

MR CHAIRMAN Thank you, Mr Home Minister With the consensus of the House, we, now have to proceed with the discussion on the Demands for Grants in respect of the Ministry of Human Resource Development (*Interruptions*)

PROF P J KURIEN (Mavelikera) Why did you appoint those persons to conduct the inquiry, who were responsible for constructing these buildings without sufficient precautions to prevent fire?

(*Interruptions*)

SHRI MUFTI MOHAMMAD SAYEED They are all very well-known officers men of integrity men of vision They have done good service They are all officers of great calibre and integrity We should not doubt their integrity (*Interruptions*)

MR CHAIRMAN I am sorry I cannot let the House to go on with conversation We have to proceed with the discussion and voting on the Demands for Grants in respect of the Ministry of Human Resource Development Now Shri Nand Kumar Sai to continue

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DEMANDS FOR GRANTS (GENERAL)  
1990-91 MINISTRY OF HUMAN RE  
SOURCE DEVELOPMENT - *CONTD*

SHRI NAND KUMAR SAI (Raigarh) Mr Chairman Sir I was saying that we should popularise sports in the villages The sports talent available in the villages should be brought forward in national competitions so that our level of sports could rise Sir as I said earlier, during the last 40 years after the independence there have been concerted efforts to cause harm to our culture, there have been efforts to discourage it Just a while ago we were talking about incidents of fire The Vigyan Bhawan caught fire and there was fire in Sadar Bazar causing widespread damage to property in both the incidents But I want to tell you about the fire that has been set to our culture and to the unity

and integrity of our country Under the existing education policy the English language which was introduced by Lord Macaulay is being taught with a view to making its use as a spoken language But that has not been the case with Sanskrit which is being taught on grammatical considerations I would like to request the hon Minister to make Sanskrit compulsory from primary to higher classes and it should not be taught from grammatical considerations but as a spoken language. One can pick up grammar automatically But the people who evolved the education policy, deliberately make Sanskrit, a language not to be taught as a spoken one Some one said that it is a dead language Besides, Sanskrit was propagated as a difficult language In this way, efforts were made to lead us away from our culture

15.37 hrs.

[SHRI VAKKAM PURUSHOTHAMAN *in the Chair*]

I would, therefore, like to request you to make study of Sanskrit compulsory There have also been distortions in the history When we study history, we are told that the Aryans came from outside India We are also taught in the schools that our ancestors came from outside and ruled over India Efforts have also been made to interpret that the Britishers, though outsiders, should rule over India just as the Aryans coming from outside India ruled over the country But it is totally wrong Great poet Prasad has replied this point in his following description of India

"Jatiyan ka utthan patan andhiyan jhadi  
prachand samir,  
Khare dekha jhela hanste pralaya ke  
ham pale hue vir,  
Kisi ka hamne chhina nahin pralaya ka  
raha palna yahin,  
Hamari janmabhoomi thi yahin kahin  
se ham aye the nahin "

We should do this Let the history be re-written The history, now being taught to children is not correct It should be written against What is our base and what is our

background? We should think about these factors and see that history is written afresh. Sir, the subjects and books we are teaching to children in schools are not at all fit for them. It appears that instead of imparting knowledge to the children. We are teaching them how to carry load. The education that we impart to the students should be of some quality and it should contain lessons about national unity, integrity, religion and culture. It should also contain lessons about countries of the world. The following maxim from the 'Panchatantra' is most appropriate in the context of present education system. If you put a bundle of sandal wood on the back of an ass, it is no doubt that it will feel the burden of wood, but it can never have the feeling of the smell of the sandal wood. It cannot realise the importance of sandal wood. The maxim reads as follows:

"Yatha kharascha chandanam bhara-  
wahi, bharyasya vatta na tu chan-  
danasy."

I request you to change the courses of study. The load is so heavy that the children find it difficult to gain knowledge out of it.

Mr. Chairman. Sir, since several of my hon. friends want to speak, I would not like to take much time. The situation that has emerged in the country is highly deplorable. Today we raise the issue that women should get equal rights. But we have not achieved much breakthrough in this direction. We treated women worthy of reverence and called them deities. For us "Yatra naryastu pujiyante, ramante tatra devata." (Where women are respected, Gods shower their blessing). Shri Prasad said in his epic 'Kamayani'.

'Nari tum kewal shraddha ho viswas  
rajat nag pad tal mein  
Piyus srotsi baha karo jeewan ke  
sundar samtal mein'.

But today, these lines have no value. The women has been reduced to a material for advertisement.

Government should take steps to improve the lot of the women because their number is quite large in our society. A vehicle cannot move if one of its wheels is removed. Similarly, if the women are not brought at par with men the country cannot make progress. In the villages, a large number of women are illiterate. If we educate one male member, we educate single person only. But if one woman is educated the entire generation receives education. Our cultural and overall development depends on women's education. Today the country is facing crisis like poverty, unemployment and starvation. But crisis in national character is the worst crisis. After the independence factories were set up, big buildings and wide roads were constructed. But character of the individual has not been built properly. Many talented people were born in this country, but they went abroad. The Government spends huge sums on doctors and engineers, but they leave the country and settle abroad. The country spends a lot of money on the education of a doctor but the doctor goes away to a foreign country. There is the example of Dr. Har Gobind Khurana before us. He wished to undertake research in our own country. But nobody co-operated with him. So he went to America.. He has been awarded Nobel prize for his work in that country. It is a highly deplorable situation that he is utilising all his strength in the development of the U.S.A.

Education and culture, these two should be the main subjects and maximum funds need to be provided for them. Then only we can take the country forward. Clashes take place in our country in the name of religion. Lord Macaulay caused damage to our culture during British regime. Similar efforts are still continuing. Everybody has forgotten the fact the principle of Hinduism is in the national interest. Guru Rabindranath Tagore wrote a story, 'The Kabuliwallah,' which is a bright example of communal harmony and we should cast our society to that shape. It has been advocated in our culture that the whole world is a family. But we have forgotten these teachings. It has also been said that—

[Sh. Nand Kumar Sai]

"Ayan nijah paroveti ganana laghu chetsam,  
Udar charitanam tu vasudhaiv kutumbakam."

Today Hinduism is being presented in a distorted manner. Hindu religion is not a way of worship, it is not a religion. It is the best way of human life. This thing has been reflected in our scriptures in the following words—

"Sarve bhavantu sukhinah, sarve bhavantu niramaya,  
Sarve bhadrani pashyantu, ma kaschid dukh bhag bhavet."

Therefore, a call was given to make the whole world follow the Ayan faith

"Krinavanto vishwamayam"

While defining Hinduism in the World Parliament of Religions at Chicago, the great Indian Saint, Swami Vivekanand quoting a shloka from the Upanished said:

"Ruchinam vaichitryat riju kutil nana-path jusham,  
Nrinameko gamastwamasi paysam anav iva."

Just as various rivers start from their places of origin and join the ocean at the end, people of different tastes worship god in various forms and finally absorb themselves in the 'Paramatma'. This is our philosophy and this is our culture. But it is matter of sorrow that damage has been caused to it and it is being clubbed as communal. Unless this religion is brought above and the true fabric of Hinduism is brought to the fore, welfare of this country cannot be ensured. This thing I know that these is no dearth of anything in our country. In the north, it is endowed with alluvial land of Ganga and Yamuna, in the south there is large stretch of land irrigated by Krishna, Cauvery, Godavari, in the east flows Gandak and in the north east there is the plateau of Brahmaputra. It

has Punjab, the land of five rivers and Kashmir, which is rich in fruit orchards. But today both these States are burning. Similarly, there are other rivers and fertile land. In spite of all those we are lagging behind. It is only due to the absence of national character. Please have it developed. Then only our country will develop.

Finally, I would like to make a submission to the hon. Minister that he should be shape the fabric of the Ministry of Human Resource Development in the way. I have proposed and the hon. Members have approved. Please provide more funds for this Ministry and extend it to villages. Uniform courses o study should be adopted for the whole country. Then only this country could achieve progress.

With these words, I conclude my speech in respect of this Ministry.

[English]

SHRI K.S. RAO (Machilipatnam): Mr. Chairman, Sir, Prof. Menon was in the Ministry of Planning earlier. So, he must be knowing the importance of the Ministry of Human Resource Development, the resource which this country has. The root cause of any illness in the society is only due to lack of right development of human resources. If the resources are to be secured for any project to be undertaken by any Ministry, they can be secured only from the production or generation of wealth which is made from the same human resources in this country. So, unless the human resources or the human beings are adequately trained to acquire great skills to generate wealth, we cannot succeed. When there are no resources at all, there is no point in complaining or telling that with these sorts of resources, every project has to be undertaken, whether it is civil aviation or communications or surface transport or industry. If any field is to be improved, basically the human resources have to be improved. If this point is understood by various people in the Govern-

ment, then many of the problems facing this country will be solved. I will give a little statistics. Out of 800 million people living in this country, 400 million are in the range of working. In any walk of life like carpentry, teaching, accountancy, etc., unskilled people are paid less. Take, for example, carpentry. Any man in this country will be prepared to pay Rs. 70 to Rs. 80 per day for a skilled carpenter. But he will not pay even Rs. 20 for an unskilled carpenter. That means, the difference in acquiring the skilled person, per head, per day is about Rs. 40 to Rs. 50. Even by paying Rs. 20 per head per day for 400 million people and at the same time, improving the skill of those 400 million people, the wealth that can be generated is about Rs. 2 lakh crores in a year. Keeping in mind the present standard of the Gross National Product which is about 3.4 lakh crores and also this Rs. 2 lakh crores, one can realise the importance of the skills or the concentration which these human resources require. Everybody felt happy when it was mentioned in the National Front manifesto that ten per cent is going to be allocated in the Plan. But the allocation is 2.2 per cent in the Budget presented by the same Government which is really pathetic. It is not a question of criticism alone. I still feel that no Government and no Minister have realised the importance of this Ministry. Five years ago when the name was changed from the Ministry of Education to the Ministry of Human Resource Development, I felt extremely happy that the Government has realised the importance of human resource development. But though something was done in that direction, I am still of the opinion that really no substantial work is being done in this regard. It is not that a little change in the Education Policy or some addition or subtraction is going to serve the needs of the country. A revolutionary change, a radical change without losing any time is required for improving the lot of this nation, mainly through the human resource development.

