. The facilities and equipment needed for education are pathetically lacking there. The number of teachers is also inadequate. The work of mass education is

going on there through acute poverty and despondency. This is the striking disparity in the educational facilities available in the cities and in the villages. This is the result of the educational policy that has been followed in our country. Had we been able to eradicate the abject poverty of the villages through proper land reforms then the village people could take advantage of the facilities available for getting education. But even after 42 years of independence we have failed to carry out the required land reforms. The government that ruled the counter over all these years did not find it possible to carry out the land reforms and they did not pay any attention to that also. A large number of children in the villages cannot avail of the education facilities because of acute poverty. If we would provide them with mid-day meals if we could provide them with clothes and books stationery etc. then they would go in far receiving education. But we have not done that.

Even before independence we have been thinking of a national education policy and with that purpose in view the Zakir Hussain Committee was formed in 1934. Immediately after the second world war in 1944 the Sergeant Committee presented its report in this connection. Then after independence, in 1948-49, the Radhakrishnan Commission presented its report about higher education. Then in 1950 a Committee was formed for studying the financial provisions. In 1964-66 the Kothari Commission was formed to advise the Government to frame an uniform national framework of education and for its effective improvement. Then in 1968 the national education policy was adopted in our country. But after adopting the national education policy, we find that proper attention was not paid to it subsequently. The previous Government did not extend the required financial assistance and the institutional assistance nor did it fix any responsibility for its successful implementation. As a result of that the availability of opportunity of education, the standard of education, the extent of education, the utility

*Translation of the speech originally delivered in Bangali.

[Sh. Sanat Kumar Mandal]

of education and the problems of financial investment in education all have assumed dreadful proportions today. Education has remained confined to bookish education only. The practical aspect of education has been neglected. No attention has been paid to the individual talents and expertise of the students.

I will like to stress that if we want to build an effective education system in our country, then the first important question that arises is :-

What should be the basic objective of education, what should be the curriculum of education and what should be the system or method of education.

Secondly, Sir, we shall have to think about the role of the teacher and their competence and expertise in imparting education to the students. We shall have to see how the teachers can be given proper training and how their knowledge can be modernised, so that the students may be benefited. The common people must be provided with facilities and opportunities for a better and improved type of education and the funds and resources required for that shall to be arranged.

In the end I want to say that a sum of Rs. 855 crores has been allocated in the budget for education. This is only 2.2 per cent of the total budget. I think that this amount is not sufficient for the various schemes and programmes being taken up by the national front government for (Shri Sanat Kumar Mandal - contd.) betterment and improvement of education. Therefore, I demand that more funds must be allocated for the expansion of educational facilities on the national level. With that I conclude.

[*English*]

SHRI D. AMAT. (Sundergarh) : Mr. Chairman, Sir, I thank you very much for the opportunity to speak for five minutes.

Education is the harmonious development of the mental, moral and physical faculties. Before Independence, the English education introduced by Lord Macauley was only to produce clerks and officers. But after Independence we do not want that type of education. Education depicts the hopes and aspirations of the people. After Independence we have so many factories, dairies etc. which should be developed. In that context, education is necessary. But nowadays education is not on the lines of socialism. Rajas and Maharajas created the Mayo College in Rajasthan, the Prince College at Raipur and so on. There is a convent where the medium of instruction is English and there are schools for the affluent sections of the people. But, for Scheduled Castes there are Ashram schools. If Hindi is imposed all of a sudden, we the people of non-Hindi-speaking areas, will be treated as second-class citizens. All the IAS, IPS and IFS posts will be the monopoly of Uttar Pradesh people. I am not against Hindi, but you give us some time by which we can learn Hindi and come on par with other people. So, I demand that you introduce that type of education by which we will come on par with other people of India. By giving us the Ashram type of education, you are going to make intentionally our sons and daughters the hoers of wood and drawers of water. This slavish type of education should not be imparted in India. There should be uniformity in education.

MR. CHAIRMAN : Mr. Anbarasu, please cooperate; you should take only five minutes.

SHRI ERA ANBARASU (Madras Central) : Mr. Chairman, Sir, the status or the progress of the country is being decided by the rate of literacy of the country and now the literacy rate of the country is much below 40 per cent. That means we have to improve the educational system and illiteracy should be removed. So far, this Government has not announced the Education Policy. I share the sentiments of my colleagues who have said that there is no full-fledged Minister to

look after education. It is a subject deciding the fate of the 85 crore people of this country. Is this the way to treat this subject? Is it due to dearth of brains in this Government or short of hands? You consult our leader; he will supply you, if you want, some eminent educationists. This is the fate of this Government here.

Sir, political ideology may differ from person to person, but that does not mean that they should undo all the things done by the previous Government. My hon. friends were narrating as to how the present Government is planning to dismantle the Navodaya Schools. They are doing yeoman's service, especially to the rural people. These schools are not only catering to the needs of the rural people but are also aimed at promoting national integration. I do not know why the present Government is planning to dismantle such a system. Instead, if they find fault with such Navodaya Schools, they can improve it and they can rectify the defects if at all there is anything.

Sir, I was very happy when the present Government announced about the inclusion of 'Right to Work' as a Fundamental Right. I was thinking that this Government was going to provide employment to all the unemployed people in this country. But when I saw the Budget, there was no financial allocation to provide employment to all the unemployed youths of those country. It is only an empty slogan of this Government. How are they going to educate the unorganised labourers in this country? Is there any plan?

Sir, in Tamil Nadu just to encourage the poor children to go to schools, the late Chief Minister Dr. MGR brought the Nutritious Meal Scheme. Our late leader Mr. Kamaraj was the founder of this system. What is the present system of this Government to induce the poor children to go to schools? Is there any scheme to give incentive or to encourage the rural children to go to schools?

Sir, I was really surprised when Dr. Raja Ramanna was inducted as a Minister here. He is an eminent scientist and a great scholar.

He is my good friend also because when I was a Member of Parliament from Chingleput District, he was working in Kalpakkam. His services can be utilised for better purposes instead of asking him to be a Minister searching answers for all these unwanted questions raised in Parliament. Therefore, I have put him in a better position; his services are needed for research work and for innovative purposes. Then, I would like to point out that Mr. Sam Pitroda is an eminent scientist. Had he remained here for another five years, he would have brought a total revolution in the telecommunication system.

He has produced an instrument which costs Rs. 12 lakhs if it is imported. He has produced it for just Rs. 33,000. Such a person has been insulted. Is this the way of treating the scientists here? Even the young scientists are on strike now and doctors are going abroad. Why? They are not looked after properly, they are not respected properly.

I do not understand the language policy of the Government. I find the Chief Minister of Uttar Pradesh is suddenly passing an order that all Government correspondence must be made only in Hindi. Are you imposing Hindi again on us? Are you imposing Hindi on the Southern people again? I love Hindi as a national language. I respect Hindi. But this is not the way of treating Hindi and imposing Hindi on the Southern people. The DMK people used to accuse the Central Government previously of imposing Hindi. Now, Mr. Karunanidhi is keeping quiet. I do not know why. Mr. Devi Lal went there to attend his family marriage. He spoke in Hindi. It seems Mr. Karunanidhi changed his policy overnight. Neither Mr. Karunanidhi nor could Mr. Maran, Minister for Urban Development have followed Hindi and what Mr. Devi Lal had said. But they kept quiet because Mr. Maran has become the Union Minister here.

I find a circular has sent to me. The hon. Minister, Shri Ram Vilas Paswan has sent a letter to me to attend the Centenary celebration of Ambedkar. This is a great function. I

[Sh Era Anbarasu]

could have attend it But he has sent the circular in Hindi How could I attend it?

THE MINISTER OF LABOUR AND WELFARE (SHRIRAM VILAS PASWAN) I must clarify this position I have sent the letter both in Hindi and English

SHRI ERA ANBARASU This is the only letter I got it

The Minister is misleading this House Why have you sent it only in Hindi?

[Translation]

SHRIRAM VILAS PASWAN The letter I had sent was in Hindi but for the non-Hindi speaking people, an English version thereof was also annexed

[English]

SHRI ERA ANBARASU I am not telling untruth I request the hon Minister to send letters both Hindi and English Even English is a symbol of colonialism and symbol of slavery Why do we want even English? Whenever you want to send communication to other States, you send it in their mother-tongue, mother language If you want to send to Andhra Pradesh, you send it in Telugu If you want to send to Tamil Nadu, send it in Tamil When you write to Kerala, you send it in Malayalam ?Similarly, you send it in Urdu in Urdu speaking area You set up a bureau like this to have such facilities Why do you want to continue always English? You promote our mother-tongues When you promote your own mother-tongue, Hindi, why don't you promote our mother-tongues, your brother languages, regional languages? You should promote all the regional languages

[Translation]

SHRI KALKA DAS (Karol Bagh) Such a great event as the celebration of Dr

Ambedkar's Anniversary took place and he takes ill of a petty thing like the translated version of the letter getting detached, whereas he should have appreciated it For the past 42 years, you did not feel the need for putting a portrait of Dr Ambedkar in the Parliament House whereas the present Government has done it

[English]

SHRI ERA ANBARASU In Jammu and Kashmir because of terrorism, all the schools and colleges are closed (*Interruptions*) Due to law and order situation in Kashmir, all the schools and colleges are closed and the examination papers are not corrected and, therefore, there is no opportunity for them to go for higher studies especially the 8th semester of technical education held in December 1989 Kindly arrange to correct all these examination papers and provide facility for these students to seek admission in the professional colleges either in Srinagar or in Jammu and in other technical institutes in their respective States (*Interruptions*)*

MR. CHAIRMAN Please take your seat

(*Interruptions*)*

MR CHAIRMAN Please take your seat Nothing will go on record I am not allowing

(*Interruptions*)*

[Translation]

SHRI SANTOSH KUMAR GANGWAR (Bareilly) Mr Speaker, Sir, it is the sheer misfortune of this country that even after 40 years of independence, we are still bogged down in such wranglings I am reminded of an instance Kamal Pasha happened to be one of Turkey's rylers When he convened the very first meeting of his Council of Ministers, he wanted to know time by which their national language will be enforced? The

councillors fixed long intervals of time. After the expiry of the period so fixed, he asked them to commence the transaction of every business in their own national language from the next day. How unfortunate it is that even after 40 years of our independence, we are at loggerheads with one another about this issue and by doing so what picture of our country are we presenting before the world? Today, we are having discussion on art and culture under the department of Human Resource Development. But what is our culture? Do not the values cherished by Lord Rama and Krishna, constitute our heritage? Can't we take them that way? I would like to make 2-4 points here briefly without going into the details. Sir, though it is a big Ministry yet it has only five wings. I feel that instead of these wings, five independent departments should have been created. Many of our hon. friends expressed their views on the perspective of future education policy to be adopted. If a single rupee is charged as fee in the Primary schools in villages the people stop sending their children there for studies. Then there are Kendriya Vidyalayas, Public schools and various other schools being run in the country. The previous Government had started Navodaya Vidyalayas. My district has a population of 22 lakhs but only 80 children study in Navodaya Vidyalaya. Is it that only 80 children out of a population of 22 lakh are worth studying in that school and making their future bright? It is the misfortune of our country that for the last 40 years, a trend has been set by dint of which only 10% people monopolise the bureaucracy to execute the policies of the Government and the rest 90% people are made to be subservient to the former. The society is, in fact, being divided into two classes—the elite class and the proletariat class. This reflects the difference in thinking which indicates the direction our country is heading towards. Though the hon. Members debated the issue of education thoroughly, yet I would like to impress upon the Government to reconsider it. There is a need for a common syllabus throughout the country. The recommendations of the Chattopadhyaya Commission should be implemented under a time-bound programme

and the Government should fix priorities in this regard. I would also like to submit that moral education should be included in the curriculum of primary level education because that will present India's characteristic heritage and will make it known to the world that with the change of Government, a new trend is emerging in India.

