

[Sh. Chhaviram Argal]

ment and the State Government fail to take concrete and effective steps in this direction right now, they may have to face a disastrous situation later on. To tide over the present water crisis in Madhya Pradesh, funds should be made available on top priority basis and immediate efforts should be made to go in for optimum exploitation of underground water reserves with the help of latest devices like the Rig system. The earlier programme of the Janata Government i.e. "Food for work" programme should be instantly implemented. Thousands of cattle heads are dying for want of drinking water and in case immediate and effective steps are not taken in this regard, the situation may turn explosive.

MR. CHAIRMAN: Only the approved version will go on record.

- (viii) **Need to regularise the services of the workers engaged in Jammu region of Border Roads Organisation**

[English]

SHRI SHOPAT SINGH MAKKASAR (Bikaner): Sir, a serious problem has been persisting for long in Jammu region of Border Roads Organisation. As many as 12,000 workers are working in this region. Many of them have remained temporary till date despite the fact that they have been working in this organisation for more than 20 years. The method employed by the authorities for not making these people permanent is to break their service after every six months. Salaries of these workers were cut on account of their leaving the work early at 3 P.M. in order to cast their vote during the last parliamentary election.

Sir, it is highly improper that these workers who are engaged in Border Roads Organisation for more than 20 years and doing jobs of perennial nature have not been made permanent and denied of all right and facilities due to a worker. This has created a grave uncertainty about the future of these

people. They have been fighting against this injustice for long but to no avail. And I urge upon the Minister to do justice to these devoted workers without any further delay.

14.40 hrs.

DEMANDS FOR GRANTS (GENERAL),
1990-91

Ministry of Human Resource
Development—*CONTD.*

[English]

MR. CHAIRMAN: We now proceed with the discussion in respect of the Demands for Grants of the Ministry of Human Resource Development. Hon'ble Kusuma Krishna Murthy will speak.

SHRI KUSUMA KRISHNA MURTHY (Amalapuram): Thank you, Mr. Chairman.

Mr. Chairman, the Ministry of Human Resource Development is a very important Ministry. The very concept of Human Resource Development was introduced with a laudable objective, and the objective was to bring about coordination and integration among various Departments like Education, Child Development, Women Development and Nutrition which are of prime significance for the development of human factor. It is most gratifying for me, to note that the Government have realised the supreme significance of the human factor which is necessary for nation-building activity, specially in a developing country like India. It is our common knowledge that right type of human beings always produce right results. Therefore, the human resource is the real resource in any nation to tackle any problem quite successfully. Probably that was the reason why when this Ministry was first formed it was entrusted to no less a person than Shri P.V. Narasimha Rao, a great scholar with rich experience. Not only that. He was also assisted by two able Ministers of State and as soon as the Ministry was formed, the

Budget allocation was increased four-fold. This speaks volumes about the significance given to this Ministry by the previous Government. Unfortunately, under the present National Front Government, the significance of the human factor is totally lost. Probably in the process of undoing what has been done by the previous Government, they are totally ignoring the value of this important Ministry and till today there is no Minister with independent charge of the important Ministry and I am witness to this fact, because. When my Starred Question No. 83 came up for name—Question No. 83—on the floor of this House relating to an important subject about the delay in supplying the text-books for X Class by NCERT on 19th March in this current Session, practically there was no Minister to answer this important question. Sir, as you know, questioning the Government is a rare privilege of the Members of Parliament and we rarely get an opportunity to question the Government through a Starred Question. When the Government does not respond properly, this amounts to making a biggest mockery of parliamentary democracy. On that day it was quite surprising that an 'In-charge' Minister came to answer this question in place of another in-charge' Minister, Prof. M.G.K. Menon is here, a learned man, I have great respect for him, but he is only in charge of the Ministry. On that day, the hon. Minister, Mr. Kotadia, came to answer and very surprisingly, neither he could understand our Supplementaries nor answer them. And that the question was on NCERT. My interest in NCERT dates back to December 1977 because it is one of the important institutions concentrating on education at the grass-root level. Therefore, I evince keen interest in that. But dishearteningly I could not find much improvement in its functioning. That is why, when I asked that question the answer was quite evasive, if not misleading. And when I asked about the supply of text-books in time, he said that there is no delay. In fact, I am one of the Members of the Management Committee of Kendriya Vidyalayas Sangathan, Secunderabad, A.P. The staff and Principals time and again complained to me that the students did not receive the text-books in time. They