When we think of human resource development, the first thing that is required is teachers. When we see the calibre and the ability of the teachers to adopt to the latest

technology for teaching the students, I do not find any fault with the teaching community, I only find fault with the Government. Is it not the duty of the Government to see that the teacher is well-equipped and well paid? It is very unfortunate, as the statistics reveal, that two lakh primary schools still have untrained teachers. When the foundations of education or the human resource development itself are weak, what is the point in making statements and having long discussions etc. either in the Parliament or outside. The concentration must be on equipping the teachers with the latest technology and training, as my predecessor said, not alone with a view to getting employment or it being job-oriented, but also to infuse confidence in them. By the time they leave the Institute, the students must have the feeling that they do not have to depend on the Government employment, then can live on the strength of their skills acquired during the course of education.

Many hon. Members have mentioned about the quality of education, that is being given at the secondary level, graduation level, post-graduation level etc. What is happening now-a-days? When a person acquires an engineering degree from a University, he comes out with the ego that he is an engineer; that means, he is meant for giving orders and not for doing any work. This keeps him away from learning any more or to go to the field and work. That means that the system of education now available in the country is spoiling the students; it is not giving any positive results; on the contrary it is giving negative results. Why should we not think in terms of total vocationalization of the education? But the question is at what level. I am of the definite opinion that depending on the aptitude, ability and inclination of the person concerned, the vocationalization should be done from the 8th class itself, and the doors must be open for all those who did their vocational education to enter the career and earn for their livelihood. Age should not be the criterion. Whether it is college, technical or non-technical, whether it is degree or post-graduation course, one must be allowed admission whenever he feels like

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entering into the graduate or the post-graduate institution. Similarly, there must be rigorous standards for admitting the students for graduation. Once we allow them to acquire their skills through vocationalization in order to enable them to earn their livelihood, depending on the zeal and ability to learn more and more, we must encourage them to improve their standards. While allowing them to do graduation and post-graduation, we must convince ourselves that they have the requisite basic knowledge to do graduation and post-graduation. See the position of the degree of doctorate. Umpteen number of people are coming out from the institutions with doctorates and Ph. D. degrees. But when we look into their achievements, I don't think even one per cent of these post-graduates or doctorates are bringing anything innovative or real research. I don't find fault with them. Fault lies only with the type of education that we have.

When you think in terms of planning to allocate funds to various ministries, you must give adequate attention to the Ministry of Human Resource Development. Only after allocating fund to HRD you should think of other ministries. I have been telling in this House time and again that budgetary support should not be given to all the ministries. Budgetary support should be given only to the ministries like the HRD and not to ministries like Civil Aviation or railways, telecommunication etc. Once you utilise the revenue for educating people, automatically they will take care of other ministries. I wish Mr. Menon, by virtue of his experience in the planning, will convince the Prime Minister and the Government that it is the Ministry of Human Resource Development which requires a bigger cake in the budgetary allocation than any other ministry.

Sir, education, we know is a concurrent subject. While the UGC and other departments are taking care of setting standards and coordinating education, it is left mostly to the State Government and that is why a lot of variations and difference in the standard of

education are coming from State to State and region to region. I wish the Government and the hon. Minister will think in terms of bringing a uniform policy on education so that there may be a feeling among the people of this nation that they belong to one nation. If there is a feeling that a boy educated in Delhi is different from a boy educated in rural area, naturally the prejudices or difference in the standard of education will lead to so many unwanted things.

Coming to women education, it is known that proportionate allocation is not being made or proper emphasis is not being given to women education. I don't know whether the Government has really understood the importance of educating woman. I attribute the prosperity of a nation to the education of woman. It is the talent or the education of a housewife which decides the career of the children of the house. If a housewife is educated naturally the people will also be molded in a different way.

Another major problem that is confronting this nation is the population control. If women of this country are educated the problem of population control will automatically be solved. We all know the attitude of an educated woman towards population control. We also know the sentiments or the superstitions of the ladies who are not educated. So, taking all these things into account, there is a need for allocation of more funds on education of women.

When you look to the needs of the rural areas, it is not the MA, BA, Phd, Engineering or Medicine degrees which are useful. When we visit our constituency, people approach us for financial assistance to start some business. Even if we give some financial assistance to them, they do not even have enough skill to utilise those resources in a proper way. So, thousands of crores of rupees get wasted because the person who has taken loan is not so skillful so as to utilise the resources in a proper way. So, it is an imperative need of the Ministry of Human Resource Development to think as to what kind of education is required for which rural

area and then plan accordingly.

16.00 hrs.

I shall now cite my own constituency. A lot of youngsters who are capable of learning or who are capable of adopting themselves to new technologies, like poultry farming, animal husbandry, dairy—for them a little training is required—~~etc.~~, we have no institutions to train them. We are giving them thousands of crores of rupees.

Why we are not achieving this goal, because, they were not prepared to have this training. They are not prepared to make use of it properly. After taking these things into account, if you allocate a few hundred crores of rupees more to this Human Resource and Development Ministry, it can tackle easily the problems concerning employment in the country. It can tackle this problem by more than ten times. So, you must convince even other Ministers also that they should assist them in making available these basic needs.

16.01 hrs.

[DR. THAMBI DURAI *in the Chair*]

If these things are understood by them, then there would not be any fight for sharing these budgetary revenues. When you look into the registers of the elementary schools and upper primary schools, there are many drop-outs between age group of 7 or 8 years. The drop-outs are very substantial in number. When the total number of students who get themselves registered in the primary level is 192 lakhs, the total number of students who get themselves registered in the upper primary class comes to 31 lakhs. So, out of the six people, five are drop-outs and only one is studying at upper primary class. Obviously, we can understand as to how many students would not have gone to the Graduate or Post-Graduate levels. So, we must take care of this situation more at the lower level than at any other level. We must also provide them enough resources and also create more incentives for them.

As has been adopted in Tamil Nadu, now it has been adopted by Andhra Pradesh also for some time—Mid Day Meal Scheme is necessary. Similarly, we must also provide to the elementary school students with free books, free dresses, etc.

It will definitely create an incentive among the poorer sections of the people for sending their children to the schools instead of making them to do some sort of work. It will act as a sort of aid. So, the Minister should not feel that provision of mid day meals or giving books is not necessary. It may be true in the case of rich or middle class families, but certainly it is not so in the case of poor families. This should be taken care of by the Government automatically as far as poorer sections are concerned. If they do it, then only the poor people will come forward and try to send their children to the schools.

Another aspect for the poor people to cope with their lives is the education. It is the best instrument for these people to come up in their lives. However swift he may be, however much he may put his hardwork, but there is a limitation to his earnings. There is a limitation to change the entire structure of his family which might have suffered insults, poverty for generations together. However it can only be done through education. In order to give them proper attention, you should bring the poor people above the poverty line or change their life-style or stop them from being slaves. It is inevitable, if human resource is given proper attention. If at all the Government wants to check it properly, it can be done through voluntary organisations. There are a lot of voluntary organisations which can do it rather than the Government organisations, particularly, keeping in view the deteriorating standards. When we look at the performance of good voluntary organisations, where the people are committed, where the people have got zeal to help, where people have got a mind of doing something for that area, where people are involved directly with the local people, the accountability that they are subjected to is totally different from what the accountability of the employees working in the Govern-

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ment. If the hon. Minister is seriously thinking in terms of encouraging well-established credible voluntary organisations, your burden will be reduced. If you do so, you can achieve greater results which you cannot achieve by spending ten times more through the Government organisations.

I also feel that a lot of retired persons from various walks of life would certainly prefer to help the Government in achieving its objectives, if proper respect or encouragement or recognition is given to the retired persons. The Government can try and think of utilizing the services of these enlightened retired persons.

It was written in the Report that the Government was thinking in terms of winding up the Navodaya Vidyalaya Scheme. The general impression among the rural areas is that the education that is available in urban areas is different from the education which is available in rural areas. That was one of the reasons why there is migration to urban areas to a great extent. But if these educational facilities were to be made available in rural areas, i.e. of the same quality as in urban areas, there will not be one who would wish to go to urban areas and be subjected to the hazards which are there in the urban areas—if only the parents are confident that their children can come up of their life by having the right type of education.

Apart from the right type of education which is being made available through Navodaya Schools in rural areas, it is national integration that has to be taken into account. If a boy from North India were to be made, even at the age of 10 or 11 years, to go out to South India, mix with that society, understand the habits, traditions and the line of thinking of people there, it will go a long way to increase and strengthen national integration. So, this aspect must be taken into account before they decide to close down the Navodaya Vidyalayas simply be-

cause they were started by the Congress Government.

I am surprised to read today that according to a survey conducted by the IIT, 58.5% of the engineering students have gone abroad in 1986-87, which is quite unfortunate. The situation should not be such where millions of rupees spent on these students in this country were to be wasted by allowing them to go there and not to come back, or not to create an atmosphere where they can come back. I can certainly understand their going in greater numbers, learning and coming back, and utilizing their knowledge in this country, but certainly not their settling down there. I wish the hon. Minister to think in terms of bringing in a Statute by which we can prevent many of them settling down there—prevent, not their going, but settling down there. While it is a benefit, while it is an asset for our people to go there and learn modern technology, increase their contacts, improve their vision, concepts and goals, it is not in the interests of the nation to allow them to settle down there. This I wish the hon. Minister to think about.

We know that whenever there is a change in the Government, there will be a new policy—not only when there is a change in the Government, even in the same party, if there is a change in the Minister also, we find a change sometimes. But these statements are not going to change the situation of the people in the country. I wish Mr. Menon, the hon. Minister not to think in that direction, but to think of how best the competency or the confidence of an individual coming out of the Institutes is to be increased, and not to be dependent on the Government for his employment. One must be able to think of self-employment only, and not of Government employment. It is only in rare cases that people must be coming to Government jobs. Otherwise, they must prefer only self-employment.