Sir, another important point, I would like to make is that it is very shameful for the country that the signboards put up in the name of women and child development extend invitations for foetus tests, so that even after 40 years of independence, abortive measures can be taken in the event of a probability of the birth of a female child. The Government should immediately impose a ban on such tests. The Women and Child Development Programmes have remained on papers only. The Government should seriously consider this problem. As the women constitute half of the country's population, this foul-play with them can at no cost be tolerated. It is the misfortune of our country that after 40 years of independence, the rate of literacy among women is merely 20 per cent. After glancing through the last year's report, I came to know that the percentage of drop outs at the primary level of education itself is 45-47 and by the time the students reach the middle standard, the rate of drop-outs goes up to 70 per cent. There is no specific provision for an improvement in the existing situation.

16.00 hrs.

We will have to bring about change in the situation otherwise whatever we are doing here would be rendered infructuous. A lot of things have been said about art and culture here. I would like to refer to the preface of the printed material supplied to us. It has been emphasised therein that human development requires to be given top priority. In its very next line, it has been stated that we have accepted the great challenge of fulfilling the basic requirements of human beings. This implies that we have to make a perspective plan for the decade 1990 to 1999. With installation of a new government at the Centre

[Sh Santosh Kumar Gangwar]

the entire world is pinning high hopes on India. The picture of our country requires to be presented before the world in a manner which may inspire others to follow us. In the end, I would certainly like to mention that despite a population of 80 crores we are still lagging far behind in the field of sports and our achievement in the field of sports is really shameful. In any tournament of the world, our players hardly win even a bronze medal not to talk of a gold or silver medal. Politics has plagued our sports. There is discrimination in selection of players and some players are unduly favoured. It seems that in our country sports activities are confined to a few limited big cities and crores of youth residing in the rural areas of India do not get proper opportunities. That is why they are not in a position to display their capabilities properly. Special attention is required to be paid in this direction. Hon Prime Minister has now arrived in the House. I would request him to keep the charge of the Human Resources Ministry with him as it is a very important Ministry. However, for the five wings of the said Ministry, separate State Ministers should be appointed so that they can function independently in their respective departments and develop them accordingly. Before I conclude, I once again would like to thank you for giving me an opportunity to express my views.

[English]

SHRI GOPALRAO MAYEKAR (Panaji)

Mr Chairman, Sir, I am very much grateful to you for giving me this opportunity to speak. After listening to the various Members speaking on this very important Demands for Grants for the Ministry of Human Resource Development I am convinced now that we cannot agree even on important points in the House. When we talk of national consensus on education, when we go back to the history we find that the most opportune time, immediately after the independence that we have achieved, was lost. At that time, there was a total agreement in the society on certain principles. The objectives we cherished in

our Constitution—democratic parliamentary governance, the socialism, the secularism, the social justice, the social equality, the social commitment etc—were the sole objectives and there was a general agreement in the community. Unfortunately, the colonial system of the British rules benefited certain sections of the society, especially the new rulers the bureaucrats and the privileged class of the society. Because of the benefit that they achieved through that system, they thought of continuing that system and we are reaping the fruits of the same system today. We have lost the opportunity. Therefore, even after 42 years of Independence we are still thinking of changes in the educational system.

Sir, if we go back to the promises given by the Constitution we can find that even today we could not fulfil them. The universalisation of elementary education to be completed within 10 years was the promise given by the nation. Even after 42 years of Independence we could not complete it. Still there are about two lakhs of villages where 300-500 population have got no schools within the area of one-and-a-half kms. When we talk of Navodaya Vidyalaya system of education why should we forget the sorry state of affairs of the lakhs of schools in our country? When we talk of meritorious students how can we forget those under-privileged and the downtrodden those who on their own merits cannot shine? Therefore, my plea to the Government will be to consider spending some amount of money for lifting the quality of those who remain under-privileged so far. We have an example. When we talk of merit, look at the higher echelons of society in this country who are sent to the foreign countries. We know about it. After spending lakhs of rupees over their education, we find that our medical, technical skill goes out of the country and then we only boast of high quality of IITs, IIMs and all the other institutions. If we are going to have the same experience with these meritorious students in the Navodaya schools, then I think, that will be very late to repent upon it. So, therefore, better we think of bringing all the students to a certain level of quality and

thereby instead of Navodaya, we must bring the word 'Sarvodaya'. Sarvodaya should be the aim. And that was the aim of our Constitution. And, therefore, I strongly plead to the Government to think and revise this particular scheme.

Secondly, the major handicap that we see in education is the dropouts. Almost out of hundred students enrolled at the first standard, only twenty enter the secondary stage and after that only eight enter the higher secondary stage and about three to four enter the collegiate education. This dropout of seventy per cent is a colossal loss to the country. Therefore, I have a suggestion that in order to have the universalisation of education, much stress must be given on non-formal education and not on rigid, formal and expensive education. Let there be schools with open-hearted entrance. There also, with a view to controlling the dropouts, let there be certain rural education centres where there will be a provision not only for giving education in three Rs. but also teaching a child on some occupational or vocational skills which will make him survive in the society. Then about illiteracy eradication programme. We have hardly 35 per cent literacy in our country. 65 per cent of illiteracy to wipe out is a colossal task. Therefore, it should be taken on a war-footing. There must be a national movement to eradicate illiteracy from our country. Therefore, all educationists, all teachers, all political parties, all the agents working for the social change must be brought together and a programme should be evolved so that it is taken as a national cause. Once we do it, then only we talk of bringing the literacy rate up to the maximum level. With these words, I conclude my speech.

SHRIMATI GEETA MUKHERJEE (Panskura) : Thank you for giving me a little time. My party colleagues have given our party's view on the whole thing. I am not here for it. I have come here, from my sick bed, to make a fervent appeal to the hon. Prime Minister on behalf of several lakhs of women employees. They are not called employees. But euphemistically they are called the vol-

untary workers who are Anganwadi *Sevikas* and *Sahaikas* and *Balwadi* teachers.

I must say that I submitted a memorandum addressed to the hon. Prime Minister on behalf of a big demonstration of women sponsored by AITVC who came here. I requested the hon. Prime Minister to give his reaction before this Grant is passed. I must say that yesterday I received a letter from the hon. Prime Minister. He has, in his matchless civility, written that he has received my letter and that is being sent to the Department of Women and Child Development for looking into the matter. After reading his letter, I came from the sick bed to make an appeal to him because this does not come from me alone. He knows the problem very well. I think, on both sides all are unanimous about this appeal which I will be making. Lakhs of women, the Anganwadi *Sevikas* and *Sahaikas* get Rs. 250 at the most and after five years, they get Rs. 50 more. Those who have not done SSLC, they get even less. Why is it so? Because they are supposed to be voluntary workers. What is the work they have to do? They are supposed to motivate one thousand rural people or 700 urban people on health, education, nutrition and support the participation of the rural people in all the Government programmes etc.

Then the *Sevikas* have to maintain 15 different registers, make at least four home visits per day after the school hours. 100 visits per month are obligatory, note down the minutes of discussion during their home visits. All these takes more than eight hours per day. The schooling itself more than three hours—from 8 to 11 a.m..

PROF. N.G. RANGA (Guntur) : Are they full-time employees?

SHRIMATI GEETA MUKHERJEE : They are euphemistically called voluntary workers. I am saying 'euphemistically' because this is a big problem. This is the job they are entrusted with and just you call them voluntary workers. For the same job the

[Smt Geeta Mukherjee]

Gram Sevikas get at least Rs 970 Can it be justice?

I am imploring upon our hon Prime Minister not just to refer my letter to the Department I don't know whether after tomorrow he will remain in charge of this Department That is why from the sick bed I wanted to take this opportunity to make this fervent appeal about these lakhs of Anganwadi Sevikas and Sahaikas

The teachers in the Balwadi institutions are also in equal difficulties, if not more They are also supposed to be given honorarium under different types of administration Some of them get only Rs 50 What are they supposed to do? They have to teach in the pre-school stage It is the most difficult job I appeal to the Prime Minister, I appeal to the whole House to take up this cause and do justice to them Whatever be the legal language, I don't care I want from you, in your speech, a ray of hope for these lakhs of women

[Translation]

*SHRI R JEEVARATHINAM (Arakkonam) Hon Chairman, Sir, I wish to say a few words on the demand for grants relating to the Ministry of Human Resource development

Sir, I would like to call for drastic changes in the education policy 40 years have passed since our independence but still unemployment is rampant in this country The present system of education is not vocation-oriented Vocational education should be provided to students from the beginning Even Rajaji has said about this He advocated vocationalisation of education That system of education should be followed

In large number of areas in the country, there are no colleges and schools I request the Hon Minister to establish a University

for the North Arcct, Salem, Dharmapuri and Tiruvannamalai districts of Tamil Nadu.

There is dearth of medical colleges in the country This has led to a situation in which the students seek admission to these colleges after paying exorbitant capitation fees If this situation has to be removed, we must establish one medical college and one engineering college in one district

Sir, there are many polytechnics in the country which do not have proper buildings and other infra-structural facilities Before permission is granted to start these polytechnics, we must put a condition that these should have proper buildings to accommodate students Many of the primary schools in the country do not have proper buildings Classes are being held under thatched huts This is the condition of high schools also I appeal to the Hon Prime Minister, who is here, to grant special central assistance to State Governments for repairing, renovating and constructing school buildings

Instructions prescribe that 150 acres of land is required for starting an engineering college However, many of the engineering colleges are located on 10 acres of land These should be examined Proper spare for expansion and proper buildings for accommodation are a must for starting an engineering college

Presently, conditions are so bad in colleges that for want of space, female teachers sit in one place and the male teachers sit in another place Both the female teachers and male teachers should sit together and spacious halls for this purpose must be constructed

Teachers in the country are ill-paid Petrol prices have gone high Diesel prices have gone high Even the prices of dal and other items are not spared from the price-rise There is an all round rise in prices To meet this, the pay of the teachers should be hiked A pay committee must be constituted

to review the pay scales of teachers and for recommending necessary hike in their pay scales.

The standards of technical education presently provided in the country should be improved. Science education should be spread so that we could probe beyond the sky. Technical education should be imparted from the primary level.

Navodaya schools should be set up in every district under the supervision of a D.O.

We welcome English. We do not dislike Hindi. But we would like to promote our mother tongue Tamil. Jawaharlal Nehru gave a commitment that as long as we desire otherwise, English would continue. That assurance should be honoured. We do not say that we do not want Hindi. But as long as we want, English should continue and a statutory sanction to this must be given. I hope the Hon. Prime Minister would consider this.

[English]

MR. CHAIRMAN : Now, Dr. Venkatesh Kabde. I will allow you to speak only for three minutes. So, please be brief. At 4.30 p.m. the Prime Minister is going to reply.

(Interruptions)

MR. CHAIRMAN : Whatever time is available, we will share. That is all. In any case, at 4.30 p.m., the Prime Minister will reply. Dr. Venkatesh Kabde may speak.

DR. VENKATESH KABDE (Nanded) : Mr. Chairman, Sir, I attach a great deal of importance to pre-school education because it has been found that in those children who had the privilege of having the pre-school education, the drop out rate is very low. This is particularly so in the rural areas. So I would greatly emphasise the importance of Integrated Child Development programme. At present they are covering about 40 per cent of the children in the country. I would appeal to the Minister that this Scheme—

ICDS should be extended to the whole of the country and not to just 40 per cent of the children. I know that there are some lacunae in this programme. But the evaluation of this programme has shown that it has got a lot of merit. So, I would make a sincere plea to the Minister to consider the expansion of this Scheme to the whole of the country.