underwent a lot of struggle and suffering. This is the way they function. They do not prepare text books in time and even when they prepare text books, they prepare with full of errors. They have a golden record of preparing an errata for an errata. I have asked one more starred question on the 16th of this month it was that the attention of the Government has been drawn to the observation of the Comptroller and Auditor General in his latest report on NCERT and the reply was quite interesting. In fact, the CAG had indicted the NCERT. They took it very lightly and their answer was only on very insignificant points. One is about preparing of the profit and loss account, another one is science workshop department did not account for review and the third one is the physical verification of stores. The fourth one is about watching the progress of finalisation of materials and the fifth one is about workshop department has not kept accounts. Actually, the CAG's report has made it very clear for NCERT's failure in achieving the target of training secondary school teachers to cope up with the new 10 year school curriculum. The second one is that only 30 per cent of the enrolled teachers could complete the courses. Then the report said that the five year programme from 1976 for training 2,000 elementary school teachers also did not take off. Then the other one is that the centre for continuing education in NCERT had only 90 centres functioning as against the projected 432 centres. Apart from 2.80 lakh volumes of general books worth Rs. 26 lakh remaining unsold for more than five years; the Council also had 3.88 lakh volumes worth Rs. 12 lakh of obsolete titles lying in stock. Nearly 93 research projects were still going on even after a delay of two to 18 years. A project sanctioned in March, 1979 was not completed at all and the persons concerned retired in 1984. This is the type of allegations, the CAG had made. But instead of giving facts, NCERT has the record of either evading the answer or misleading this House always. Therefore, I request the hon. Minister in charge to institute an enquiry committee to find out the facts. This is an important organisation dealing about primary secondary teacher

[Sh. Kusuma Krishna Murthy]

education and also research and innovations. This is an important organisation in our country.

Sir, we talk that the children are the greatest assets of this nation. But in reality, when the curriculum is set for them, it is not properly and seriously carried out and NCERT is making. It is a mockery of it. I therefore, strongly urge upon the Minister to institute an enquiry committee to find out the realities and see that the necessary corrective steps are taken in time.

Sir, I will now come to another autonomous body under Education namely UGC. Parliament was given the powers to set standards regarding higher education and almost about 35 years ago, the UGC Act was enacted by Parliament giving the powers on Higher Education. The main function of UGC is to co-ordinate set standards the standards in higher education. But unfortunately it is not functioning well. Yesterday, my friend Mr. Soz was mentioning that the UGC is almost dead. UGC only doing the Post office work of distributing money to Universities. Therefore, for making UGC to come up to the expectations of the nation I strongly urge upon the Government to institute a high power committee to go into the lapses and rectify them soon.

This is the International Literacy Year and our objective as laid down in the Operation Blackboard is the universalisation of elementary education. In the developed countries, the target for universalisation of secondary education was achieved, whereas our objective is universalisation of elementary education and it is yet to be achieved. Our country lags behind. Ours is the second largest illiterate country; second largest populated country. Ours is a country having the largest number of people living below the poverty line and the biggest democratic country. Therefore, our objective should be to eradicate illiteracy and poverty and control population growth and save our democratic norms. When you formulate pro-

grammes and policies, the objectives could be achieved only when you make realistic allocation of funds. As compared to Defence, which is also equally important, education, I believe, is given only 3% of our national income. In the case of Defence, it is more than 40%. The population growth in our country is threatening and it is more serious and dangerous than the nuclear weapons. Unless this population growth is strictly controlled, whatever progress that we have achieved will be off set by the population explosion. Therefore, education should have the priority next only to Defence. Then only, we will be able to achieve the target of universalisation of elementary education.

Regarding child development, we have more than 27 crores below the age of 6 years. We have programmes to provide nutrition and health. But the programmes are not commensurate with proper allocation of funds. In regard to women development also, we should pay special attention on priority. The percentage of women literacy is 17 whereas the percentage of men literacy is 47, according to 1981 census. Literacy percentage in women needs to be improved fast and that is possible, only when you pay equal attention to women along with men.