There is a lot of shortage of veterinary doctors in my area. While farming, poultry and other areas are growing very fast, there

is shortage of veterinary doctors who are experts in these rural sciences. So, instead of allowing the various Governments to start more and more universities for General Education, the Minister must think in terms of starting veterinary universities, agricultural universities or universities connected with education which is useful to the area. In this context, may I ask the hon. Minister to think of starting a Veterinary College, and also an Agricultural Polytechnic in my district, Krishna, in Andhra Pradesh which is already contemplated, and where the district authorities are prepared to give about 120 acres of very costly land? While I cannot appreciate the promises made by the National Front Government in increasing this budgetary allocation to 10% and actually making it 2.2%, I wish the Government will awake and make some concrete proposals to improve the quality of education, not in a gradual manner, but in a radical and revolutionary manner.

[Translation]

SHRI KAPIL DEV SHASTRI (Sonepat):  
Mr. Chairman, Sir, two types of people live in this country. One consists of the affluent class who are enjoying all sorts of facilities and the others who are deprived of all facilities such as food shelter and education. They raise a slogan of socialism in this country and the mantra of 'Vasudhaiv Kutumbkam' is adored here.

"Yatranaryastu pujiyante, ramante tatra devata, yatr tastu na pujiyante, Sarvakriyastatra fala".

The women are held in high esteem is a respectable society. Even then the our society stands divided into two classes and the main thing which is responsible for this division is our education system.

If we have a uniform education system all over the country we will be able to solve many of our problems. Therefore, mother tongue should be the medium of instructions in the primary schools all over the country. The education given by a mother to her child

cannot be given by 100 fathers and whatever education a father can give to his child upto the age of 8 years, cannot be given by 1000 teachers. Therefore, a radical change should be brought about is our education system. "Bhratriman, Pitriman, Acharyavan Purusho veda." We had Gurukul education system in our country in which all the children, rich and the poor had to live in Guru Ashrams under the care of this Guru. On completions of their education, they were assigned their duties according to their capabilities. Brahmins were asked to read, write and educate. Kshatriyas were asked to defend the country, Vaishyas were asked to take up the work of business and Shudras were expected to serve the people because serving the people is the most precious of all treasures as they have said it:—

"Seva dharma parma gahna yogi-  
nampyagamyā."

The service of the mankind is the best religion of the world which cannot be attained even by yogies. Therefore, the need of the hour is to firmly oppose the existing dual by stem of education and favour a uniform system of education for the entire country. The children of the rich and the poor should get their education in the same school. As the things stand at present, child of the poor villager has no facility of education whereas children of the rich and affluent get education in public schools.

Mr. Chairman, Sir, I would also like to give some suggestions to the hon. Education Minister. My first suggestion is that the boys studying in public schools should be sent to villages for two months during their summer vacations so that they may see and study the conditions of living of the rural masses who are to be governed by them and the boys of poor villagers should be sent to the public schools so that they may see as to how the children of rich people live a luxurious life. My submission is that the system of public schools should be done away with in this country. It has become a custom in this country that the son of a politician becomes politician, son of an IAS officer is bound to

[Sh. Kapil Dev Shastri]

become an IAS, the son of a business man is to be a businessman and the son of a beggar has to spend his life in Jhuggi Jhonpries for want of resources. Therefore, I once again request the government that system of public schools should be done away with because they develop a superiority complex among their students and when they come out of these schools they do not consider other people as human beings. They know that their fathers are big officers and with their recommendations and wealth they would also be able to get everything they want. Our shashtra says that

"Vidya dadati vinyam, vinyam dadati patratam,  
patratradhanmanopati, dhanad dhar-  
mam tatah sukham "

That means education makes the man humble, humbleness makes him eligible to get a high place in society and earn wealth, one who has wealth can attain heights in the field of religion and with those heights, he can get all sorts of happiness of life. If we want to bring socialism in our country and want to establish national unity, the first thing we need to do is to do away with the system of public schools. Throughout his life Babu Jagjivan Ram used to say that if he were the Prime Minister he would have closed the public schools and ceiling in respect of individual property would have been fixed at Rs 10 lakh. Only that would have paved the way for equality and socialism in this country. The officers in our country approve all that whatever is put up to them by their subordinate clerks. The officers cannot change the notings of their clerks. Therefore, all the class one officers working in the Central Government and the State Governments should be sent to the rural areas before assuming their duties. There they should be attached with the Adult Education Centre for three months to teach the illiterate villagers, which constitute the 50% population of this country so that they may learn about their difficulties. They should also be attached with agricultural work for three months so that they may

come to know the basic things of that field such as the difference between the plants of wheat and paddy that is the way. They can be well acquainted and their cropping and harvesting seasons with many of the rural problems. I also live in village and it is for the first time that a number of Members with rural background have got elected to this House. I represent 80 crores people of this country and not the 60 lakh people who have been ruling over this country and have been making the people of the country dance to their tune. They are spending the entire money of the country on themselves. They are the product of five star culture and running in the direction of western civilization. I am a villager and live in village. I know how the land is ploughed, how the cow is milked and how the cattles are fed. Thus I have faced the hard realities of life. Therefore, whatever I say, that carries weight. If we want to eliminate the supremacy of English language in our country, you should destroy all the English type writers and that will solve 80 per cent of the problem. All the officers ask their stenographers to type notes. They simply sign the letter, make certain corrections and show their angers. Politicians and billionaires are in their hands. Therefore, the first important thing which we have to do is to eliminate. The supremacy of English. I prefer Telugu to English. In Haryana we have adopted a three language formula under which Hindi, English and Telugu are being taught. Therefore, I would like to say that south Indian languages should be taught in North Indian and Hindi should be taught all over the country. If we look at our ancient History, we shall find that there was a some sort of communication link which had united our country from Kashmir to Kanyakumari and from Dwarka to Kamakhya and Guwahati in the east. But the modern means of transport have finished everything. Therefore, I would like to say that if we want to see the upliftment of rural areas where 80 per cent of our population is living. We shall have to eliminate the supremacy of English. Mother tongue should be the medium of instruction what else could be a greater atrocity and injustice than the fact that other languages have also been accepted for the purpose of

IAS examinations but question papers are still set in English only and in oral test, questions are asked only in English. In our country the bureaucracy who favour English has a dominant role to play and the Ministers and politicians who are generally illiterate cannot do any thing because they do not know as to what has to be done. Therefore, I would like to say that if we want to save the country and want to bring a change in the education system we should have our own language as the medium of instruction. People in our country have been living together for lakhs of years. However it is something ironical that we have got rid of the Britishers but to this date we have not able to free ourselves from the bondage of English. When our country got independence, a BBC correspondent asked Gandhiji as to what was his message, Gandhiji told him to tell the people of the world that Gandhi did not know English. At the time of independence I was in the prime of any life and I had seen that children of many high officers had started going to Government schools and started learning Hindi also. But today we observe that the base of Hindi has eroded. The south Indian people speak in their own language such as in Marathi, Telugu, Tamil, Malayalam or Kannad but whenever the people from north Indian sit together to discuss some point they do not like to speak in Hindi, instead they prefer to speak in English.

Mr. Chairman, Sir, Even in this House there are a large number of hon. Members and I think that all of them had canvassed for votes in their own mother tongue and none might have English for that matter but here in the House they speak in English. Therefore, I would like to urge upon them to speak in Malayalam, Tamil, Telugu, Gujarati, Marathi or Kannad in this House and there should be an arrangement for inter pretatism of their speeches. Sir, through you, I would like to make one more point that now a days Sanskrit is being struck at its very roof though it has been the very basis of this country on which it has stood for lakhs of years. It does work against any one even then the Navodya Vidyalaya and Public School Education Board are trying to eliminate Sanskrit.

Mr. Chairman, Sir, through you I would like to convey to the hon. Education Minister that since he is the only person who can protect Sanskrit, so he should protect it.

Alongwith it I would like to make yet another submission. Youth Centre have been opened in 401 districts of the country. We are undertaking adult education programmes and I feel that this task could very well be entrusted to these centres. Mr. Chairman, Sir, through you I would like to tell the hon. Minister of Education that people do not understand what does it mean by the term Ministry of Human Resource Development, which is the new name of the Ministry of Education. As such, I would like to suggest that the Ministry should be renamed as the Ministry of Education and a full-fledged Minister should be given the charge of the Ministry. It is very unfortunate that a country with a population of 80 crores and where crores of children receive education should have no Education Ministry. In the order of priority education occupies 4th position. Defence of the country occupies the first position followed by Foreign policy in the second place and agriculture for maintaining livelihood in the third place. Then comes education. But it is very regrettable that budgetary provisions for education is very low. We must give liberal grants for education. Mr. Chairman, Sir, an institution called "Gurukul Kangra Vishwavidyalaya" has been functioning in the country for the last several years. But today the U.G.C. has withheld the grants payable to this institution. As a result of that, the teachers are not getting their salaries. I feel it is discrimination against the institution. On the one hand, there are some institutions in the country which are being given grants-in-aid to the tune of crores of rupees without any restriction and on the other hand some voluntary institutions are being discriminated against. In fact, it is very essential that there should be nationalisation of education so that we could get rid of the arbitrary attitude of some institutions which are trying to exploit the people in the name of minorities. There are certain Christian institutions, Muslim institutions, Arya Samaji institutions, Jain religious institutions

[Sh. Kapil Dev Shastri]

and also some Sanatan Dharma institutions. If we want to maintain the unity and integrity of the country it is necessary that education should be nationalised. I remember that the Gurukul Kangra was the first university which prepared its own books in Chemistry physics and zoology. There are some people who say that teaching of science cannot be made in Indian languages and without English the country will be lagging behind. But we have the examples of Japan, USSR and Germany before us. Leave aside all these countries, a very small country like Israel developed its Hebrew language even if it is far lagging behind by 2000 years. Similarly, why cannot we provide education in our mother tongue, and why at all there should be an objection to it? We can take a lesson from the instances of these countries. Here, we are using translated versions only. If we give any thing in Hindi, it does not carry any recognition anywhere. First, a matter is translated in English and then the translated version is retranslated into Hindi. We must do away with this system of translation.