The girls' education is not receiving adequate attention, particularly in the rural areas. The drop out rate is very very high there even at the upper primary and secondary levels. There is a great deal of need to have special facilities for the girls at the Tehsil and taluk levels. I would urge that we should have separate hostels for the education of the girls so that they could have some more facilities. I would urge that there should be more encouragement to the sports. We are holding several meets at the taluqa and the district levels for promotion of sports among the youth. But mainly the young people from cities and big towns are encouraged to participate in such meets. We have really to give more incentives to the people from the rural areas and also to encourage centres for exercise in the villages so that they could mix up together. Therefore, there will be a great deal of integration in the villages. I would urge that more sport facilities should be provided in the rural areas. I thank you for giving me third opportunity.

[Translation]

SHRI MAHESHWARI SINGH (Mandi) : Mr. Chairman, Sir, I rise to speak on the demand for grants of the ministry of Human Resource Development.

As regards education, there are no two opinions that there has been widespread promotion of education in our country over the years but with the spread of education, unemployment and frustration among youth have also increased in the same proportion. I would like to thank and congratulate the Government, through you, for framing a new education policy which is the need of the hour. Today, it is essential to make the education job oriented as also due attention

[Sh Maheshwar Singh]

is required to be paid to the development of technical education in the country. As for new generation, greater attention needs to be paid to their character-building. So I would like to demand through you that moral education should be imparted in schools as a compulsory subject. As far as educational facilities in the rural and backward areas are concerned, it is most unfortunate that even after so many years of independence, the children in hilly areas of the country have to travel a distance of four to five kilometres on foot to review primary education. In such circumstances when we talk about spread of adult education in the country it appears to be very surprising. An hon. Member from Orissa had all praise for the adult education but I would like to invite the attention of the house to a hard reality about adult education. In hilly regions such as Himachal Pradesh etc, the term adult education is more known as 'Fraud education'. So I would like that more attention be paid to primary education. In a backward areas like ours adult education is not at all required.

As regards Central Schools, the residents of Naleti village in Hamirpur district in Himachal Pradesh have made a demand for it. The local residents have constructed a school building with their own contribution. It is my earnest appeal to the hon. Education Minister to open a central school in that village.

As far as department of culture is concerned, I would like to invite the attention of Hon. Prime Minister to the preservation of temples in our hilly regions as they are precious sanctuaries of our ancient art and culture. In these temples, idols whose value runs into crores of rupees, are lying unguarded and no arrangement for their security has so far been made. In good old days, the emperors donated lands for maintenance of the temples and meeting their expenses but after the Tenancy Act came into force in 1971, the title of the land belonging to temples was transferred to the tillers of the land. Today, there is no arrangement for security

of the idols of the temples. Thefts of idols from temples in hilly regions as well as in other parts of the country have become frequent, I, therefore, request the Hon. Prime Minister, through you, to allocate funds in the form of grants for those temples.

Before I conclude, I would like to make yet another point about the languages of the country, there is no doubt that Hindi is the national language of the country but simultaneously it is very essential to pay attention to the promotion of regional languages. Here I would like to submit that the Gorkhas and the Nepalis have played a distinct role in the security of the country. So Nepali language should be accorded due importance and it should be included in the eighth schedule of the Constitution.

With these words, I thank you for giving me an opportunity to speak.

[English]

SHRI P C THOMAS (Muvattupuzha)

Sir, though we have the Radhakrishnan/Commission's Report of 1948, the Kothari Commission's Report of 1966 and the present National Education Policy in 1986, we have not yet achieved what was expected. The present need is to modernise our education to suit our modern requirements. We have to build a modern India and for that we should have a system of education which will be capable of supplying skilled technicians and professionals who can compare favourably with any other counter-parts anywhere in the world. Such a type of education is necessary which will produce skilled professionals who can concentrate deeply, defend deeply and further our secular culture. The National Education Policy laid a very heavy stress on vocationalisation. In fact, 10 per cent of secondary education was to be vocationalised by 1990 and another 20 per cent by 1995. The amount needed for that 10 per cent was Rs 2207 crores. But unfortunately, the resources were only few and hence we could spend only a very meagre amount in

this respect, i.e., Rs 50 crores in the first year and Rs 128 crores in the second year. Though 5000 higher secondary schools were to be vocationalised with three or four courses, we could not reach that stage. I would like to stress that at least, education should not be politicised. I have to quote Kerala as an example. UGC has got a very good scheme to give quality education at a high level. But this scheme could not be implemented properly in Kerala because politics played a very important role when scheme was to be implemented. The previous Government had, in fact, made the policies and brought some laws but they were opposed on political grounds. Now, the present Government is thinking of bringing the same policies with a different colour. I am concluding my speech due to paucity of time.

[Translation]

SHRIMATI VIDAY CHENNUPATI (Vijaywada) Mr Chairman, Sir I thank you for having given me time to speak though in the end. However I am thankful to you because you have given me opportunity to speak when Hon Prime Minister is present in the House. I hope the points to be made by me will be favourably received by the Hon Prime Minister.

My first suggestion is this that a National Commission on Uniform Education and Uniform Syllabus be appointed. There should be no difference in syllabus whether one reads in a village school or in a school in Delhi. That is why I am asking for uniform education and uniform syllabus. Secondly, I want to draw attention towards the problem of unemployment among educated youth who have already completed their education. In order to solve unemployment problem, some sort of vocational training could be given right from eighth standard. This will solve the problem of unemployment among youth to some extent. Besides, I want to say that our present generation is lacking knowledge of the history of freedom movement. They do not know how attained freedom through non-violence. As such I want that a

book on freedom movement should be included in the syllabus. As regards compulsory education, I would like to submit that a National Commission on Women be set up. Women find it very difficult to continue their studies beyond 18 years of age. They can complete their secondary education before 18 years only. Vocational training should also be imparted so that they could get self employment.

Mr Chairman, Sir, I want to make one more submission with regard to 'Anganwadi'. Anganwadi scheme should be implemented in every district as it is helping the women to a large extent. Government as well as voluntary organizations are organizing Anganwadi. The volunteers work here throughout the day but they get only a meagre amount of Rs 250 a month. The Prime Minister should think about these people, who work for whole day and keeping this in view, he should increase their remuneration. This is a problem of the women and thus it should be looked into.

I want to draw the attention of the Hon Prime Minister towards one more thing. Whenever budget provisions are made for some scheme, voluntary organisations engage workers on casual basis. After one or two years when the scheme is abandoned, the casual workers are rendered jobless. These workers do social service for public on a very meagre amount paid to them as honorarium. Labour laws should not be made applicable to them. As such my submission to the Government is that scheme once started should continue for indefinite period and no scheme should be abandoned after one or two years so as to avoid retrenchment of the workers working under voluntary organizations. Such programmes should not be discontinued.

Government is running *Shramik Vidhyapeeth* since 1967. Many people are doing this work voluntarily. So voluntary organisations should be assigned this task. Social workers will do more work at a lower cost. As such my submission to the Government is that in every school, college and

[Smt. Viday Chennupati]

university, National Integration Associations should be established. People should be motivated under these associations to work for National Integration. These people should work amongst youth and the public. The country will be immensely benefited from it.

With these words, I conclude and hope that my submission will be considered.

SHRI RAMESHWAR PRASAD (Arrah) Mr. Chairman, Sir, even after such a long wait for my turn, I have not been given time to speak.

(Interruptions)

As a mark of protest stage a walkout from the House, in accordance with the democratic traditions (Interruptions)

[English]

At this stage Shri Rameshwar Prasad left the House

SHRI A K ROY (Dhanbad) Mr. Chairman, Sir, through you, I request the Prime Minister to allow some fifteen minutes time so that we can put all our views

MR. CHAIRMAN We have already given you sufficient time. Please take your seat. Now, the Prime Minister

THE PRIME MINISTER (SHRI VISHWANATH PRATAP SINGH) Mr. Deputy Speaker, Sir, I thank the hon. Members for the important suggestions and the valuable contributions they have made. I could not be present in the debate but I have kept track of what has been said here and any further details which need explanation, Minister of State for Education, Prof. Menon could take up those points. But generally, I will touch upon them to begin with

The wealth of the nation, Sir, is not only its income, its GDP or per capita income. I think more crucial, more vital and more criti-

cal are its human resources. Finally that is the ultimate wealth that a nation possesses. Therefore, our commitment to education, to human resources is unshaken and there should be no doubt about that. This is a resource which we have to take care of right from the childhood. So, our attention has to be paid since the time a child is born. And it is from there that the fullest attention has to be paid, and effort has to be made, because once the child's mind is set in a certain fashion—if a nut or a bolt which goes in to a machine and is set wrongly it can be reheated and corrected—but once the mental make-up is distorted, it is very difficult later on to correct that; and I think that is why we have to give attention to child.

The National Front has emphasized this fact also in its manifesto, that to rejuvenate the society, special emphasis will be laid on the moral and physical education of the young, along with their intellectual evolution.

16.36 hrs.

[MR. DEPUTY SPEAKER in the Chair]

And we have to recognize in this, the important role which women can play, the importance of girl child, and of values of unity and integrity of our cultural heritage, and the importance of intellectual and moral development. Along with it, we should remember we cannot divorce ourselves from the principles of social justice. And so, our spectrum is very wide. Otherwise, the soul and body of the nation will wither. It will be in jeopardy; and emotional oneness which is the essence of our cultural heritage I think, is something which we have to preserve in any perception of development of human resources.

Coming to Education, education and people's development cannot be divorced from each other, whether it be irrigation, power, industry or agriculture, finally it is human development. And that is why we have beneficiary-oriented programmes, be it for rural employment, for Scheduled Castes-Scheduled Tribes or for social forestry,

whatever it is, so that those who are in the lower rung of social and economic levels get the benefits directly, and I think in Education also, we will have to incorporate this perspective, and cannot separate development when we think of education in this regard

If we see the disparities, I think there are three systems of education going on. One is for the poor. One is for those who are a little better off, and the third is for those who are affluent. And each has got its own stream of education. For the poorest, it is the primary schools. Many primary schools have got only signboards, and hardly any cover. I have seen this. You have seen it. We have got elected from the people. For that section, that is the only education. Then, for those who are a little better off, of course there are the Government schools and other schools. They can go there. They can send their children there. And that is their stream of education. And then, for those who have no shortages, their stream of schools is different.

And I think the power structure also flows the same way. I give a very simple test. I will take a little bit of time on this digression. I often tell my colleagues that you put these categories: the *pucca* house, the tiled house, and the thatched house, and no house. Then anybody who claims to be a leader, whatever the party maybe, you can write within brackets invariably, blindly, write, *pucca* house for the follower, you can write tiled house, for the voter, you can write thatched house or no house for those who have no one to take care of. This is the flow of the power structure that we have. I think it is necessary to remember this when we come to the debate in this context, and I think no one, who is connected with power structure, is away from a *pucca* road, because the road is a symbol of connecting the capital and the market—the political power centre and the economic power centre. And it is on this complex that we have built our structures. Now in this structure, we come to debate merit many a time. There are the people, who till the land, who labour from morning till evening, because they are tilling the land

from morning till late and are working beyond sun-set, we here have got the time to debate issues. Their children are unable to go to the school, because after a point, the parents need the children for livelihood. This is the merit of the economic and social structure that we have.