Before concluding, I would like to make a reference to the observation made by an important and responsible person in the country. He says, the correspondence from the South must be communicated only in Hindi. It is a very serious matter with serious consequences. The nation has to pay heavily for that if that irresponsibility is not checked soon. We can encourage Sanskrit or any other language. But over-emphasis on Hindi is not good in the interest of national unity. I am sure, there are good and many scholars in Hindi in the South also and our people from South are learning Hindi very well. But when the question of imposition of Hindi comes, it is a serious matter and the nation should take it very seriously. Therefore, this kind of assertion for imposition of Hindi must be checked forthwith.

Therefore I would like to urge upon the Government to see that not only the programmes and policies are formulated and allocations were made but also those programmes must be properly implemented. They must also be properly monitored in order to assess as to whether the results are reaching the actual persons for whom those are meant.

[Translation]

SMT. SUMITRA MAHAJAN (Indore): At the moment, we are having a discussion on the Demands for Grants of the Ministry of Human Resource Development.

MR. CHAIRMAN: I would like to say that you should adhere to the time limit. Four Members of your party have already spoken and five more are yet to speak and now only 35 minutes' time is left for your party. So keep that thing in mind while speaking.

SHRIMATI SUMITRA MAHAJAN: Well, if there is shortage of time, I would like to make simply my points. What I want to say is that when we talk of the Ministry of Human Resource Development, we mean by it the all round development of man as a whole. Though we frequently raise the point of developing a human being as part of an integrated society, to which Pandit Deen Dayal Upadhyay had usually referred, and bringing about in our education policy an amendment to that effect time and again. But while discussing about the changes in the education policy, we never see it whether such changes would facilitate the all round development of a human being. Whenever, we talk of human development, we concentrate on two aspects of it i.e. the physical as well as the mental development. Mental development again means the development three important facilities namely the development of heart, mind and speech along with the intellect which has its own significance and impact. If the speech is flawless, it has its impact on one's own mind, as well as that of the others. With that thing in view, we attach great significance to the study of Sanskrit in our Indian culture. It is not merely question of

perfection in speech but by education and overall development, we mean to pay equal and adequate attention to various subjects. I would like to state that if we continue the study of Sanskrit and it is given its due recognition and place, we can leave far behind all the nations of the world in all round development. To substantiate my statement, I would like to say that in various disciplines of knowledge, we have our own master pieces in Sanskrit which can open up the portals of advanced knowledge in that field. For example, for the advanced knowledge of physics, we have 'Vaisheshika granthas' and similarly Ayurveda for medical sciences, Bharat Muni's Natya Shastra on dramatics, and a book by eminent scholar-cum-master diplomat known as Chankaya neeti for politics. If we are keen to acquire knowledge regarding the Geography of this country, we cannot find a better book than Valmiki's Ramayana because on the basis of this book one can know the geography of entire India. In fact, debates are being held in countries like America and elsewhere on Vedic Mathematics which is gaining wide popularity in these countries but ironically in our own country we are gradually missing that treasure of knowledge which had its origin in India. Human mind is a computer in itself. If Vedic Mathematics is taught to our children, their brains would work faster than computers without the help of calculators. Hon. Minister may please take a note of it that there is specific language of the computer and as far as I remember it, a scientist has recently stated that it is just possible that after a few years, Sanskrit becomes the only language of the computer or in other words, Sanskrit is the only language which could be the language of computer. So, I would like to say that in these circumstances, we should review our entire education system in the context of the entire Indian philosophy. I have seen that in the field of human development, these books which are a significant material aid, have not received our adequate attention. On many occasions, it appears as if the text books published by N.C.E.R.T. for schools have not been prepared with the Indian children in view. In childhood, they are made to sing nursery rhymes like Jack and

[Smt. Sumitra Mahajan]

Jill, instead they should be made to sing songs associated with the India soil, or recite Sanskrit shlokas which would bring perfection to their speech and purge their heart and mind.

While going through the N.C.E.R.T. books question arises in the mind whether these books are being published for foreign children? On a number of occasions we have seen that the books being published for school children are neither having the names of Indian people nor the subject matter associated with them. I have found that Pt. Madan Mohan Malviya, who has been a significant figure in the history of Indian culture, Veer Savarkar or many other poets and literary personalities do not find any place in these books. I do not understand the reason for which they have not been included in these text books. Indian thought is nowhere visible in these books which are published for school children. That is why I want to draw the kind attention of the hon. Minister in this regard. Another important thing is that apart from these school books, much importance should be given to Indian thought in the books published by the National Book Trust. Indian writers and Indian history must be given more importance. Keeping in view all these facts we should give more attention to this aspect for unless the books are published in a large number to bring out actual facts regarding the Indian history,

15.02 hrs.