Mr. Chairman, Sir, under the present system of education, as has been rightly said by one of my friends, the students carry the book load just like an ass and still they cannot acquire good education. In the present system of education, the curricula does not contain lessons on Bhakta Prahlad, Dhruva Pitribhakta Shravan Kumar and the great warrior Abhimanyu. Instead, it contains lessons on birds, ants, oxen and several other such things not so relevant to us. But there is no arrangement to teach our ancient culture. That is why the children face a number of problems. The parents have to help their wards to carry out the homework. In the villages, this is not possible. The parents in the villages prefer to play playing cards or drink liquor, but they have no time to teach their children. Similarly high officers in the cities like to spend their time in five star hotels and play table tennis, but they have no spare time to teach their children. That is why these parents encourage their children to take recourse to malpractices in the ex-

aminations. I can well remember that during my school days if a boy secured 70 to 75 per cent marks, it was treated as a very big event and given much publicity in the locality that son of such and such person has secured first division. Sweets used to be distributed on such occasions. But today boys secure 90-95 per cent marks. How do they secure such a high percentage? They do not fall from the heaven. All this they can do through mass copying in the examinations. I see all these things because I live in a village. This has become the order of the day both in the villages and cities. People settle everything in advance with the examiners, superintendents and supervisors of the examinations. They are given bribe for this help. Arrangements are made to provide answer sheets. Some boys keep watch on the roofs. They keep red flags with them. When Investigation team arrives, they show red flag. Loudspeakers are installed at some places. Whistles and conch shells are blown as signals. The entire country has blindly been indulging in mass copying. If we want to stop this practice. We have to reduce the weight of the schoolbags of the children and restore the ancient education system of imparting instructions through the Gurus. The receiver of education says:—

Vidyahvai brahmanmaajgam gopay ma  
shevadhiste hamasmi, Asukaya anrijave  
ayataya ma brooya viryavati syam.

"The vidya with folded hands requests a brahmin like me that she is my treasure. She implored me for her protection. She also said not to give knowledge to persons who talk ill of me." That is why the receiver of education further says:—

"Gururkasman gurubhavati mahan  
bhavati"

Why a Guru is called Guru, it is because he is great.

The Acharya teaches how to behave. The Acharya teaches how to become intelligent and earn money.

"Acharyah kasmata, acharyah acharam grahyati,  
Achinoti arthan, achinoti budhimitiva."

Mr. Chairman, Sir, with these words I express my thanks to you for giving me time to speak by which I have been able to express my views exhaustively. Finally, before concluding, I would like to repeat the points I have made. There should be uniform system of education. Public schools should be closed. All the class-I officers should be deputed to villages. The rural children should be sent to public schools for two months. Mother tongue should be the medium of education in the country. The country should be freed from the grip of 60 lakh people and attention should be paid to 80 crore people. I am thankful to you for giving me the time to speak.

[English]

MR. CHAIRMAN: Prof. Saif-ud-din Soz.

SHRISOMNATH CHATTERJEE: What happened to our Member, Sir? You have not called our Member's name. I have no disrespect for you but the only thing is that there is a procedure to be followed.

MR. CHAIRMAN: No, already they have made the list here. I have not made the list.

SHRI SOMNATH CHATTERJEE: Not even one Member from our party has been called as yet.

MR. CHAIRMAN: No, your Member has already spoken.

SHRI SOMNATH CHATTERJEE: No Member has spoken on behalf of my party.

MR. CHAIRMAN: I am sorry. O.K., I will call you. I think they have mentioned here something mistakenly. Anyway, I have called him now and next I will call you.

PROF. SAIF-UD-DIN SOZ (Baramulla): Sir, Shastriji made a very wonderful speech. In my opinion, he was speaking from his

heart but he, in between somewhere, said:

[Translation]

I request the hon. Minister.

[English]

I do not know Hindi. Where is the Minister? Whom was he addressing? There is no priority for education. For Education, there is no Mantri and he was pouring out his heart, making appeal for adopting the mother-tongue as the medium of instruction perhaps, and he was making *aagreh* to a Minister. There is no Minister for Education. This Government—even earlier Government, I said, had no priority for education—has done, the worse. It is an additional charge held by Mr. Menon. Who knows tomorrow he will continue to hold this additional charge or there will be a full-fledged Minister. There is no priority for education. Let us be very frank about it. I may submit that I have selected only one Demand on which I would like to speak. My heart is full to the brim with the agony because of the situation now obtaining in Kashmir, Punjab and other parts of the country. So, I have decided not to speak on budget demands, but I have selected Education so that at least I can speak on one Demand because there is something pricking me to speak on Education. But I find that there is no priority given for Education, priority in the sense that you don't have a full-fledged Minister. Why did you change the name of this Ministry from Education to Human Resource Development? For What? There is nobody to listen to us and this debate will certainly go waste because Prof. Menon does not hold the charge of the Ministry. He is holding the additional charge. Therefore, the first thing the Prime Minister of this country should do is that he should provide full-fledged Minister for Education. A very senior matured person has to be in charge of Human Resource Development Ministry.

Then, Sir, so far as allocation of funds is concerned, allocations were already meagre for this Ministry. But I find that even this

[Prof. Saif-ud-din Soz]

year's budget has not allocated funds to this Ministry that it needs. Last year, it was 3.34% or something like that of the national budget and this year about 3.045% or something like that has been provided. Prof. Menon might be knowing it better. So, this year, this is the budget allocation for Education. Neither you have a full-fledged Minister nor you have money to promote Education and culture in this country. But then I am conscious of the fact that with this meagre amount of money, we cannot have good education system in our country. I have got so many replies from the Ministry and they have admitted that they have constraints in respect of funds and when you have only 3.0% or something like that of the national budget for Education I had raised questions through you as to what percentage of fund has been spent on elementary education, secondary education. You are already biased in favour of higher education and you have totally neglected the school system. I will give you one or two figures. I do not want to waste your time.

Last year, that is, 1989-90 of the total funds that was available for Education, you had 14.83% for elementary education, you had 21.7% for the secondary education and this year, you have 15.49% for elementary education and you have 23.61% for the secondary education. You can now understand where the money goes. It goes to the university education while 90% of the budget is nothing but a trash. It is not relevant to the socio-economic scenario in this country. You talk of universalisation of education and you talk of so many schemes. You have not been able to control the drop-out rates from the school and you are nowhere near the universalisation of the education by the turn of the century. And you will go with a backlog to the 21st Century. That is what I had cautioned the then Minister of Education, Shrimati Sheilaji that she should do something about it. I had said "The drop-out rate at the elementary stage as being as high as 64%, how can you go to the 21st Century with these measures?" You say that you will solve the puzzle

of illiteracy. I do not think so. You will carry the whole illiterate population to the 21st Century; because you have not controlled the drop-out rate and you have not taken any big measures for universalisation of education and you have not allocated funds for the school system, not even one-third of the funds go to the school system and whatever funds go to the university—I have said it and I make a statement here, I can be invited to some seminar or workshop to understand better—I find in social sciences, in languages, more than 90 per cent research that goes into Ph. Ds. is a thrash. Even in sciences there should be a Committee, Prof. Menon, to go into the area where you find research is relevant to the society, research is relevant to the tax-payer in this country. I will anxiously wait for an invitation to enlighten me on this subject.

There are so many schemes. I don't say that the Ministry does not think of a revolution that they should organise, in fact, Prof. Menon made a good remark yesterday that Education is the most important sector. Somebody reminded him of agriculture, I am tempted to tell them that agriculture will come later, Defence will also come later. Education is the instrument for change, that is what we don't understand in this country. We don't say, 'Don't allocate more funds to the Defence'. But how do you enlighten the mind in India? How will you revolutionise the mind? How will you produce a better farmer, a better military man, a better engineer, a better doctor? It is only through this instrument that is called education.

SHRI KALP NATH RAI (Ghosi): Better parliamentarian.

PROF. SAIF-UD-DIN SOZ: Yes. I say that the Ministry is considering to organise a revolution, but I must report my experience, Mr. Chairman, and through you to this country that most of the schemes have failed because as Shastriji was saying, the Ministry people and all of us most go to the grass-root level and see what is happening. I am giving you my reaction to some of the schemes which the Ministry has floated. For

instance, I had raised a question. When the new education policy was devised, my friends in the Ministry know that at that time I had—I should not say a quarrel because Narasimha Raoji wanted me to speak and he yesterday alerted me that I must speak, I never wanted to speak, but he alerted me. At that time I was fighting a battle in the Consultative Committee because there was nothing new, they called it 'New Education Policy'. I had raised so many questions then, and I felt satisfied, I had said certain things which were, what you call in Urdu,

[*Translation*]

old wine in a new bottle

[*English*]

I wanted to know what was new in this Education Policy, that is on record, and today when I ask the Ministry, I raise questions and I ask them: 'Do you have a feedback?', I find they don't have even a feedback on the implementation of the New Education Policy. Then Prof. Menon can take pity on us and delve deep for us and understand, I don't know whether he will have time in future to organise this kind of reform in the Ministry because it is an additional charge for him, I don't know why the Prime Minister should not think of providing a full-fledged Minister. And they say, there is no regular feedback. I am here when he replies. And they say, they have official meetings, Prof. Menon, at different levels and through correspondence they get the feedback. By now you should have produced a voluminous book and that should have been authentic, signed by the Secretary to the Human Resource Development showing that this is an authentic feedback, how we have implemented the new Education Policy and how we have reformed and what we have achieved. You have nothing to tell us and you say that you hold some official level meetings and you get feedback through correspondence. Is that the feedback we are getting of new Education Policy? This is something intolerable.

Then, Sir, I am coming to the main thing. I had left the Consultative Committee, but my interest continued in education. It was perhaps Shiv Shankerji, earlier it was Pantji, and I had raised an objection to changing Ministers from time to time. When I started cultivating my days with Mr. Pant, he was shifted; when I started understanding Narasimha Raoji, he was also shifted. Then came Shiv Shankarji.