And then when it comes to competition, those people, by whose labour, merit has been bestowed on the better off section, they are asked to compete, and then the better off sections say, "Your child does not have merit." True, but what is the merit of the whole system that condemns that child to that position? We cannot debate merit in isolation. While the merit of the whole system which condemns a whole section of people to be deprived of educational facilities which, in our present context, means deprivation of so many opportunities, job opportunities, I think, we have to take all this into consideration in formulation of our plans for development of human resource. This can not mean only degrees and certificates that we can get through various colleges and universities. That is why Gandhiji said about education

Saa Vidya ya Vimuktaye"

It meant liberation, not only liberation from ignorance or dead habits but also liberation from oppression, and of course, it is an instinct of acquisition, possession and sublimation when we think of mankind, and in this broad context education should be liberating mentally, physically, emotionally where the flower of the human soul comes to its full bloom. And, therefore, I cannot think of education which does not have in its context employment, reduction of disparities and national integration. These have to be the elements of any policy that we may adopt on human resource development.

We have, therefore, decided to review the New Education Policy where such sections and such people see a ray of hope in the New Education Policy. The Education Policy should not reinforce the present disparities or be built them. I think it is easy to

[Sh Viswanath Pratap Singh]

say I know, it is a very difficult assignment. But because a certain thing is difficult, or because we may fall short of achieving it, we should not lack the courage to pursue our efforts in that direction. And also you see, good quality education is now denied to so many children. Only those who can afford to get it there is a rush for this, there is corruption also for admission and I know that every one of us every morning is pestered "Please get us admission in some good schools."

You have to increase the base of good quality education. And those children who have been forced by economic conditions to start working including even in hazardous occupations, to them we have to return their childhood. That is one thing that once in a life time that one gets, never gets it back again. And that is what a new generation expects. This sort of environment we create for the younger generation.

In this effort to review the New Education Policy, we will also involve Members of the state Legislatures and of course the Members of Parliament, and I think that these goals and these perceptions shall be incorporated in the renewed effort.

About primary education, the Education Ministry has prepared, during the last three four months, a comprehensive blueprint for universalisation of primary education by 1995, with reduction of the drop-out rate from about 50 per cent as at present to less than 20 per cent.

About adult education, hon members have made points. I know in many areas there is reason for dissatisfaction but some States have really done well. Kerala, Karnataka, Gujarat. Other States are also picking up. And it is true, if you educate the child, one day he will be educating others also. So many times the debate arises as to where to put the resources and much of the criticism comes, because I have also come from an area—we know there are certain areas—where much is desired for improvement so

far as this scheme is concerned. For this, we have to conceptually change the effort, from merely governmental effort to the effort of the society, and particularly involving the youth in the sense of service and dedication. While the Government has to share this responsibility, I am not—Kalpa Nathji is giving a smile, perhaps thinking that I am trying to get out of it, it is not like that—but without involvement of the people, we cannot achieve our objectives and there will be lacunae always in purely bureaucratic governmental efforts. In Kerala, some very good work I have been able to witness. I think, that could be the pattern all over. Now one of the biggest problems of the educated youth—one youth Member of Parliament has just now stated—is about employment. This is one of the biggest problems, and I think, politically the most explosive material. We must attend to it. We are thinking of bringing Right to Work as one of the rights in the Constitution. But at the same time we have to see what it means. There are people in the society who have no other right but work. For thousands of years, they have been condemned given only one right and that is, work. And even then, they do not get work. Those sections who have been condemned to work do not get work. Then, there are people who have all the rights without work. You have to take all the three. You cannot take one section only. I am telling the practical problems of it. There is no easy way out of it. There are people who have no right except work, there are people who have all the rights without work. We have to harmonise this social conflict. Here comes the issue of social values. I think, we cannot achieve it unless the dignity of labour is established as a conscious effort of human resource development. In this respect it is not only Government but, I think, all the parties, political forces, social forces, voluntary forces have to contribute to it. Today we have a society in which whoever is distant from work receives highest respect whoever is nearer to work get less respect. From Class IX, and generally from Class XI, we should introduce diversification to give self-employment orientation to all educational programmes. So, we have to re-orient our

educational programmes to the problem of employment. It cannot be done overnight. But over a period of time, we should make this effort. Vocational courses have to be introduced in greater measure. We still have its impact on the tertiary sector of production in industry and agriculture which will go to keep the development of the country. But at the same time we cannot undermine higher education, higher technical education. Here the corrective has to be applied because this is where there is greater disparity, where the deprived sections do not get the benefit of higher technical education. We have to redesign things so as to see they get the benefits of higher technical education. Now technology is not merely a string of institutions. Technology is engrained in educated people, in technical man-power, who can understand technology, put it to use and are alive to technology and its implications. Technologies change. Many a time the issue of technology imports is raised and we have to get out of this. Technology should not be like a stamp which you stick on yourself with paste. Technology once taken should be like skin grafted on you and you are able to grow it yourself. And for this you need a whole technological environment. And here comes the role of your education, of your human resource development. So, there is absorption—and not only absorption, but creative springs, fountains that flow from within the country. And that is the environment that we have to build.

About culture, our country has one of the oldest cultures in the world. I think to say that we are proud of our culture might be against our own culture. But culture then is certainly the expression of our soul. Culture is the expression of the innermost, not only individually but also collectively. It affects our joys and sorrows. How we react to our joys and sorrows, how we relate to each other, is all involved in culture. And our folk artists while working, have created our culture. I think, when we think of culture, once we separate it from the spring-wells from where it comes and make it a packaged thing, then that culture, its roots will dry. Culture lives among the people. And this is what we

want to strengthen. We may have our own festivals, spending a lot of money. But the people, who are living in the forests, in the hemlets, when they come out with joy and dance, I think that would be the best expression of our culture and that is where it has been preserved. Kingdoms have changed in India. Kings have changed. They have come and gone. But the creative spirit of the people of India has persisted in spite of changes of power. So, let us not bind culture to the power structure and say that this alone will be culture. That will be the death knell of culture. Government should act as a catalyst of promotion. And creativity does not know any norms. Once we try to standardise creativity, I think, we kill it. At the same time, the sort of culture that we present, packaged entertainment, what does it mean? Some perform, others enjoy and the gate-keeper does not know what is going on. He is not supposed to see. He is just there to control people coming in and going out. It is not correct. I remember, even in my childhood, the whole village participated without distinction. Nobody was a gate-keeper saying that the cultural show was going on inside and he was the gate-keeper. The poorest shared. I think, we all have had that experience. That is what we want to strengthen. And here we have to take care of various varieties of expressions that we have, the richness of it, in various remote areas—north, south, east and west. It cannot be standardised here in Delhi into one. So, our effort will be one of genuine self-expression and creativity which is participative and authentic.

As regards youth, we have to give them goals, apart from only jobs. That is the problem which has to be addressed. But we cannot make a whole generation to look at jobs as a goal. Now, a whole generation's final goal has become only livelihood. It is a sad state of reality. But human existence is much more beyond this. And how can we make the youth force as the vanguard of change? How can we imbue in them with those ideals that will give us a better society? I think, for this we need not go on giving lectures to the youth. I think more than the text books, the youth reads the teacher and

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us He reads us, scrutinises us very carefully And when the teacher teaches he should not think that he is not being studied More than the book, he is being studied by the student, and more than the teacher, the student is studying us, who are in positions of responsibility And what education do we give by our conduct to them? He cannot put us aside and say "you become good " And here, the older generation has to look within itself and ask as to what sort of education it is imparting by its conduct That is the most powerful education that will help Once again, the challenge has come before the new generation and that is of our cultural and emotional unity Each generation has its own challenge and it is recognised by that challenge There was a challenge of freedom and that generation accepted that challenge And because freedom became the life and death of that generation in our parts a freedom fighter was recognised by one word, 'Suraji' " 'Suraji' means freedom fighter He was recognised by one word Do we have one word by which we are characterised today? Maybe from Suraji we may have become sifarishi but that is a different thing But fortunately I think the new challenge that has come before the young generation is of our emotional unity and integrity After centuries, there has been a crystallisation of various conflicts in society and faith Harmony, tolerance is the hallmark we are recognised by and if that is threatened I think something very valuable is threatened and we have to rise up to the occasion and preserve the country We have had some interaction with youth leaders They have come up with very valuable suggestions and I intend to have interaction with the State Governments, universities and voluntary organisations so that we come with a profile of youth policy Because of the Assembly elections, that interaction got interrupted But we will again pick up the threads and will come up with the profile of a youth policy so that it becomes the guideline for the Government

The National Service Scheme will be

future strengthened which aims at eradication or illiteracy and enriching the environment A point has been made about tribal population I do not think we can forget them and the weaker sections The point was made that much has not been done A sum of Rs 100 lakhs has been provided this year But certainly you can have a good reason to add that much more is needed Our effort will be to involve the voluntary agencies As for sports, I think it is something to which we must give the fullest attention At least there is some equity in sports In sports the awards are not given by the bank balances or the assets that one has shown in his tax return Let that sense of equity prevail in the rest of the society where a human being is assessed by his merit Let the values of the sports fields become the values of our society But at the international level, as Members have expressed, there is a lot to be desired But we should not lose heart There have been some good results But certainly much more effort is required because that has to become the hall-mark of our achievement in sports But at the same time, rural sports indigenous sports must be emphasised I think therein lies our identity also and if some sport which is played outside has become the hall mark of international standards may be one day some of our games can become the hall mark, too I am happy that preparations for participation in Asian Games in Beijing, in September 1990, are actively on and we will take the fullest care and let us effectively participate in them In sports we have to catch the talent young and at the same time spread out our base to the rural side and involve the youth so that we have much greater base from which we can draw

About women, in spite of not being well, Shrimati Geetha Mukherjee is here I know she was not well the other day Now, she has come all the way and she has mentioned about Anganvadi and I know what has to be done about this And certainly I will attend to it expeditiously I have already sent a note to put the matter before me We are not only considering but the Cabinet has decided to come up with a Women's Commission with

statutory powers and we will come forth with the necessary legislation. We will also get your suggestions, and then we will decide. And in this, with women, is child development and we have to give a new dignity and confidence and a sense of independence to women. I think much of the thing is economic also, economic dependence, though not wholly everything is in economic measure. This aspect, I think, is linked with our effort to give them some degree of confidence and inspiration. When we address ourselves to the child and also the girl-child, in this we anticipate the status of women. This has been the "Year of the Girl-Child". I think here are the social values by which the women or their role is not only defined but many times also denigrated. So, in regard to the human resources what I see is involvement beyond the sphere of the Government and involvement beyond the sphere of the budget. At least one good thing is there. It is not limited by the Government budget. It is limited by our perception as a whole nation to the problem and our response to it. I am hopeful that as we become more conscious of it, the social effort will increase in all this.

In the end, may I say, the development of human resources is not only the development of physical or economic resources, but of total human beings and of social and human values.

SHRI MULLAPPALLY RAMACHANDRAN (Cannanore) : A very important point is not touched. It is about the language policy of this Government. I want to know whether this Government will follow the language policy enunciated by Panditji—the three language formula.

SHRI VISHWANATH PRATAP SINGH: It is well-known that so far as economic development is concerned, and statistics are concerned there have been no better statistics than Ravana's Lanka. In Ravana's Capital every house was of gold. Yet, in spite of Lanka being of gold, Ram was without a House and he was worshipped. And that is what human values mean.

(Interruptions)

PROF. P.J. KURIEN (Mavelikara) : He has twisted the whole question. He should spell out at least the language policy of this Government.

(Interruptions)

MR. DEPUTY-SPEAKER: You will please take your seats first. Prof. Kurien.