[SHRI NIRMAL KANTI CHATTERJEE *in the Chair*]

the coming generations will not be able to learn anything out of it or otherwise, a time will come when Indian history, Indian politics and everything that relates to India will remain confined only to the pages of Discovery of India as if it is everything or as Prime Minister had illustrated it with an example a few days ago, which, relates to the distortion of facts through these books. For example, they mention that Mohd. Bin Kasim invaded Sind

and the daughter of King Dahir had to surrender herself or had to sacrifice her life.

Here Mohd. Bin Kasim has been depicted as a friend who came to India. If it goes on and a large number of such books containing the distorted facts continue to come in the market, we will be left with such a history as would be highly pernicious to the whole country. This is what I think about it.

One thing more I would like to say and this is not my own but a general thinking that present system of education produces only clerks. That is all what we say so often about it. However, we are continuing with the same system of education that has come to us from the English people. In this regard I would like to request the hon. Minister to adopt the job oriented system of education so that education may develop the skill of business in an individual and think of away out to minimise the importance of degrees and diplomas awarded by the educational institutions. Though so often we talk of the development of women and initiating efforts for the same on the national level. But when we see the drop out rate of the girl students at the school level we find it the highest. They are facing the same situation in the field of technical education. No doubt they want to come forward in every field and they have the required potential for it but as regards the total number of polytechniques for women in India, to the best of my knowledge there are only 42 such institutions in our country. So I would like to draw the attention of the hon. Minister towards this fact and request him to concentrate his efforts on opening some more womens polytechniques in India. This is not merely the matter of just managing some text books and school education.

We are considering this thing from the angle of all round development of all the human beings. Hence we should think in terms of the development of a perfect human being to enable them to develop themselves physically, mentally and intellectually. However, I have observed that our Budget does not provide the required amount of money for education. And the amount that should be

spent on education, is also not being spent on it, or even if it is being spent, it is not spent properly. I would like to bring all these facts to the notice of the hon. Minister.

SHRI CHITTA MAHATA (Purulia): Mr. Chairman, Sir, I rise to say something on the Demands for Grants in respect of the Ministry of Human Resource Development while supporting these Demands I would like to make a submission in this regard. Ministry of Human Resource Development is a very important Ministry which covers in its fold the department of education, culture, fine arts and women and child development along with the department of youth affairs and sports.

It is known to everybody that India is lagging far behind in the field of education. It is a matter of great regret that even after 42 years of our independence our education system is still in a pitiable state. In the First Five Year Plan an allocation of 7.6% to total Plan outlay was made for education which gradually came down to the level of 3.6% in the Seventh Five Year Plan. Kothari Commission had recommended in their report that at least an amount of 6% to total plan outlay should be provided for the development of education. It clearly shows that the previous government did not give the required priority to education. I hope that the present National Front Government will give due priority to Education for they had mentioned in their election manifesto that they would allocate an amount of 6% to the total plan outlay for the purpose of education.

Now I would like to speak something on the primary education. Although years have gone by since we achieved our independence, yet the state of our primary education is still quite miserable. Most of our primary schools don't have even the provision of basic amenities i.e. school building, drinking water and adequate teaching staff. The fifth All India Education survey has revealed in its report that some two lakhs of our primary schools don't have their own building and 71000 primary schools are running either under a tree or in a hut or a tented structure

or in some kutcha house. In the entire country there are only 46,410 primary schools which have their own buildings, whereas forty thousand schools are running without a building of their own while 50% of the primary schools don't have the provision of drinking water and only 15% of the schools have the facility of urinals. 41.5% schools are doing without blackboard. 71.6% schools don't have any library. There is only one teacher in 25% schools, who is made to teach 4 classes at the same time. You may understand the difficulty of such a teacher. I think that one teacher can not teach 4 classes together. If for some reason the teacher does not come to school, the school has to be closed. So, in order to improve the standard of primary education, first we shall have to solve these problems.