MR. CHAIRMAN: Then, you are going to have the change.

PROF. SAIF-UD-DIN SOZ: What has happened to education in this country? Then, they instituted a scheme called, National Literacy Mission. I gave a remark then. I said that this was nothing but an eye-wash. What do you mean by this mission? You can produce anything by usual effort; you cannot float anything. The National Literacy Mission's intention is good. The people who are sitting in the Ministry are far more knowledgeable than me and far more sincere than me; they are patriots after all. But, I raise objection to one thing. When they float a scheme, they forget about it and they do not collect the feedback; they do not go to the rural sector. They hold seminars and workshops in cosy warm rooms during winter and in very good airconditioned rooms during summer. But the real feedback and the real implementation is not there. I do not raise oral questions to make a drama here. I raise questions on education through Unstarred Questions. I wanted a feedback, but there is no feedback. I wanted a statement indicating the literacy rate. Prof. Menon, this is no feedback on National Literacy Mission. I want to know what the Ministry has achieved and what you have given me has further raised questions in my mind. For instance, you tell me that this is the rate for male and female Statewise. That was my questions, but you never gave me any feedback. Now, I raise a question with you. Did you organise a spectacular drive for promoting education for women? You have not. What about National Literacy Mission? Did you achieve anything substantial, particularly for women?

[Prof. Saif-ud-din Soz]

You have as low a percentage for women as 13.62 per cent in Bihar, 15.88 per cent in Jammu and Kashmir, 11.42 per cent in Rajasthan, 14.4 per cent in Uttar Pradesh and 11.32 per cent in Arunachal Pradesh. What are you doing for women and what about your Literacy Mission? There is no feedback. When they float funds and schemes, they forget about getting the feedback and telling the Parliament and this nation as to what this Ministry is doing. When Navodaya Vidyalaya was launched, I was one with Bengali friends like Mr. Sudhir Roy who opposed it. I said that this Navodaya Vidyalaya will become elitist and it will suffer from one thing that the right people will not come and you will have so many seats vacant. In the recruitment of teachers also you will fail.

Sir, talking about education in Jammu and Kashmir or Punjab will be futile. About Jammu and Kashmir, I am sure at this moment. But, I am speaking for the country. The Navodaya Vidyalayas have failed to organise the revolution which Narasimha Raoji wanted to convince, because at that time, the then Prime Minister was so much enamoured of this term of 'Navodaya Vidyalayas'. They thought that they would organise a revolution. I said that you are not doing the essentials. This is on record. I said, pump this Rs. 800 crores, and later it became Rs. 1100 crores, pump this Rs. 1100 crores into primary education, elementary education and universalise education and then organise a revolution in schools. Have black-boards and science kits in all the schools in India. He said, that will also be done. I said, that cannot be done because you have no money. Therefore, having no money, science is not being taught in Government schools properly. There are no black-boards and there are not even teachers in so many schools in Uttar Pradesh and Bihar. Elementary education has no money; secondary education has no money. I have given the figures as to what amount of money is available for the University system. In 1989, I had asked a question and reply was

not factual; at that time, they had given me a little feedback.

[Translation]

In Urdu it is called 'Tarkao'. The hon. Member raised a question and it was answered. Now the hon. Member does not want to do any leg-pulling. Hon. Minister and other hon. Members of both sides are my hon. colleagues. I love education. Not that I am an educationist. I am a student of education. I am not interested in any leg-pulling. I have again asked for information on Navodaya Vidyalayas.

[English]

I have asked:

Whether the Government have collected any feedback on the working of Navo-Vidyalayas. He says, "No, Sir. The performance of Navo-Vidyalaya has not been evaluated so far". My part (b) of the question is: If so, the details thereof. they say, "The question does not arise". Why? The question very much arises when you have pumped Rs. 1100 crores. I saw how the schools came up; how timber was put on the roof; how the Ministry officials worked day and night. But now you have to convince me that you have succeeded in Navo-Vidyalaya. But you have no feedback. This is your reply. So, the doubt in my mind continues to be there.

In 1984-85, we wanted to have the 5th All India Educational Survey Report. That was to come on 1984 or 1985. I leave it to Prof. Menon. That report did not come in 1986 and in all these years. Even now they say, they are preparing it. Now, they make a promise to bring it by 30th of June. But they will not give the Fifth All India Education Survey report. They will give us something in paper back. I am sure of that. That will not be comprehensive because they have already alerted us that NCERT has prepared some manuscripts and final report will come. But we have no questions to ask in the absence of the survey report. Why the survey report was delayed? What are the reasons? In fact,

they have blocked the way for raising questions in our mind. There is no survey. On what do we base our analysis or thinking? How can we articulate when there is no survey? The reasons for the delay as given by them are fantastic: Late supply of data by the States. Can the Ministry sit back and say, late supply of data? This is a lame excuse. Another reason is, discrepancy in that information. This is no answer, Prof. Menon. Now, there are so many things but I do not want to raise all those questions.

I now come briefly to important sectors. About the university system, I will not talk much. But I will talk very briefly about the University Grants Commission. Mr. Chairman, University Grants Commission is a dead institution. I have nothing against Prof. Yashpal. He is a learned man, very capable man, very tall man so far as intellect is concerned. But even there were some earlier Chairmen who were doing something to provide academic leadership. But as of now, the job performed by the University Grants Commission, I bet, under Mr. Anil Bordia, any Under Secretary in the Ministry of Human Resource Development can organise the entire job. It is because, after all, they have to provide funds and no academic leadership. They do not even know what is happening. They have no wherewithal to understand whether the funds pumped into the system are properly used or not. Any Vice-Chancellor can decide to play havoc in the university. There is nobody to check. He is not only a king in his realms—even the Kings have to respond to the aspirations of the people, as you have seen it in Nepal. But the Vice-Chancellor is not answerable to anybody. He can cultivate the Governor where the Governor is the Chancellor of anybody. That happens. But there is no academic body that will organise a kind of coordination required in this country. There is chaos in the universities. The University Grants Commission is an institution where people will come from States with their bags, get the money and construct some buildings or do whatever they like. I raise a question that when the University Grants Commission is not providing any academic leadership, what is

the use of that? If it is only funding, you have capable people sitting in the Ministry. You can save the money. Those people can be given some other job. I have requested the hon. Speaker that we should have a discussion on the institution like U.G.C. I will give figures and I will prove that it is a totally dead institution. It has no growth. The Ministry should have a separate Wing where the Secretary to the Government of India can organise funding to the Universities. This University is totally dead.

I have two or three things to tell the Ministry, by way of over-all responsibility. If something goes wrong in the realm of mind, which Ministry is in charge? Somebody must have advised Shri Rajiv Gandhi at that time to name this Ministry as Human Resources Development. Therefore, he changed from "Education" and this name was given. I find there is a crisis of values and this Ministry is unfortunately a no man's Ministry, whole-timer. Shri Narasimha Rao, the senior-most man, was sent as Minister to this Ministry. If something was going wrong which pertain to the realm of mind, Jawaharlal Nehru would all a meeting with Sardar Patel and Shri Maulana Azad although Patel was a Home Minister. These people have access to records. I do not know why they do not go and delve deeper and see the files. There is the National Archives. What happened in a State in respect of language and culture. These things have consequences political, social and economic. So, I have two or three things to present to the hon. Minister Prof. Menon who is a la learned man, that these things also pertain to you, this Ministry, although there may be no file in your Ministry. One such thing pertains to them direct. Shri Shastriji was referring to private schools. I have introduced a Private Members Bill in 1985. I am wanting to discuss it but unfortunately the ballot is not cooperative. Only the other day on Friday it was coming up—Abolition of Public and Private Schools. I agree with Shri Shastri, although some of us were laughing. It is a revolutionary idea. We want uniform education for all children of this country because we are divided this time. Bureaucrats' and politicians' sons and daugh-

[Prof. Saif-ud-din Soz] ters go to convents and very good public schools and they tell me "If you do not believe in that system, do not send your son or daughter." This is wrong. We want closure of those schools. We shall abide by the Constitutional provision under Article 16 that minorities can have their own institution but we shall not allow any kind of fraud because this time public schools or some private shops, collect money, bigger donations and admission is not on merit. You will have to tell us, Prof. Menon, what is the percentage of students at the elementary stage in the Government schools. My information is 97%. You will then tell us what is the national investment for those 97% and then you will tell us what is the national investment for 3% students and why should only money decide because it is the status of a person or his money bag which will determine the admission for his son or daughter in all the public schools. So, the whole system is rotten. You will have to delve deeper into this and my Private Bill can become a Government Bill if you insist. Shri Rajiv Gandhi insisted that the words 'secularism' and 'socialism' must find a place in the Constitution. If you are insisting, then you accept the suggestion that we want uniform system of education for 80 crore people living in India and no special education for anybody.

Culture is very important. Some Ministries will have to be in charge of things like whether Central Government is responding to the urges of some national institutions. We have never supported the Anand Saheb Resolution of Sikhs. We never supported it. I must have spoken 12 times but Sikhs may have as a whole natural genuine urge. Similarly, other minorities, also regions, Telugu people, Tamil people and others. This Ministry must organise some action to understand and appreciate the regional aspirations, the sub-nationalism of the various communities in India and respond to their aspirations before they take to agitation.

17.00 hrs.

This is the third suggestion so far as this

revolution of mine is concerned. History should not be distorted. The Minister should take action to see that history should not be distorted in this country. This is the temple and this is the Mosque. Actually it is like a sleeping tiger. It should be allowed to sleep. If we awaken it will devour all of us. It is a very difficult thing. So far as the waiver is concerned, I said that 15th August 1947 is the deadline. Whatever was the *status quo* on that day, we should abide by that. Therefore, we should not awaken this tiger because it will cause great harm and injury.