(Interruptions)

SHRI MULLAPALLY RAMACHANDRAN: We are not concerned with Ravana.

(Interruptions)

MR. DEPUTY-SPEAKER: You see, the Demands have been discussed for a pretty long time and the State Minister as well as the Prime Minister has replied to this. And I think that if we go on asking questions also, it will prolong very much.

(Interruptions)

MR. DEPUTY-SPEAKER: Mr. Kumaramangalam, when I am standing here, please take your seats.

SHRI MULLAPALLY RAMACHANDRAN: This is a very serious matter. (Interruptions).

MR. DEPUTY-SPEAKER: I can allow one or two questions to be put and nothing more than that—one from here and one from there. The Minister of state may reply. Now, Mr. Shankaranandji.

SHRIB. SHANKARANAND (Chikkodi): Sir, a very relevant question was asked from this side. The House is entitled to know the language policy of the new Government and if the Prime Minister is not able to say that...(Interruptions).

SHRI MULLAPALLY RAMACHANDRAN: Why not? Why the silence? (Interruptions).

SHRI VISHWANATH PRATAP SINGH: We stand by the three-language formula, there is nothing new about it. (*Interruptions*). Why are you agitated? (*Interruptions*).

SHRI A. CHARLES (Trivandrum): What is happening? Look at Madhya Pradesh. (*Interruptions*).

MR. DEPUTY-SPEAKER: Please take your seats. Mr. Malhotra.

(*Interruptions*).

MR. DEPUTY-SPEAKER: Mr. Ramachandran, you will address your question to the Chair.

(*Interruptions*).

MR. DEPUTY-SPEAKER: Take your seats, please. Well, I would request the Members from this side also to allow the Chair to control the House and regulate the proceedings. It is not necessary for you also to do it, I will do it for you.

[*Translation*]

SHRI VIJAY KUMAR MALHOTRA (Delhi Sadar): We were expecting a statement from the Government on a number of issues such as the demands of the school and college teachers, Chattopadhyay Commission, Indian languages and the text books with the announcement of a clear cut policy with regard to Sanskrit. However, the announcement of the Government that they are going to set up a Commission for women, is welcome. But they have not come out with a statement on the rest of the issues. Just now the Minister of State is going to speak and it would be better if they makes a policy statement on all these things.

[*English*]

THE MINISTER OF STATE IN THE MINISTRY OF SCIENCE AND TECHNOLOGY AND MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. M.G. K. MENON):

Sir, as the Prime Minister has already emphasized, we have the Three Language Policy and this what governs our educational system today. In the debate, several hon. Members have raised the question of Sanskrit and this was with a particular reference to a change that has taken place through an instruction issued by the Central Board of Secondary Education. This really came about as a result of the discussions that have taken place in the Central Advisory Board on Education and the question was how would Sanskrit fit into the Three Language Formula. It essentially meant that in the Hindi speaking States, one would have English, Hindi and the language from one of the other parts of the country, preferably from the South. In the non-Hindi speaking States, the Formula would essentially mean English, Hindi and the local language. The question was how would Sanskrit fit in and it has, then, been decided after the meeting of the C.A.B.E., that it would be desirable in the Hindi speaking States to essentially have English, Hindi and one of the other Indian languages. Therefore, Sanskrit was included as part of the Hindi curriculum with a 20 per cent allocation.

[*Translation*]

SHRI VIJAY KUMAR MALHOTRA (Delhi Sadar): And that was something wrong.

[*English*]

PROF. M.G.K. MENON: Please allow me to complete. This was brought before the Supreme Court and in fact, there is a Stay Order on the subject; the status quo ante has been restored and that is where the matter stands today. Indeed, Sanskrit, because of the Stay Order, has got back to the position where it can be one of the three languages or be taken up as a separate subject in its own right. But this has, now, to be pursued and all I would like to tell the Members is that one recognises the need to promote and support all Indian languages and teaching of Indian languages. The development of teaching materials in them is an area to which the highest importance is being given. But apart

from that, with specific reference to Sanskrit, one is aware of the debt that we owe to Sanskrit and the contribution Sanskrit can make educationally and culturally. It is the very basis of a very large number of Indian languages in different degrees and there are large numbers of programmes which relate to the promotion and development of Sanskrit. As I pointed out yesterday, in as many as 65 Universities departments exist and it is taught as a major subject of study. There are a variety of other programmes which I will not go into, but certainly the points made by the hon. Members in the debate will be taken note of in pursuing the matter further.

MR. DEPUTY-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.

Cut Motions Nos 37 to 81, 99, 100, 107 and 108 were put and negatived

MR. DEPUTY-SPEAKER: I shall now put the Demands for Grants relating to the Ministry of Human Resource Development to vote.

The question is:

"That the respective sums not exceeding the amounts on Revenue 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 31st day of March, 1991, in respect of the heads of Demands entered in the second column thereof against Demand Nos. 47 to 50 relating to the Ministry of Human Resource Development."

The motion was adopted

(Gen.), 1990-91 Min. of Human

Demands for Grants, 1990-91 in respect of the Ministry of Human Resource Development voted by the Lok Sabha

No. and Name of Demand	Amount of Demand for Grant on Account voted by the House on 28th March, 1990	Amount of Demand for Grant voted by the House
1	2	3
	Revenue Rs.	Capital Rs.
	Revenue Rs.	Capital Rs.
MINISTRY OF HUMAN RESOURCE DEVELOPMENT		
47. Department of Education	424,39,00,000	25,00,000
		75,00,000
48. Department of Youth Affair and Sports	26,27,00,000	57,00,000
		1,71,00,000
49. Art and Culture	28,90,00,000	5,00,00,000
		15,00,00,000
50. Department of Women and Child Development	92,82,00,000	25,00,000
		75,00,000

DEMANDS OF GRANTS (GENERAL),
1990-91

Ministry of Home Affairs

[*English*]

MR. DEPUTY-SPEAKER: The House will now take up discussion and voting on Demand Nos. 42 to 46 and 90 to 95 relating to the Ministry of Home Affairs for which 10 hours have been allotted.

Hon. Members present in the House whose cut motions to the Demands for Grants have been circulated may, if they desire to move their cut motions, send slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move. These cut motions only will be treated as moved.

A list showing the serial numbers of cut

motions treated as moved will be put up on the Notice Board shortly. In case any member finds any discrepancy in the list, he may kindly bring it to the notice of the Officer at the Table without delay.

Motion moved

"That the respective sums not exceeding the amount on Revenue 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, 1991 in respect of the heads of Demands entered in the second column thereof against Demand Nos. 42 to 46 and 90 to 95, relating to the Ministry of Home Affairs."

Demands for Grants, 1990-91 in respect of the Ministry of Home-Affairs submitted to the vote of Lok Sabha

No. and Name of Demand	Amount of Demand for Grant on Account voted by the House on 28th March, 1990		Amount of Demand for Grant submitted to the vote of the House	
	1	2	3	3
	Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.
MINISTRY OF HOME AFFAIRS				
42. Ministry of Home Affairs	77,26,00,000	4,25,00,000	231,78,000	12,75,00,000
43. Cabinet	3,35,00,000	—	10,07,00,000	—
44. Police	349,78,00,000	39,68,00,000	1049,33,00,000	119,03,00,000
45. Other Expenditure of the Ministry of Home Affairs	83,61,00,000	30,47,00,000	250,83,00,000	9,139,00,000
46. Transfers to Union Territory Governments	22,07,00,000	9,64,00,000	66,22,00,000	28,93,00,000

1 No. and Name of Demand	2 Amount of Demand for Grant on Account voted by the House on 28th March, 1990		3 Amount of Demand for Grant submitted to the vote of the House
	Revenue Rs.	Capital Rs.	
(Union Territories without Legislature)			
90. Delhi	255,63,00,000	171,51,00,000	514,55,00,000
91. Andaman & Nicobar Islands	36,06,00,000	24,93,00,000	74,80,00,000
92. Dadra & Nagar Haveli	7,71,00,000	2,11,00,000	6,31,00,000
93. Lakshadweep	9,41,00,000	3,12,00,000	9,34,00,000
94. Chandigarh	41,25,00,000	11,07,00,000	33,22,00,000
95. Daman & Diu	4,73,00,000	2,22,00,000	6,68,00,000

MR DEPUTY-SPEAKER Mr Sontosh Mohan Dev to initiate the debate

SHRISONTOSH MOHANDEV (Tripura West) Sir I stand to discuss on the Annual Report of the Ministry of Home Affairs and the Demands for Grants

I speak with a heavy heart and also more in sorrow than in anguish about the present situation. The whole country today is affected by terrorist activities at certain points. There are also communal disturbances in certain parts. There are killings of Harijans and atrocities on women. This is becoming a daily diet for us in every newspaper. This is happening.

The National Front Government has given the responsibility of the Ministry of Home Affairs to a gentleman who belongs to a religious minority, the man for which they feel proud—as linguistic and religious minority, I also feel happy. But you are that Minister who has been lucky to know what could be the sort of mind of a father or a mother when his or her daughter or son is kidnapped. You have yourself felt that agony for 4 to 5 days. You have felt the pleasure when your daughter came back to your house. Today in this country many parents have lost their children. The Vice-Chancellor of the University of Kashmir and the General Manager of HMT Factory were kidnapped and their dead bodies were sent back. When the bodies were sent back, the reaction of their children and families you have seen as reported in the national Press. You have seen the reaction the people against the Ministers when they went there. I do not support it, but I request you to take note of the feelings of those people who reacted against Mr Arif Mohammad Khan, Mr Ajit Singh and Mr George Fernandes when they went to Chandigarh and Delhi. I do not share such attitude against any Central Minister. But it gives a reflection as to how the family feels when it loses its kith and kin.

Today Kashmir is in volcano. Punjab is in a mess. Assam is worse than these two States. It is not only that. In Gujarat, Bihar,

Madhya Pradesh, Uttar Pradesh and in other parts of the country, we have seen communal riots. You have given a different interpretation this House. In the last 31/2 months of your Government, you always have taken a stand that you have inherited all these troubles. Partially, you are right. What was the situation at that point of time when you took over as Home Minister and what is the situation now? The nation knows, the national press knows, the national political parties know. There was a time when this Government came into power. We have changed. The present Prime Minister who was the leader of Jana Morcha refused to attend a meeting in Mathura with a BJP flag during the Lok Sabha elections campaign. He gave a message to the people of this country 'I do not share the views of the BJP.' We have seen, in the Assembly election, you have come to agreement with BJP in certain States like Gujarat, Madhya Pradesh, Bihar and Himachal Pradesh. But again, at the same time, your Government, your National Front Party, refused to come to a settlement with BJP in Maharashtra. There your view and your party's view was, since BJP was aligned with Shiv Sena, they are untouchables. You have got the support of the CPM and the CPI. Before the election, we have heard their leaders Mr Namboodiripad, his views about the BJP, his views about the alliance of the National Front with BJP. Now Mr Namboodiripad is not heard. You hear Shri Somnath Chatterjee here and Shri L. K. Advani and others there. You are in some problem. (Interruptions) In the National Front also, we hear. But I must congratulate Mr Jyoti Bosis. Recently in a meeting in Calcutta, he has spoken his mind. He has said his news about BJP. This is known all over the country. I do not want to repeat. But I would like to say that the bulk of the Janata party who believe in Hindu Rashtra, are supporting your Government, not only supporting, I think, the credit goes for this Government's existence of 31/2 months and, if it lasts, it lasts for five years, not to the credit of Shri Vishwanath Pratap Singh but for the CPM and BJP because they are totally supporting. We are also mentally prepared to sit in this House and give you constructive