For the last three years, the Government have been implementing the Operation Blackboard Scheme, for that I would like to congratulate the Government. According to this plan, it is necessary to provide these schools with one or two teachers and with their own school building—consisting of two big rooms and a verandah. At the same time I would like to say that the tardy implementation of the 'Operation Blackboard Scheme' is a matter of discontent and it will take many years to complete the work of its implementation. So, I feel a little bit hesitant to congratulate you. I would like to urge upon the Government to expedite the 'Operation blackboard scheme', so that we may achieve our target by the year 1995.

We should achieve it by the year 1995. For want of a proper atmosphere in these schools, children leave these schools within a few days of their admission in the school. For example, out of every 100 children admitted in a school only 45 children reach the stage of class V and 35 the stage of class VI—Here higher classes need no mention. The major factor contributing to this situation is the children belonging to the scheduled castes and scheduled tribes and the poor families. The drop out rate among the children belonging to the scheduled castes and scheduled tribes is 15.92% and 7.4% re-

[Sh. Chitta Mahata]

spectively. This state of affairs is mostly on account of the children who come from backward classes, poor families and rural areas. It makes the fact clear that children of poor and uneducated families are to drop out because their parents are generally of the view that educating their children is a worthless pursuit and, they put their children to the household, instead of making them receive education, for these children lend a helping hand to their parents in their work. So, I would like to request the Government to take some concrete measures to reduce the drop-out rate to the minimum with a view to eliminate it completely. At the same time I would like to say that there must be some improvement in the financial condition of the poor, the small farmers and those belonging to the scheduled castes and the scheduled tribes, so that they may send their children for education instead of putting them into the household routine. For this purpose, it is also necessary that the Land Reforms Act is implemented strictly because India is an agricultural country and the implementation of the Land Reforms Act, will bring about an improvement in the financial condition of the poor, the small farmers and the agricultural labourers, otherwise it is no use of a plan.

Sir, in our state i.e. West Bengal we are giving the school going children uniform and text books free of cost. It is reducing the drop out rate. Even in other states, there is a similar practice in vogue. The dropout rate in Kerala is the lowest.

Lastly, I would like to speak something on the new education policy. The previous Government had laid down a new education policy. It requires to be amended. Navodaya Vidyalayas have been opened one in each district under the new education policy. The Government feels that talented students will receive good education in these schools which will produce scientists, engineers and administrators of the top from the villages. We raised our objection to this new policy from the very beginning. West Bengal, Tamil Nadu and Assam also objected to establish-

ment of Navodaya Vidyalayas. One can come to know the family background the students taking admission in these schools from the results of the admission test held in 1987-88. It becomes clear from the said results as to the boys with what family background become successful in these tests. As per an analysis, parents of 47.6 students were educated and Government servants, 10 per cent students belonged to business community and that of 25 per cent were the sons/daughters of affluent farmers and only 18 per cent of students came from the labour class. It becomes crystal clear from the above analysis that Navodaya Vidyalayas are being opened in the villages to impart education to the children of educated and rich farmers only. These Navodaya Vidyalayas will in course of time become public schools of villages. It does not mean that we do not need quality education. We need both quality and quantity. It is necessary to pay attention to it. I would, therefore, like to suggest that the new education policy should be rectified, revised and reviewed. Children belonging to all sections of society should get uniform education in uniform type of schools. I would like to suggest that schools be opened in backward areas under the Primary Residential Scheme so that children of people living before the poverty line could take admission and receive education free of cost. The Constitution provides that children upto 14 years of age be given free and compulsory education. As such primary education should be made free of cost. But the Government has not been able to make it free and compulsory. I would like to say that there should be uniform system of education and public schools should be closed. With these words, I conclude.

[English]

SHRIP.V. NARASIMHARAO (Ramtek):
Mr. Chairman, Sir, I am grateful for this opportunity. In fact, I was holding myself back for this Ministry.