Finally I want to say one thing. There is time constraint. Now I want to come to what Shri Mulayam Singh has done in Uttar Pradesh. I raise an objection. Shri Mulayam Singh is playing to the gallery. English has come to stay here as a very powerful link language. English is very important for national integration. We shall respect Hindi as the Rashtrabasha. But we must realise that we have got 14 national languages in the Eighth Schedule. We must learn a lesson from the Russian *Tadkishthan* where they have 10 language for one million people. There is no difficulty. Shri Mulayam Singh's son is studying in the Dholpur Military School. In the Dholpur Military School even Door-darshan telecasts in Hindi. Shri Mulayam Singh says that no letter from South, no letter from J&K State or elsewhere should be in English. If it is in English, it will not be answered. How can he do it because whatever decision he takes in Uttar Pradesh will have repercussions throughout the country. In fact, I don't grudge him to be the Chief Minister. Perhaps, he has even said that those people who speak English are corrupt people.

SHRI BRIJ BHUSHAN TIWARI (Domariaganj): This is wrong. He has not said that.

[Translation]

You write the letter in the language of your region accompanied by an English translation thereof..... (Interruptions)...

PROF. SAID-UD-DIN SOZ: I agree with you. I don't agree with the paper which is with me, where in he was quoted having said that those who speak English are corrupt people. But I agree with you because you are a responsible person. That newspaper is wrong. But I want to tell one thing. He cannot say that if there is a letter in English it will not be answered. That is detrimental to the national interest. I must tell you that in the whole South and in my own State of Jammu & Kashmir, our medium of instruction at the higher level is English. It will continue to be so. Even though my mother tongue is Kashmiri, we have adopted Urdu also. But English in this country will stay as the link language. No Mulayam Singh can cancel it. We shall respect Hindi as the Rashtabasha. But we cannot invite the disaster by making a statement that he will not answer my letter in English. You cannot make me learn Hindi at the point of a bayonet. We shall refuse to do that. We want unity. India should be a united country. We want national unity and integrity. It can be done by the level of emancipation. I wish Shri Mulayam Singh well. But I wish he will come to Delhi and will discuss the matter with us. I hope I will win that debate with him.

Thank you.

17.04 hrs.

DR. SUDHIR RAY (Burdwan): Mr. Chairman, Sir, I rise to support the Demands for Grants laid before the House. But I would like to point out that since 1985 we have been opposing the National Education Policy which was thrust upon us. This National Education Policy continues to be the elitist education policy which was started by the previous Government. At that time they decided that there should be Navodaya Vidyalayas; there should be autonomous colleges and there should be colleges of excellence for the elites and the well-to-do people. But for the common people, the poor millions there should be non-formal education, there should be distance education etc. Why? It was because of the resource crunch.

42 years have passed since Independence. 50 per cent of our people are still illiterates.

If we analyse the education structure of a developed country, we find that the education structure is like that of a pyramid, the base of which is strong, which involves all citizens getting free and compulsory education, but there is quality at the top. But what is the situation in India? Whereas the universities and colleges are churning out lakhs of graduates, postgraduates, scientists, doctors, engineers every year, fifty per cent of our people do not know the three Rs. How can there be more productivity? How can there be public awareness of health and how can there be civic awareness if we do not know the three Rs? But Government after Government had no political will to achieve this target of universal education. Hence, we find this resource crunch. During the First Five Year Plan, there was 7.5 per cent allocation for education. But during the Seventh Plan, it was something more than two per cent. It has come out in the Reports of the Estimates Committee. Not only this. Had the Government that political will, they would have involved teachers, students and the intelligentsia and they would have meaningfully utilised the T.V. and other media, but unfortunately, in this country, the T.V. which is a powerful medium, caters only to vulgar consumerism, superstition, obscurantism of all sorts. Therefore, what is required is that there should be enough funds for universal education and elementary education must not be neglected.

This is why, I support the stand of the previous speakers that there should be ten per cent of the Union Budget, thirty per cent of the State Budgets and six per cent of the GNP spent on education. In this connection, I would also say that nowadays, in urban areas, preparatory schools are springing up and people who know how to make money borrow the name of certain 'St.' and promote such schools and children of rich people, affluent people are sent there. Is there any preparatory school attached to primary schools in rural areas? My viewpoint is that, as I have talked to many psychologists and

[Dr. Sudhir Ray]

doctors, before five years of age, there should not be any imposition of heavy syllabus on children because of (Lalyet Panchvarani) as stated by Chanakya. But now from the age of three years, children have to attend nurseries and preparatory schools, I would like to draw the attention of the Ministry to this aspect.

Then I would demand that ICDS scheme should cover all children living in rural areas and slum areas because there is a comfortable foodgrains stock. ICDS, which is a successful programme, should cover all rural children and slum children.

17.09 hrs.

[MR DEPUTY SPEAKER *in the Chair*]

As to vocationalisation, I fear that this vocationalisation is no panacea. Before vocationalisation, there should be genuine land reforms. Land reforms programmes have been implemented only in States like West Bengal, Kerala and Tripura. As there is no land reforms, therefore market has not expanded. If there is genuine land reforms programme, if lands go to the tiller of the soil, then they will have more purchasing power, the market will expand and then there will be more jobs. Therefore, certainly, we should give more stress on vocationalisation, but we should also lay stress on land reforms programme. This vocationalisation should lay stress on rural polytechnics, agro-industrial schools, etc., so that people in the countryside may get self-employment. because we have a Hindu rate of growth here, the Government will not be able to achieve the target. It has been said that 10% of the students would be covered by vocational education by 1990 and 25% of students would be covered by 1995. I fear this goal will never be reached.

As regards school education, we voiced our protest many times in the House. We said that when our ex-Prime Minister came to power, suddenly his friends and the cot-

rie discovered that Doon School is the most ideal school in the country and therefore there should be hundreds of schools in the pattern of the Doon School. So Navodaya Vidyalayas started. But what is required today is a strong neighbourhood school system where children belonging to the same area may get admission. Please strengthen this neighbourhood school system. This will do away with the difference between the elites and the rural mass.

The benefits of good education are monopolised by the urban elites who constitute not more than 15% of the population. But what are the people who live in countryside, people who live in rural areas enjoying? The secondary schools are in most dilapidated condition. Therefore you have to spend money for improvement of the secondary school system instead of spending huge amounts on Navodaya Vidyalayas. I think the idea of Navodaya Vidyalaya should be discarded.

Then I come to autonomous colleges. It was argued that these autonomous colleges would be self-financing; they would have their own syllabus and they would award their own degrees. But if some metropolitan colleges like St. Stephens or the Presidency College at Calcutta are given the autonomous status, then what happens is that the degrees of the universities would get devalued and the students studying in the rural colleges and district colleges would remain unemployed. Therefore we are against autonomous colleges.

The management of these autonomous colleges are far from democratic. From our Tamil Nadu friends, where many colleges have been declared autonomous, we have found that the course has been diluted and because there is student pressure, the sanctity and rigour of examination are deteriorating.

We should also warn the Government against the mushroom growth of colleges. In some States, hundreds of colleges have come into existence within last few years

and they are bloated by private management. Teachers are given nominal salaries; they are hired and fired. There is no democratic management. Last year the teachers of Ram Lakhan Singh Yadav college of Patna staged a *Dharna* because they were given a salary of only Rs. 200 to Rs. 300 per month. This sad state of affairs is going on in different parts of the country. Therefore we urge that this mushroom growth of colleges should be checked.

I would also plead for democratic management. Democracy does not mean merely adult franchise. Democracy is a way of life and a democratic polity this spirit of democracy should also inculcate into the institution of higher learning. But unfortunately the mandarins of the Ministry gave a *fatwa* or the Model University Act. Under the pretext of Model Universities Act, Mahatma Gandhi University, Kottayam, Bhavnagar University, Sourashtra and Vidyasagar University, Midnapore were refused financial assistance for a long time. In the Model Universities Act, there is little representation for the teachers because majority of its members are either ex-officio members or nominated members. I do not find any rationale behind this Model University Act.

Sir, I have said it many times that capitation fees are being charged by many colleges in many States. Rupees one lakh to rupees five lakhs are being collected as capitation fees. Naturally, those persons who are having black-money affluent people are sending their children to these medical colleges and engineering colleges.

In West Bengal every year 1,600 students go to engineering and medical colleges, but they are selected only on the basis of merit. We have found that there is no capitation fees in West Bengal. I would request the Education Ministry to take steps to stop collecting capitation fees.

Sir, I would not say that the UGC is dead; rather I have many friends in the UGC and they are rendering appreciable service. But the burden is tremendous. During the

Seventh Five Year Plan, innumerable colleges and universities have not got their full grants. Grants have not been fully released. Therefore, I would advocate that there should be regional offices in the Eastern Region, Western Region and Southern Region. This would mitigate the sufferings of the college and university teachers. Every month college and university teachers from different parts of the country are coming to UGC for getting their grants. It means that there is tremendous wastage of money. Therefore it would be better if UGC has regional officers in different zones.

There are minority institutions. But we often find that institutions run by linguistic minorities are not getting financial assistance from the State Government. Generally, people think that minority institutions are always, institutions run by religious minorities also. But there are many institutions run by linguistic minorities. In most of the minority institutions-whether run by linguistic minorities or religious minorities- it is found that there is no democratic management. Teachers are hired and fired. They do not get UGC scales of pay. The teachers of Sri Satyasai Institute of Higher Learning, Anandpur, Andhra, have complained to me that they are not getting UGC pay scales. There is no iota of democracy in that institution. I wonder how such institutions run by private management are granted 'deemed university status'.

Similarly, Birla Institute of Technology, Mesra, Bihar is also there, against which many Commissions were set up. An assurance was given on the Floor of the Legislature, that this Institute of Technology would not get any financial assistance. But one fine morning they were granted 'deemed university status'. I would request the Ministry to enquire into this incident.

I would deal only with a few points. I would not take more time. Sir, Delhi University is situated in the Capital. But, in this University, there is no Vice-Chancellor. An enquiry committee was instituted against CVS-College of Vocational Studies. The

[Dr. Sudhir Ray]

enquiry committee submitted its report. But the report of the committee has not been placed before the university bodies. Meanwhile, the person against whom allegations were made—the report is there—is going to be made the permanent principal. Chandigarh college teachers are getting Rs. 500-600 less than their brethren in Punjab because the Government decided that they should not enjoy the scales of pay and allowances in Punjab. When the Chandigarh Act was enacted, they were assured that they would get the scales of pay and allowances prevailing in Punjab.