support. But, Mr. Home Minister, you went to Patna where there is no immediate communal trouble by taking about 30 to 40 persons. You do not go to Kashmir to see the situation. What happened to Kashmir today? Kashmir is totally in the hands of terrorists. I do admit that for the last six to seven days, you have started some action in Kashmir. This is welcome. You have declared some of the organisations as unlawful organisations. Most welcome. The Governor has stopped publication of all regional newspapers there and he came with a statement that "I shall publish a paper from the Government to ventilate the feelings of the people." This is a new role taken by Shri Jagmohan. 13th December, 1989 is a fateful day for Kashmir. Some terrorists were released. As a father of four daughters, I share your feeling and I do not go on the criticism that they were released. But from that day, a message has gone to the terrorists in Kashmir that it is their writ that runs there, not the writ of Shri Jagmohan. In Kashmir today, the terrorists who have been trained in Pakistan, which you yourself, have admitted, the Prime Minister has admitted, that they have taken the law into their own hands. You have started combing operations there. We welcome it. But we hear in the Press, we hear from the Members of Parliament of that area and also we hear from the Members of Parliament from the other parties about the situation there. We have seen today a news item that the Committee which was formed and in that Committee all Members have criticised Mr Jagmohan. I agree that mere administrative action alone will not solve the problem. I had the opportunity of working in the Home Ministry. But at the same time, if a situation is created like this it becomes very difficult for the people. Every citizen of Jammu & Kashmir State feels that he is an Indian citizen. But the people of Kashmir are subjected to repression. They are depressed. If the situation continues, it will be very difficult for any one who wants to see that the people of Kashmir feel that they are part and parcel of Indian Union. About a few thousands of Kashmiri Pandits who are predominantly Hindus have come to Delhi and other places. Why they could not live there? What action

has the Government taken to take them back to Kashmir? It is not only that.

Sir, the Government has banned all 8 organisations. In the last few days how many of these benned organisations' office bearers have been arrested? The hon. Minister should tell us in his reply to the debate in this House. Kindly tell us how many offices of these organisations have been raided. What information has the hon. Minister got in this regard? The hon. Minister must share the details with us. Further, the Prime Minister of Pakistan, the Foreign Minister of Pakistan are openly telling something against Government of India, against the people of India. The hon. Minister says that the Government has taken a tough stand and they have been able to bring all the other countries in our favour. In the course of his reply to the discussion the hon. Prime Minister has said: "Ms Benazir Bhutto has said that she will fight for thousand years. She will not be able to last 1000 days." It is welcome. But it cannot be solved by mere speeches of the Prime Minister or the Home Minister or the Foreign Minister. Today in this House we have heard what Mr. Amanullah Khan is doing in America. He has been given a visa for five years; visa for five years by the United States of America. Still we hear the Foreign Minister, the Prime Minister, the Members of the Janata Dal Party like Mr. Kundu and others referring to the United States of America as a friendly country. Mr. Amanullah Khan has made a platform in America to make anti-India propoganda. It is high time Government of India must take some positive steps so that Mr. Amanullah Khan can be brought back to India and he can be put to trial according to our law because he must know that India, one of the biggest democracies of the world cannot tolerate this sort of a propoganda against her. On issues against Pakistan, the whole nation is behind you. All political parties are with you. But at the same time we must not give a feeling to those people in Kashmir who are carrying on these activities like killing the innocent people, killing Air Force personnel, killing the BSF people the Intelligence people and the civilians that they can go on doing such activities

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in that manner. Some positive steps must be taken. Whatever action has been started that should be strengthened further. If it is strengthened, I am sure, the Indian Police, the Paramilitary forces, and the Army are in a position to safeguard the country and they will make Kashmir strong as we want. (*Interruptions*)

Sir, we have seen our hon. Prime Minister, after he took over the charge as Prime Minister, visited Punjab. He visited Punjab on 7th December. The hon. Home Minister himself has said in the House that he has accompanied the Prime Minister when he visited there and he saw the reflection in the face of the people of Punjab. They welcomed him. It is very good. Not only that. Subsequently, there was an all party meeting held in Amritsar. And in this House, we all cooperated with you. You have repealed the 59th Amendment Bill. After a few days, you came with another Amendment. Why? It was because the situation Punjab did not come to a position to hold election. It was in such a position that it was not possible to hold election there. We again supported you on another Amendment. Now the Prime Minister has given an assurance on the demand of Shri Indrajit Gupta and others that there will be elections held within six months. Very good. But what happened in Abhor? What happened in Batala? You have visited those places. You have seen it. Now immediately, after Shri Mann was elected, the Prime Minister, the Deputy Prime Minister and the Home Minister had several discussions with him. But what is Mr. Mann saying today? Today he has demanded plebiscite in Punjab. Not only that. He has decided that if plebiscite is not allowed, he will go to UNO to demand this. One of your very important and Members, who does not belong to this House—I do not want to name him—himself has now said in a letter to Mr. Mann that the stand which he has taken, that could not be supported. A few days back he himself said that Mr. Mann was the only hope of Punjab. I have visited the village areas of Punjab. We the seven Members of Parlia-

ment went round there. We went round the village areas. We went to *Gurdwaras*. We met a cross sections of the people. We met the political leaders. We met the press. Everyone is saying that extortion of money is going on in Punjab. In Punjab, extremists have taken an upper hand over the administration. Why? It is because the police is very much afraid of Mr. Mann. He has threatened: "When I come back to power, I will teach you a good lesson." Why has he said so? It is because, he has developed a rapport with the Prime Minister, with the Home Minister and with Deputy Prime Minister of the country. Now I would like to know how many people had been killed in Punjab? In an answer to a question posed by Shri Kamal Chaudhry in this House the other day, you had said that 340 people had been killed in the last three months in Punjab. It includes terrorists, it includes civilians; it includes para-military forces. Now these 300 people have been killed in Punjab. You said that the Prime Minister's visit had created cordial situation. That is contradictory to each other. In the National integration Council meeting, we have heard because we had not the opportunity to go there, that Mr. Barnala has said that Rajiv-longowal Accord will still be a ground to solve the Punjab problem. We would like to know, what is your reaction to that because Akali Dal is one of the largest parties in Punjab? They might have lost the last Lok Sabha elections. But, I believe that they have got support from some huge sections of the people. We would like to know, with what plan of action are you thinking to solve this problem of Punjab? Is it just because you are having Assembly election and the Government is being elected there? We would like to, as a Congress Party, give you a warning today, through you, Sir, to this august House that if Mr. Mann comes to power, the first day in the Assembly he will declare Khalistan and he will declare secession from India. Be very careful. It is not the commitment of the Prime Minister. Commitments of election may be made out of emotion. But you must be very careful to see that you do not lead us to a situation that Government elected there by the people goes for secession from India, a Government being

elected there goes to support the Anandpur Sahib Resolution. It should not be the position. I urge upon you, six months are there with you, if yet another six months are needed, it can be considered by tis House; but don't rush to a decision and make it a prestige issue to have the elections and get a Government elected which will lead to secession of this country. That will be the beginning of session of Kashmir, and of Assam also.

Mr. Home Minister, the other day you replied in this House to a 193 discussion on the Assam situation. What happened in Assam? You know better than me because you have visited twice Assam in the mean time. You have, instead of condemning the ULFA, said that they are doing some social work. You go through your speech. I have gone through it again before coming here. You have said that they are doing some good social work. For that the people have elected the AGP which is your partner. It is not the duty of the ULFA to construct roads, it is not the duty of the ULFA to reconstruct schools, it is not duty of the ULFA to collect arms—1500 or 2000 of them—from the licenced arm citizens. And the Chief Minister and the Home Minister came and had discussions with you. Till today not a single gun which had been taken from the licence holders had been returned. Not a single person whose relatives have been killed has come to know that the culprits have been apprehended.

Today in the morning fifty businessmen from Guwahati came and met me. They said that it is becoming impossible for them to live in Assam because the terrorism in Assam is a State run terrorism. I take full responsibility to tell in this house that the Assam Chief Minister and the Assam Home Minister are involved in these terrorist activities. I challenge you on this. Your intelligence Department is there. I worked in the Home Ministry. I know what reports used to come. Now they have become a partner in National Front. Why don't you take action?

I told you that we do not want President's rule there; I am against it. In Kashmir

you have removed the elected Government and the Governor has given Azadi. That was a wrong act done by Governor. Farooq Abdullah has got his plus and minus points. But an elected Government would have been a better instrument for you to implement what you are implementing there today, minus the President's rule. That would have been better. So I am telling openly in this House that I am against President's rule in Assam.

But I would like to see that under your leadership and under the guidance of the Prime Minister these boys who are acting with the help of the Chief Minister and the Home Minister are fully stopped.

THE MINISTER OF HOME AFFAIRS (SHRI MUFTI MOHAMMAD SAYEED): When you said that the Chief Minister and the Home Minister are in league with them, how did you deal with this situation?

SHRI SONTOSH MOHAN DEV: I have given you the facts and figures. Do you want to know? In the last Rajya Sabha elections, one boy who was a killer was canvassing for the candidate of the AGP who is a Minister in this Cabinet. It came out in the Assam newspapers. Do you mean to say you have no Intelligence Department? Do you mean to say that it is not known to the people that if ULFA is asking for ten lakhs, he can be brought down to two lakh if he goes to the Home Minister? You ask the tea industry people in Calcutta. They will give you the information on one condition that they must be given the safeguard that they will not be killed.

Do you know Mr. Home Minister? I did not want to tell you, but because you are asking, I will say that after I spoke in this House, I got telephone calls from Guwahati threatening me. But I do not go with a begging bowl; I am not a coward, I will face it myself. Do you know Mr. Home Minister that eight of my relatives, after my speech here, have been threatened to be killed and one of my relatives was killed the other day? I went to you and told you that my cousin's son in Tezpur was

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killed in his Press. One evening some people came and when the whole Tezpur was put to darkness, they killed him. But nobody has been arrested. What was his fault? When I was in Arunachal, he came and met me for two days. When I was coming after the Arunachal elections, I went to his house and took lunch. This is the fate of the Congress workers there.

You were also in the Congress. I do not want to say it in the political term. But the Assam situation is really bad. I am not against Prafulla Kumar Mahanta or Bhriku Kumar Phukan. They have become prisoners of ULFA. I told you about this other day. Assam's Sahitya Sabha is one of the literary organisations of Assam. In that organisation, the ULFA's picture and posters were there. The Chief Minister and others have addressed that. Nobody was told to take out the symbols of ULFA and Posters. How is that? In that meeting, they passed a resolution by saying that one of the ULFA men, who was killed by the people in Nalbari, is a martyr. This is happening in Assam. I am not here to settle accounts with Prafulla Kumar Mahanta or Bhriku Kumar Phukan. I am a representative of the people. It is my duty to draw your attention. You can listen to me or you cannot listen to me, but the onus is yours. But, what has happened in Punjab and what is happening in Kashmir, will happen in Assam again. You remember what happened in Kashmir. The extremists used to say that the Muslim girls should wear *burkha*. They cannot go in the school uniforms. This is how they also started. It is not the ULFA. It is the international organisation which is training all these boys. The other day, an issue regarding Ananda Margis was raised and you had given a statement. Everywhere, in our country this is happening. It is not the question of Congress. It is the question of United Minorities Front or Jan Morcha or the National Front. The country is going through a situation you have become the Home Minister at this time - which is the worst ever, the country had faced after inde-

pendence. Several communal incidents have happened in Bhagalpur and Meerut. It happened in other parts of the country also. When I was in Home Ministry, when we were in Power, in several speeches, of the then oppositions everywhere, it was told that Congress is responsible for this. I want to know from the hon. Home Minister as to how many Congressmen have been prosecuted in the Court, after your Government came to power in various States or your Government came to power at the Centre. It is easy to say that Congress is responsible. But the responsibility is not of the Congress. The responsibility - I would like to tell in this august House - is of certain other organisations which are the frontal organisations of the BJP. Why I say this? It is because in Gujarat, in Khera District, one activist of the Vishva Hindu Parishad was stabbed. Then, the whole of Gujarat was in flames. 136 incidents have taken place in just 20 days. The Chief Minister himself said that he instructed the BJP not to take out a procession ..