I would say that till now, many State Governments like Orissa, Bihar, have not implemented the UGC scales of pay for their college teachers. I request the hon. Minister to look into this issue.

Kamarpukur College, West Bengal was under the private management. Sixteen teachers had to resign because of pressure from the management.

**MR. DEPUTY SPEAKER:** It is not necessary to take up the individual colleges and all those things.

**DR. SUDHIR RAY:** It is an important point.

**MR. DEPUTY SPEAKER:** Your party has only 34 minutes. You have consumed about 30 minutes.

**DR. BIPLAB DASGUPTA** (Calcutta South): Earlier, the Member belonging to the National Conference took half-an-hour.

**MR. DEPUTY SPEAKER:** That is a different issue. I cannot go on doing like this for all Members. (*Interruptions*) You allow me to control it. You cannot control it from there. your party has 34 minutes. I have a list of Members. You cannot do it like that all the time.

**DR. SUDHIR RAY:** The State Assembly

passed a Bill unanimously for taking over the college. But that is still lying with the President for his assent. I request the hon. Minister to see that this Bill gets the approval of the present so that it becomes a Government college.

Lastly, I would say that the agricultural universities should do extension work among the rural people. Otherwise, they will lose their relevance. In West Bengal, you find that there is an agricultural university, called Bidhan Chandra Krishi Vishav Vidyalaya but that university is a sick university and there is no extension work among the rural people.

**SHRI BALASAHEB VIKHE PATIL** (Kopergaon): Mr. Deputy Speaker Sir, in our country the Human Resources Development Ministry is an important Ministry of the Government. For some time now the present Government has been deliberating on bringing about changes in the Education Policy and it was decided to delink jobs from degrees. I don't think there has been proper implementation of this decision till now. The Report of this Ministry also mentions this point but it is not clear as to how degrees would be delinked from jobs because there is a large number of educated unemployed in our country. In what way will the Education Policy be charged to their benefit? Will they be imported technical education or some other type of education? Nothing has been mentioned in this regard in the Report. The funds needed for this purpose are not being made available. In the performance budget it has been said that out of a total allocation of Rs. 920 crores, 68% has been earmarked for rural areas. But I am at a loss to understand what the Government means by rural areas. It has also not been clearly mentioned that how much amount Government propose to earmark for running the schools. The amount earmarked for imparting technical education is also not known. As many hon. Members appealed for special attention to rural areas, there should be a technology transfer to rural areas in order to increase productivity, decrease unemployment and stop migration of people from rural areas to urban areas. But there is no indication as to

how the Government intend to create more job opportunities in rural areas. I want the future generations to be well-educated.

A point has been raised here regarding the use of English as a link language for medium of instruction. Although I don't know much about this aspect I believe that English has to be adopted as a link language even though we implement the three-language formula in the country for which there is no provision in the Constitution. Hindi may remain as the national language but English should be leveled as a link language. This could solve the language problem. Nobody should have any objection to Hindi being adopted as the national language but to preserve its status as such, English should be adopted as a link language.

Sir, now I would like to discuss the situation in schools. More Navodaya Vidyalayas were proposed to be opened under the New Education Policy. At that time several people had criticized this proposal while several others had praised. But statistics given in the Report show that nearly 50,000 children were admitted to Navodaya Vidyalayas. Of these 18.70% are scheduled caste children 14.22% are scheduled Tribe children 26.67% girls and 40% from below the poverty line. But the capacity of the schools has not been mentioned, so it seems that these statistics are merely figures on paper. According to other statistics made available it seems that talented children or other poor children of rural areas have been admitted in these schools. When will there be further expansion in the 200-odd schools which have been opened recently? What steps will be taken in case of districts where no Navodaya Vidyalaya has been opened so far? May I know whether central Schools will be opened in these districts to enable the talented children of rural areas to come upto the mark. I have nothing to say about the expenditure involved. Unless education is completely nationalized and private schools are closed our country cannot make any progress. Hence there is a need of Navodaya Vidyalayas.

Sir, there is a Navodaya Vidyalaya in my

district also. Seeing the results of this school I feel that the growth and expansion of such schools should be encouraged. Girls belonging to weaker sections should be provided specialised education. The statistics given in this Report indicate that there is a marked difference in the percentage of boys and girls upto primary standard and middle school levels. But at high school and University levels the percentage of girls is extremely low.

I to V	:	55.06 million Boys
		39.40 million Girls
VI to VIII	:	20.30 million Boys
		11.67 million Girls

Today even technically qualified women are not able to get jobs. In such circumstances I suggest that special facilities should be provided to girls for education. In all educational institutions, be it the Navodaya Vidyalaya or any other, there should be reservation for girls. This should be applicable to girls of all sections of society. At present all types of education is being imparted to the girls. Subjects like family planning environment and population control have been included in the syllabus of courses being taught to young boys and girls. All educational courses should be reviewed as many of them have become outdated. Considering the amount of money being spent on these schemes, they are not producing the results expected of them.

Sir, the scholarships given in schools is either Rs. 60/- Rs. 70/-, Rs. 150/- or Rs. 750/. In these days of rising prices this is a paltry sum and it should be increased. The country's population is on the rise and the number of students in schools is also increasing. But the number of scholarships and their amount has not been increased. I request that the same may be increased. There is a need for reservation for girls in technical training institutes like the I.T.I. and rural Polytechnics. Now I.T.I. graduates are also eligible to get loans from banks. Education at the primary and secondary levels should be made compulsory for girls and reservation facility should be provided for girls going in for higher

[Sh. Balasaheb Vikhe Patil]

education. This becomes all the more necessary considering the need to make women economically independent as they are harassed for dowry at the time of their marriage. Poor people find it hard to educate their daughters and so I suggest that education be made free for girls.

Sir, a basic change is needed in the scholarships system. The amount of scholarship is very small if we think of the number of people who are studying. There are only 38,000 scholarships to be distributed among students whose number runs into lakhs. So the number of scholarships and the amount thereof has to be increased.

I will take another 1-2 minutes. Now I would like to speak on technical education. The benefits of Science and technology should reach villages. Rural technology, industrial technology and farm technology are different things. These should not be limited to urban areas but should be taken to rural areas also.

The Government is running polytechnics. These institutes should be expanded. The educated young people in our country do not get jobs and industries do not get skilled workers. I suggest that there be a coordination between the Ministry of Education and the Ministry of Industry. We talk of introducing high technology but in practice we do very little in that direction.

An assurance was given for the introduction of a restructuring process in colleges. Efforts are being made in that direction but no grant has been made available. The Government may say that grants are made available from time to time but in practice it has been observed that grants are delayed. Some remedial measures should be taken in this direction otherwise it will become very difficult to run colleges. I too run a college and I have come across many colleges which have been closed down in the absence of grants.

It has been observed that there has been a reduction of employment potential in the 10 + 2 system. This system should be changed to make it more flexible. Any change in courses should be recognised as otherwise the institutions have difficulty in seeking grants.

Vocational courses in horticulture and poultry farming are being offered in rural areas but people who join this course are not given full facilities. Facilities and incentives should be offered to them, so that they are attracted towards these courses.

Now I want to say something on sports. Rural areas have a lot of potential in this field but it has not been fully exploited till now. Rural children are extremely strong and healthy. Regional sports centres should be opened in villages. Although several such institutions have been opened in rural areas adjacent to cities, there is a need to open such institutions in the heart of the countryside. The Government contributes 50% of the grant while the other 50% is contributed by the institution itself. But villagers do not have the means to contribute 50% of the grant. The Government has no infrastructure for sports, culture, art and music in villages where it is necessary. Separate norms will have to be set for this purpose.

People's contribution cannot be more than 10%. Otherwise all the plans in respect of villages will fail the children of villages will starve and migration of people from rural areas to urban areas will increase. We simply talk of improvement in villages. There is a National Council of Technical Education and a coordination committee has also been constituted. I am afraid that the rules of the All India Technical Education Council are so rigid that many of the colleges in the country may not get recognition.

Instead of decentralization we are resorting to more of centralisation. Education is now a State subject and has been included in the Concurrent list as per constitutional provisions. I agree that there should be some sort of monitoring but at the same time there

must not be so much of rigidity that children living in rural areas may remain in villages or slums and only children of elite section of the society may have easy access to educational facilities. Along with this I demand the delinking of jobs from degrees. There are so many graduates today and

[English]

"They are rejected in the market Nobody is trying to absorb them."

[Translation]

Unemployment has grown to a great extent. This problem can be solved to a large extent if the changes made in the Education Policy are properly implemented. Before taking charge of this Ministry the hon. Minister was head of Science and Technology commission and Member of the planning Commission. So the hon. Minister is quite competent to bring about changes without which there cannot be any reforms in our country.

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

PROF. RAMGANESH KAPSE (Thane):  
Mr. Deputy Speaker Sir, there are three main problems reflecting to education. The first problem is that of achieving a level of 100% literacy in the country. We are committed to the Directive Principles which are enshrined in the constitution be it in the field of adult education, primary education or education for women. We are hoping for 100% literacy in the country by 2000 AD but we may not succeed in this direction given the provisions in this budget.

In Japan a decision was taken in 1868 towards bringing about complete literacy and this goal was achieved in 1900. We took a similar decision in 1950 and we are still not sure of achieving the goal by 2000 A.D. Literacy is the key to solving all the problems affecting our country. Literacy essential for the country's agricultural development efficiency in production or success of the de-

fence services. It is a historical fact that German soldiers earned fame in Europe not only because they excelled in warfare but also because they were literate. It is their literacy that helps Indian soldiers score over their Pakistani counterparts.

The second problem relates to the utility of education. Degrees have little meaning in our daily lives and although we have been speaking strongly in favour of delinking degrees from jobs in practice we have done nothing

The third problem is related to the extent of Government's involvement and society's co-operation in higher education. It is the responsibility of the Government to provide primary education to all. The Government is also responsible for providing a high standard of education in Government schools. Previously the Government was contributing 6.5% of the expenditure on higher education but now the contribution has fallen to a mere 4%. With such a small contribution how can the Government hope to meet the aspirations of the people who want to go in for higher education? The reason for this is that the first generation of students is frustrated with the non-utility of general education. This situation will only result in increasing the class conflict in society.