(*Interruptions*)

[*Translation*]

SHRIMATI JAYAWANTINAVINCHANDRA MEHTA (Bombay North East) : Why are you talking of BJP?

[*English*]

SHRI SONTOSH MOHAN DEV: Madam, you speak, when you get your chance. Now, Please allow me to speak.

In 136 incidents, people have been stabbed; people have been killed. The Chief Minister had gone on record and said that I did not get the cooperation of the BJP. He said that he had instructed them not to take out a procession. Even then, 25,000 strong procession was taken out and people were involved in activities of....

(*Interruptions*)

[*Translation*]

SHRI SONTOSH MOHAN DEV:
Madam, why are you disturbing me? You may also speak, when your turn comes.

SHRIMATI JAYAWANTINAVINCHANDRA MEHTA: They are not the B.J.P. men. It is your people who have done it.

SHRI SONTOSH MOHAN DEV: I know where the shoe pinches—The Vishwa Hindu Parishad, Bhajang Dal and Shiv Sena.

Mr. Home Minister, let us come to Babri Masjid and Ram Janam Bhoomi. I am coming back to that. I came to know that Government have formed a Cabinet Committee. In that Committee you are not there. In that Committee, the UP Chief Minister is not there. The Kashmir problem will be solved not by you; but by another Minister, Shri George Fernandes, who has given a statement to the Prime Minister saying that you are involved in the terrorist activities. I do not believe. So long as I was in the Home Ministry, I have not seen a file like that. If he has not written should it not have been contradicted? Even today, nobody has contradicted that. It is affecting the image of you, if the Home Minister is connected with the terrorists. Either you should have controlled terrorism or Shri George Fernandes should have. It came out in the papers. I would like you to contradict it. You must contradict it openly in this House. These sorts of news are also damaging. You should take action against those papers which are publishing such news. (*Interruptions*)

You have been given four months' time to solve the Ram Janambhoomi problem. After the BJP conclave in Calcutta, the Vishva Hindu Parishad said: "If this Ram Mandir does not come up in that particular place, we are not going to spare the BJP. We are going to take them out of the Government which they are supporting." I have read it in the newspaper. I do not now how far it is correct. The last date is 8th June 1990. I would like to know from you, what steps have been taken and what progress has been made by

you. You are not in that Committee nor am I. Your source of information may be your Cabinet colleagues. But my source of information is the newspapers. (*Interruptions*) Only one meeting has been held. We want to see that the Ram Janambhoomi-Babri Masjid issue should be settled before it is too late. Why are you dragging it? According to our stand, which we have taken in the past, the matter should be referred to the judiciary.

SHRI MUFTI MOHAMMAD SAYEED:
How long have you staggered on this problem?

SHRI SONTOSH MOHAN DEV: Mr. Home Minister, because I have staggered, I am here and you are there. The Ram Janambhoomi and Babri Masjid issue was raised on 2.2.1980. Can you afford to have a Hindu Rashtra? As Home Minister, do you accept the National Front supporter, BJP's theory of Hindu Rashtra? I do not think that you will support it. If you support it, well and good. They are supporting. One crutch is the Left parties, another is BJP.... (*Interruptions*)

SHRI MUFTI MOHAMMAD SAYEED:
Why are you worried about that? (*Interruptions*)

SHRI SONTOSH MOHAN DEV: I am very much worried because the secular pattern of this country is being eroded. (*Interruptions*)

MR. DEPUTY SPEAKER: Mr. Charles, please understand that you are disturbing your own Member.

SHRI SONTOSH MOHAN DEV: Mr. Home Minister, I am worried because, I know, we are groomed up in our political career in an organisation which is secular in pattern. I am worried for that. You have now gone to a cycle where you have the Right and the Left supporters. It is very very good. But please be very careful about it. If you think that you can still maintain the secular pattern of the Indian State, it is good, But I have my doubts because they support for a temporary period. I have no doubt about this

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party Out of the two evils you are a better evil

SHRI SOMNATH CHATTERJEE
(Bolpur) Lesser evil

SHRI SONTOSH MOHAN DEV But do not forget about the other party because that party is going to buy and sell you at the appropriate time (*Interruptions*)

SHRI SOMNATH CHATTERJEE You will be the commission agent

SHRI SONTOSH MOHAN DEV I will not be the commission agent I will be one of the victims of this because in this country I am living in Assam where your co partner is creating problems

Now, about Harijan killings Today we have raised the Madhya Pradesh issue in this House We have been told that it is absolutely wrong Just now when I was coming to this House a Member of Parliament from your party told me that on 5th April, Shri Dhan Raj, a 25 year old Harijan has been burnt to death Where did it happen? It was in the constituency of the hon Prime Minister of this country And who is responsible? They are relatives of Shri Vishwanath Pratap Singh They are Thakurs This is what is happening We have also got Thakurs in our party What I want to tell is that if there are atrocities on women, if there are atrocities on Harijans like this in the village, how can you say Mr Home Minister that your home is very good? I doubt it

SHRI BASUDEB ACHARIA (Bankura)
It is so in Tripura also

SHRI SONTOSH MOHAN DEV The hon Member has raised the question of Tripura and hence I should answer him I will not answer myself but there is a book published by the Government of India on Mizoram and Tripura It says that law and order in Mizoram and Tripura became free from extremist violence after signing the Memorandum

dum of Settlement in June 1986 and August 1989 and then the situation remained normal This is the certificate given by the Government of India in their Annual Report.

SHRI SOMNATH CHATTERJEE
These are the old people and these people are still there with you

SHRI SONTOSH MOHAN DEV Do you deny this report? It is not only there in this report but he has also said that the general law and order situation in the country has worsened

SHRI SOMNATH CHATTERJEE You are accepting the Home Ministry's Annual Report as the final report

SHRI SONTOSH MOHAN DEV You are giving critical support You cannot expect it from me I can only say not to talk of Tripura and I am also not going to talk about West Bengal because in West Bengal, there is not communal violence They only eliminate Congress workers

(*Interruptions*)

SHRI SOMNATH CHATTERJEE They are all becoming BJP

SHRI SONTOSH MOHAN DEV Sir, if I am disturbed, then how can I continue my speech?

SHRI SOMNATH CHATTERJEE It is only a friendly intervention

SHRI SONTOSH MOHAN DEV Sir, I have referred to situations in Punjab, Kashmir and Assam and you know the communal disturbances happening in other parts of the country Now, in the Home Ministry, there is always a demand for paramilitary forces wherever there are communal disturbances There was a proposal made by the Home Ministry and the Defence Ministry together The ex-service men who retire at the age of 35 years are trained and disciplined persons They should be recruited

MR. DEPUTY SPEAKER: Mr. Sontosh Mohan Dev, how much time will you take to complete your speech?

SHRI SONTOSH MOHAN DEV: It will take another five to ten minutes. If you want, I can continue tomorrow also.

MR. DEPUTY SPEAKER: You finish it today itself and after you finish, we can adjourn the House.

SHRI SONTOSH MOHAN DEV: Sir, it is almost five minutes to 6 PM. I think I will finish by 6.05 PM or so.

SHRI NIRMAL KANTI CHATTERJEE (Dum Dum): It is only sometimes that he lands up in truth. So, let him get the chance.

MR. DEPUTY SPEAKER: I agree with you to give him the chance. But I do not agree with the rest of your part.

SHRI SONTOSH MOHAN DEV: During our time also, there was a conflict between the Defence Ministry and the Home Ministry as to who will control that particular force which will be set up. Should they be controlled by the para-military force or should they be under the control of the Army? When you deploy Army, people will say that Army has been deployed in controlling the law and order situation. Army should always be the last resort to be deployed, for maintaining the law and order. This is generally done by a government and your government has followed the same.

SHRI MUFTI MOHAMMAD SAYEED: It is something like Assam Rifles.

SHRI SONTOSH MOHAN DEV: Yes, it is something like that. Technically, Assam Rifles is under the Defence Ministry because officers from the Defence Ministry head the Assam Rifles and they controlled it and it was governed by the Army Act. But even then, they are deployed. I would request the government that something must be done

on this issue because the situation is worsening day by day. While participating on the Assam issue the other day, I told that it becomes difficult for the local police to control the riots or terrorist activities. You cannot expect the local police to have sophisticated weapons. I know that it is not possible also. At the same time, unless you provide sophisticated weapons to those police who encounter with the terrorists, you cannot have effective improvement in the situation. If these forces are built up by giving certain effective weapons, sophisticated weapons by which they can encounter the terrorists and extremists, then that will be a good step for improvement. I would like to draw the attention to the Government that they are thinking of withdrawing the Disturbed Areas Act of Manipur. It is your wisdom. I am not for or against it.

SHRI MUFTI MOHAMMAD SAYEED: Special power is given to Army.

SHRI SONTOSH MOHAN DEV: Why I am saying this is because I was also in favour of this three months ago.

18.00 hrs.

But for the least one month, the NSA, the PLA, the ULFA and even the Punjab terrorists have got a big nexus. It is because, they operate through Kachin. I have visited that area. I have gone there with the Army officers when I was in the Home Ministry. During this election also I have visited the Burma border. It is such a narrow track and Burma Government has got no control over this. It is ruled by the extremists. What happens? They send narcotics to various parts of the world through these channels, through North-Eastern and other areas and in lieu of that, those who transport it, they get as payment AK 47s and other arms. If you take away the Manipur Disturbed Areas Act, then it will be difficult for the Army to control this.

SHRI MUFTI MOHAMMAD SAYEED: We insist only on the tribal areas.

SHRI SONTOSH MOHAN DEV Another thing I want to mention is this Whenever we come before this House for a debate—I told you at the beginning, for god's sake forget the previous Government what they have done - you have to do something, you are meant for doing something So, if you are meant to do something, don't take the allibi what has happened in the past Because, today in this country—again my friends in the BJP will get annoyed—even the Vishwas Hindu Parishad, the BJP and others are also facing problems One lakh and eighty thousand *shillas* have been collected from all over the country When they go to the villages, people ask them, where are those *shillas* They cannot answer them So *shillas* were being worshipped Now these are lying astray here and there They are playing with the religious sentiments of the people One day, I am sure the Home Minister, as I am telling now to give me protection, the BJP will also come to you for protection Because you cannot blackmail with Ram I am as much religious as they are Ram does not want to be blackmailed for election purposes I also worship God

[Translation]

SHRIMATI JAYAWANTINAVINCHANDRA MEHTA That is why you sent Arun Govil on your election campaign

SHRI SANTOSH MOHAN DEO It is all right that we had sent Arun Govil on that mission but now it is Shri V P Singh who has become the Prime Minister Madam, Ram will not forgive you He will come to chide you that you people have used his temple to serve your political ends, but where is my temple?

(Interruptions)

[English]

So, as a Hindu, I would like to say that this is not particularly with Ram *Mandir* and that it should be only—in Ayodhya Let there be hundreds of Ram *Mandirs* all over the country, nobody will object it Let there be

Babri Masjid all over the country We as a secular State, we as a secular party, respect all religions We do not show disrespect Every religion can thrive in the country But we are against Hindu Rashtra We are against those political parties who are getting the support from a party who are having Hindu Rashtra in their minds That does not mean I am offering my support to you or to your party But even the circumstance so comes, if the situation so arises that these people are trying to blackmail you to some extent for God's sake, do not think of adorning to the throne where you are now Think of the country first, then go for the mandate of the people But at the expense of surrendering to parochialism, at the expense of surrendering the secular pattern of our country I think you are taking this country backward and not forward

Devilalji went to Assam He is going to my previous constituency

SHRI MUFTI MOHAMMAD SAYEED It seems that you have got a proper brief from your party

SHRIP R KUMARAMANGALAM Why do you challenge?

SHRI SONTOSH MOHAN DEV Because, if you think that I do not have the proper brief, that means you are having proper connection with all my party leaders to get support I don't know that

MR DEPUTY SPEAKER Mr Dev, he is appreciating you

SHRI SONTOSH MOHAN DEV My party gives us full right to speak

They do not place any restriction Because you yourself said in this House when you went to Meerut, you had submitted a report

You quoted that report in this House I remember this, Mr Home Minister. My party did not stop you, they did not stop me. You were the Chairman of *Qaumi Ekta*. If Mus-

lims have gone away from us, you are also basically responsible for this, because you were the Muslim leader of my party, for ten years. So, you cannot shy away from that responsibility.

Taking them lock, stock and barrel, you have gone. This is also not proper.

You visited Assam; Devi Lal Ji visited Assam. Devi Lal Ji said that arms should be given to the people to protect themselves. You said: 'No; arms should not be given to the people.' I do not know who is right. I do not want to quarrel on this. But I would like to say that since 2,000 guns have been captured by ULFA, the villages and talukas are without arms. Either you give these guns to them, or give them fresh guns from your armoury, to protect themselves; or you re-structure your Police force in such a way that protection is given to the people in Assam from the terrorists who are indulging in these activities.

Last but not the least, since I have the privilege of having the Deputy Prime Minister who has gone to the north-eastern region here, I would say that George Fernandes is enough to topple the Government in the north-eastern States. The Deputy Prime Minister is going and talking to the Chief Minister: 'Why don't you come to my party and join it? I will give you all help.' That must not be done. This is not proper.

Lastly, you have started a new era in this country, saying that the Governors must be changed, with the change in the Government here. I thought you have done a very good thing for your party, the way the Manipur Governor behaved. During the formation of the Government, I was there. He has paid back for his re-appointment. You have appointed Governors who are political Leaders. Here in this House, sitting here, Prof. Madhu Dandavate, Mr. Unnikrishnan and Mr. Dinesh Goswami said that persons who are actively involved in politics or political parties must not be appointed as Governor. (*Interruptions*)

SHRI MUFTI MOHAMMAD SAYEED:

When there was some crisis in Manipur about the formation of the Government, we did not impose President's rule.

SHRI SONTOSH MOHAN DEV: The poor chap there - he was a god man. He thought that by recommending that, he would get extension and better or bigger State. That was his problem. I appreciate that. But about Prof. Madhu Dandavate and Mr. Dinesh Goswami, I have got their speeches here, What did they say? They said: 'We will never appoint a political Governor.' May I know who is the Governor of Bihar? Please tell me when you reply. Please also tell me who is the Governor of Andhra. Not only that (*Interruptions*) Before you went to Tripura, you went to the CPI(M) office, and took briefing from CPI (M). (*Interruptions*) It came out in the Daily Telegraph; it came out in the papers.

Mr. Home Minister, that is your problem. You are a very good man; I know, because I have worked under you. But you believe everybody. Sometimes you go through your papers. You are bit lazy also—that know. But I request you: try to go through the papers, and read them.

SHRI MUFTI MOHAMMAD SAYEED: You know Mr. Raghunatha Reddy. He has been a member of the Congress. Mr Reddy, who is the Governor of Tripura.

SHRI SONTOSH MOHAN DEV: So what? (*Interruptions*)

Mr Home Minister, I challenge you. When I said that it came out in the Telegraph, *Ananda Bazar Patrika* and the *Jugantar*, nobody has denied it. If it is false, the Home Ministry should have contradicted it. The news was that he went to the CPI (M) Delhi office here, to take instructions as to what he should do in Tripura. (*Interruptions*)

I know, briefing is being given. But where? In the Home Ministry, before a Governor goes. I have also briefed 1 or 2 Governors of north-eastern States. But I did not know they had to go to the CPI (M) office.

[Sh. Sontosh Mohan Dev]

If it is a fact, please check up. At least take them out from that particular area.

Before I end, I am grateful to you for giving me this chance...

MR. DEPUTY SPEAKER: I have enjoyed the friendly discussion amongst you two.

SHRI SONTOSH MOHAN DEV: I will only request the Home Minister: You have taken three months to debate, discuss and answer our questions, after taking up the responsibility at the Centre. After three months in the Home Ministry, I think you are now going to get 1 or 2 persons to help you, within 2 or 3 days.

I was in charge of the cases of political pensioners. After you have come, not a single case of political pension has been sanctioned. I request you to take care of political pensioners because they are suffering in this country. Many of the genuine cases have not been sanctioned. There were cases of political pensioners from hundreds of Members of Parliament from all political parties. I could not complete all the cases; I could complete 3200 - odd cases. Those applications are pending; they should be considered on merit and disposed of at an early date. This is my humble request to you.

In future, when we get an opportunity to discuss any matter relating to the Home Ministry, I think by that time you will be able to solve the problems of Kashmir, Punjab and Assam. If you cannot do it, then the tone in which I have spoken today, I will not be able to speak next time.

SHRI KUSUMA KRISHNA MURTHY (Amalapuram): I beg to move:

"That the demand under the head Ministry of Home Affairs be reduced to Re. 1."

[Failure to protect lives of people in

Punjab and Kashmir from the extremists and terrorists.] (45)

"That the demand under the head ministry of Home Affairs be reduced to Re.1."

[Failure to prevent escaping of terrorists to foreign countries.] (46)

"That the demand under the Head Ministry of Home Affairs be reduced to Re. 1."

[Failure to solve Punjab, Kashmir and Assam problems.] (47)

"That the demand under the head Ministry of Home Affairs be reduced to Re.1."

[Failure to take effective steps to control the deteriorating law and order situation in the country.] (48)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to settle expeditiously all cases of freedom fighters for pension.] (49)

"That the demand under the head Ministry of Home Affairs be reduced by Rs. 100."

[Need to check infiltration along Indo-Bangladesh border.] (50)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to check malpractices in police administration.] (51)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to impart higher education to police personnel in lower cadres.] (52)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to check anti-social activities of extremists in Delhi and Punjab.] (53)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100.] (54)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to check cases of atrocities and victimisation against scheduled Castes and Schedule Tribes Adivasis and other weaker sections.] (55)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to minimise the travel expenses of Government officials.] (56)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to take stern action against Naxalites indulging in political murders and abduction.] (57)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to create public awareness against Naxalites.] (58)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to utilise police personnel only for police duty.] (59)

"That the demand under th Head Cabinet be reduced by Rs. 100."

[Need for a separate Ministry for the welfare of Scheduled Castes and Scheduled Tribes.] (65)

"That the demand under the Head Delhi be reduced by Rs. 1."

[Failure to provide full-fledged legislature to the Union Territory of Delhi.] (66)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to provide more employment opportunities to the children of police personnel who were victims of terrorist activities.] (83)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to give proper training to police personnel to discharge their duties efficiently.] (84)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs 100."

[Need to give more incentives to BSF.] (85)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to provide more facilities to police personnel posted in terrorist prone areas.] (86)

SHRI G.M. BANATWALLA (Ponnani : I beg to move.

"That the demand under the head ministry of Home Affairs be reduced to Re.1."

[Failure in taking firm and impartial measures to prevent communal vio-

lence and to promote communal harmony and amity.] (67)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need for firm action against anti-minority and provocative writings and propaganda.] (68)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need for expeditious solution of Babri Masjid-Ramjanambhoomi controversy through early restoration of Babri Masjid.] (69)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100"

[Need for judicial enquiry into serious allegations of suppression and violation by the Government of fundamental and human rights in Kashmir.] (70)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need for legislation to protect the status of religious places as existed on the Independence of the country.] (71)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100"

[Need for statutory schemes for relief and compensation to, and rehabilitation of, victims to communal violence.] (72)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need for deployment, as far as pos-

sible, for such census staff in predominantly minority areas as belong to the particular minority in order to ensure greater accuracy in recording names and other particulars.] (73)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to ensure greater and adequate participation of minorities in service.] (74)

"That the demand under the head ministry of Home Affairs be reduced to by Rs. 100."

[Need to make the police force composite and truly reflective of the population composition.] (75)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to extend the benefits of scheduled Castes/Scheduled Tribes also to the Scheduled Castes/Scheduled Tribes Christian and Muslim converts.] (76)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to make Ministry Commission adequately representative in character.] (77)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Arbitrary Rejection of applications for registration under Foreign Contribution Regulation Act.] (162)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to curb increasing atrocities on Scheduled Castes and Scheduled Tribes.] (163)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to stop tapping of telephones.] (169)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Continuous curfew imposed in Srinagar for several days making life difficult and impossible for the people.] (207)

SHRI HARISH RAWAT (Almora): I beg to move:

"That the demand under the head ministry of Home Affairs be reduced to Re.1."

[Failure to protect the lives of people from terrorists and extremists in Punjab, Kashmir and some other parts of the country.] (78)

"That the demand under the head ministry of Home Affairs be reduced to Re. 1."

[Failure to diffuse communal tension in the country.] (79)

"That the demand under the Head Ministry of Home Affairs be reduced to Rs. 1."

[Failure to ban the organisations propagating communalism and casteism.] (80)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to fulfil the demand for re-

organisation of the States throughout the country.] (81)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to give pension to all freedom fighters.] (82)

"That the demand under the Head Delhi be reduced by Rs. 100."

[Need to grant full statehood Delhi.] (87)

"That the demand under the Head Delhi be reduced by Rs. 100."

[Need to maintain law and order in Delhi.] (88)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to organise regular camps for recruitment of para military forces in hilly areas of Uttar Pradesh.] (129)

"That the demand under the Head Ministry of Home Affairs be reduced by Rs. 100."

[Need to give relaxation in physical standards for the people of hilly areas of Uttar Pradesh in the recruitment for Delhi Police.] (130)

"That the demand under the Head Ministry of Home Affairs be reduced to Re.1"

[Need to stop telephone tapping, house bugging and such other practices.] (214)

"That the demand under the Head Ministry of Home Affairs be reduced to Re.1."

[Need to constitute a Hill Council for

hilly areas of Uttar Pradesh.] (215)

"That the demand under the Head Ministry of Home Affairs be reduced to Re.1."

[Need to ban communal organisations.] (216)

SHRI SONTOSH MOHAN DEV
(Tripura West): I beg to move:

"That the demand under the Head Ministry of Home Affairs be reduced to Re. 1"

[Failure to implement the Assam Accord immediately.] (126)

"That the demand under the head ministry of Home Affairs be reduced to Re.1."

[Failure to solve border disputes between the States in the North-Eastern Region.] (127)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to solve Chakma refugees problem.] (131)

"That the demand under the head ministry of Home Affairs be reduced by Rs. 100."

[Need to contain secessionist and terrorist activities in Assam.] (132)

MR. DEPUTY SPEAKER: The House stands adjourned to meet tomorrow at 11.00 a.m.

18.10 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, April 20, 1990/ Chaitra 30, 1912 (Saka)