In order to solve all these problems I would like to give the following suggestions:

1. The Government's contribution towards education should be 6% as before.
2. The Government should direct its efforts towards achieving 100 percent literacy in the country by 2000 A.D.
3. The Government's basic contribution to higher education should be maintained and more of vocational courses should be introduced in the general education stream. Along with this a scheme should be

[Prof. Ram Ganesh Kapse]

formulated to get funds from various social quarters.

The Government should examine the Education Policy in the light of its set policies. But the basic question is whether the Government is really serious about introducing educational reforms? A Government which has not appointed a Education Minister cannot be expected to accord the Status of a 'Central University' to Bombay, Calcutta, Allahabad and Madras Universities which have completed their centenary. The Government should define the areas of responsibility coming under the preview of the Education Ministry immediately and set up a committee of MPs. The Education Policy has proved to be unsuccessful.

Education policy of 1986 should be reviewed, and the committee should take a firm decision to find out a solution to the main problem in the education system. Education policy of 1986 has totally failed. The reason has been that the needs of society were not kept in view while preparing the outline of the policy. This mistake should not be repeated. This committee consisting of the Members of Parliament should keep the needs of the society in view while making recommendation.

Actually, the Government should be motivated to formulate an appropriate policy for Education and get adequate funds to implement it. If we look back, we find that the previous Government had infact no will to implement it. Thus the present Government has got a golden opportunity to rectify that mistake.

With these words, I conclude.

SHRI DALPAT SINGH PARASTE (Shahdol): Mr. Deputy Speaker, Sir, I rise to support the Demands for Grants of the Ministry of Human Resources Development.

Actually, this Parliament is a medium to provide justice to the people of the country.

However, the wrong Education Policy of the previous Government, has created two distinct classes. I belong to Scheduled Tribe and the tribals reside in forests and hill areas. As per that Education policy a student educated in such areas and a student educated in Public schools are required to pass the same competitions and they are supposed perform equally well. This is not at all possible. Public schools should be closed. Many Members who spoke prior to me referred to the education imparted in Navodaya schools. I oppose their viewpoint. My submission is why the standard of education in every school in the country cannot be raised to Navodaya Vidyalaya, so that the students belonging to every strata of society whether rich or poor could avail of equally good educational facilities. They should go to the same schools, get similar education and sit on the same benches. Then only they can compete with each other.

Our Government tried to ruin us, the tribals. It did not make efforts for our progress. What can a child who takes alcohol, learn in the schools. He is not interested in studies. When he comes home he takes alcohol alongwith his parents. When he is drunk all the time, how can he study well.

I would like to ask my colleagues what they have done for educating Adivasis. How many IAS officers are Adivasis? They have been deprived of opportunities merely because you don't want them to come at par with you.

Now I would like to say something about 'Aanganwari'. It is primary education. Mother is the first teacher of a child. If the parents know English, the child automatically picks up the language, and calls his father Papa or Daddy. If a child lives in a rural area, the mother teaches the child other forms of addresses like 'Chacha' (uncle) and 'Chachi' (Auntie) Mother showers all here affection on here child, plays with him and sings to make him sleep. The child shrieks joyfully and makes bodily movements. These action symbolise the playing activities of the child. Instead of wasting such a big amount on this

policy, if we had allocated it to the rural areas, most of their problems would have been solved. In the prevailing circumstances, in rural areas, the schools have no roofs, no benches, no chairs and no black-board. How can a teacher impart good education in these circumstances. Thus my submission is that all facilities should be provided in village schools so that education spreads among the masses. There is a saying:

*"Jaise Jake Dai Baap Taise Take Larik  
Jaise Jake Ghar Dwaar Taise Take  
Murika."*

A person will develop the way he is moulded. Thus I welcome the provision of free food, uniform and book to the children in this Budget. In the end, I would like to submit that Navodaya Vidyalayas and Public schools should be closed down.

17.53 hrs.

BUSINESS ADVISORY COMMITTEE

Sixth Report

[English]

DR. LAXMINARAYAN PANDEYA (Mandsaur): I beg to present the Sixth Report of the Business Advisory Committee.

17.53 1/2 hrs.

DEMANDS OR GRANTS (GENERAL)  
1990-91

Ministry of Human Resource  
Development—Contd.

[Translation]

PROF. YADU NATH PANDEY (Hazaribagh): Mr. Deputy Speaker, Sir, just now the previous speakers mentioned many things. Much was said about Sanskrit also. Sanskrit

is the mother of all Indian languages. When we discuss education, I think it essential to mention Sanskrit. As per the education system implemented in 1986 Sanskrit was totally discarded under the three language formula meant for the secondary classes from sixth to tenth. It was but natural that Sanskrit scholars and Sanskrit lovers felt agitated. Thus these people had to knock at the doors of the Supreme Court. The then Chief Justice felt the seriousness of the situation and issued stay orders against the implementation of three language formula in March 1989 and then confirmed the same decision in December, 1989. As a result of this stay order, Sanskrit has been included in the curriculum at the secondary level but his facility has yet not been provided in Navodaya Vidyalayas. In Central Schools also there is no provision of studying Sanskrit either at Matric level or beyond that. This is not good for education system as such. Actually the need of the hour is that we should realise the cultural, historical and philosophical significance of Sanskrit and its utility as a uniting force of all languages. Therefore, provision should be made in the curriculum for Sanskrit to be studied as an independent subject so that the national leaders may not get agitated on this important national issue. Sanskrit is the pride of the nation, Sanskrit is a medium to enrich to Indian languages, Sanskrit is the heart of the nation and languages, it is a strong writing force of their sentiments. I would like to urge the hon. Minister to make necessary amendments in the education policy in order to save the legacy of Sanskrit and provide it a respectable place without any discrimination.

Mr. Deputy Speaker, Sir, it appears that the present Government is also following in the footsteps of the previous Government. Due to his sentimental nature, the hon. Minister does not want to displease them by changing the decision otherwise, what can be the reasons for the continuance of anti-Sanskrit policy adopted by Congress (I) Government.

When the new Government took over an army of seven lawyers was sent to the

[Prof. Yadu Nath Pandey]

Supreme Court to contest the stay orders regarding Sanskrit. Has the present Government blessed the scheme which is detrimental to Sanskrit. I have come to know that even Central Board of Secondary Education is reluctant to implement the stay orders of the Supreme Court. Revised education policy has not been sent to schools as far even after the stay order. Will the Government indulge in contempt of the Supreme Court in this manner? I urge upon the Minister of Education to conduct an enquiry to identify those people who have been opposing Sanskrit and creating hurdles in the implementation of the court's order.

Besides, the Government should withdraw the affidavit from the Supreme Court, because it shamefully supports the anti-Sanskrit policy of the previous Government. Opportunities should be provided to study Sanskrit as an independent subject like other Indian languages otherwise we may be deprived of our precious heritage forever. Special emphasis should be laid on the teaching of Sanskrit in all the schools whether they are run by Centre or State Governments.

Education should have a definite goal. After passing matriculation boys opt for technical education, engineering, medical or agriculture and if they do not opt for technical subject, there is no surety of jobs. The education today produces only clerks. I would like that uniform education system should be implemented in the country whether it is a village or a city. In Public schools the weight of the bag is more than tha. of the child. Parents accompany their children to carry their bags. This burden on the child is not good.

Earlier people from other countries came here to receive education and now we go to other countries to study science. The number of books will not add to the knowledge of the children. Beside, education of the children should be free upto intermediate class, and beyond that they should be free to get

admission according to their own aptitude. Special facilities should be provided to the people of scheduled castes and scheduled tribes.

So far as adult education is concerned retired teachers or IAS officers who remain idle, should be directed to go to rural areas and contribute their might. Out history is not being taught in the proper perspective. I would like to quote an example. A teacher was taking a history class. When thirty minutes were over and only fifteen minutes were left, he said that whatever he spoke till then was to answer the questions to be asked from the text book what he told them had no relation to the history of the country. If history is not factual, if power influences history, character cannot be built. Here it is necessary to mention that in this country dual education is being imparted under single education policy. It has been continuing for a long time. One type of education is meant for the section which has to be

18.00 hrs.

ruled and exploited. Such education is generally imparted in Government schools where there is no intimacy between the teacher and the taught. The teacher has no other interest than to stick to the village or city where he is posted just in order to draw his salary. The other type of education is for the ruling section or the bureaucracy. This type of education is generally being imparted in the English medium private schools in urban areas. It has become a business and the owners of the schools are becoming millionaires overnight. Thus the day is not far when we may have to compromise with our independence. The rapidity with which these schools are opening even in rural areas made it evident that we are more prone to bondage than to protect our independence. The influence of both these types of education is that the students are not round of being Indians. A student educated in a Public schools feels embarrassed to consider himself as an Indian. Therefore, he always aspires to settle in foreign countries. Today children generally speak English words in their day today

life. In rural areas, women are completely illiterate. The year 1990 is being celebrated as 'literacy year'. My submission is that holding rallies, processions and displaying banners or posters will not serve any purpose. What is required is motivation, because a number of policies have already been formulated. There is need for a change in the motivation. In order to develop love for the motherland education will have to be related to the culture so that an Indian can identify himself as an Indian. Projects worth Rs. 1578 crores are ready to be implemented in Bihar but details of the way in which the money will be spent are not available. For the last one year salary of three months or four months is due to be paid in one or the other University in Bihar. Which University is proposed to be converted into central university by the Bihar Government? Hon Jagannath Mishra,

opened 5-6 new universities while laying down office. Will these Universities continue to function or be closed down? With these words, I support these demands and conclude.

[English]

MR. DEPUTY SPEAKER: Shri Krishna Murthy can speak tomorrow.

The House stands adjourned to meet tomorrow at 11 AM.

18.02 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, April 18, 1990/Chaitra 28, 1912 (Saka).*