Sir, some criticism has been heard about the Ministry of Human Resources Development for not having a regular Minister. This

has been voiced here and voiced outside. I have a slightly different view. I believe that the Prime Minister is in charge of Human Resource Development. I also believe that he is going to continue with this charge. That is the belief on which I base my argument that—I do not want to find fault with him—so long as he continues, it is good and so long as Prof. Menon, on the other side, continues as the baby sitter, the baby is not so unsafe as one may apprehend. So, I would like the Prime Minister to continue to be in charge of Human Resource Development. I know that when the Chief Minister is in charge of a subject at the State level, most of the accumulated problems of that subject, tend to get solved. That is why, I would appeal to the Prime Minister to continue to be in charge. I would be, in fact, very much disappointed if in the next 24 hours or 48 hours, we find a square peg pushed into a round hole and find someone who does not know much about education and Human Resource Development. We are all prone to ignorance, it is nobody's monopoly and what is worse, 'who does not know that he does not know'. I do hope that the Prime Minister will look into this aspect because from the point of view of the child, from the point of view of this Ministry, it is extremely important as to who heads it. The best way for him is to hold it and the next step would be to find a really competent person who has some sympathy for education, who has some background of education and as a person in charge, I welcome Prof. Menon because he had something to do with the making of this New Education Policy. One does not have to explain to him the rudiments. He has been a participant; he has been instrumental in getting funds, getting the policy properly thrashed out, properly conceptualised. So, I feel that—I am no one, of course, to advise the Prime Minister—but my wish is and I think, I have a right to express that—it should go into the hands of one who not only has a conceptual idea, but also the dynamism to foster this child, foster this baby, which is still in its infancy. Sir, I would not go into too many details in the working of the new Education Policy because what I believe is that the implementation of the new Education Policy

is the total activity of the Ministry of Human Resource Development on the education side and of course, all the other integrated programmes also which have been conceptualised in the new Policy. I would only like to be assured by Prof. Menon that the concept of human resource development will not be found or too unacceptable in the first rush of changing everything that the previous regime had done. I do not have to remind Prof. Menon that he himself was present when this national policy on education was accepted by the National Development Council. But I have to remind the other hon. Members about this. I remember all those situations vividly. We had a brain steaming all over the country for months and months together. We took more than a year to produce the policy and this Policy has the imprimatur of the whole nation. So, I would like to be assured by the Government that the basic concept of human resource development which was actually thought of and put into an organised and systematic form in 1985-86, will not be tampered with and will not be distorted. The Government believes in that concept that the child has to be given a holistic package of development. The child should not be treated merely as a student to be imparted education and more education. It has to be treated as a human being who is to grow into a full-fledged citizen with several kinds of capabilities and motivations. The policy has laid special stress on the question of what kind of an individual we want to blossom from the portals of education. We all said that—when I say 'we', it does not just mean one party but the whole nation—the whole nation has given unto itself the National Policy on Education. It has come after 18 years of the first Policy. We had the first Policy in 1968. We had the second Policy after 18 long years. Sometimes I am fascinated to see that we are already being threatened with a third Policy. If there is a review to be made, the review is provided for in the Policy itself. There has to be an appraisal. The Policy envisages a midterm appraisal, if you wish to, but let us not tamper with the basics of the Education Policy. This is one assurance which I would very much appreciate. if given by Prof. Menon. The Policy also

[Sh. P.V. Narasimha Rao]

has certain inflexible mandates given to the future Governments and to those who will be implementing this Policy. All of us know that the New Education Policy came midway in the Seventh Plan. It was not possible for us, for the Parliament, for the Government or for anyone to think of reaching the outlays targeted in the 1968 Policy. They had been flouted time and again, they had been given cuts and cuts time and again and when in 1985, we found that we were hardly able to reach three per cent of the national income, it was just not possible in the middle of the Plan to raise it to six per cent. There was a lot of discussion on this. The National Development Council also spent a lot of time discussing it. The Government also spent a lot of time. There was a feeling of despondency, a feeling of scepticism. Everyone in this House, the other House, everywhere and on all platforms said that nothing is going to happen, these are only words, pious words, pious intentions, nothing is going to happen in concrete terms. It was then that in the year 1986-87, the outlay on education jumped from under Rs. four hundred crores to Rs. 825 crores, an unprecedented jump for any subject, for any programme including defence. Even defence did not jump to that extent. So, at least the then Government had shown its earnestness that it is not mere words that they were treading, it is not just pious intentions that were supposed to be contained in the new Policy. The planners had to convince the people, the Government had to convince the people that something more concrete and serious, more earnest was being intended and that is how we have had for the last three years, I believe, more than Rs. 800 crores every year, which means that during the Plan, there has been an aggregate increase of Rs. 1200 to Rs. 1300 crores for education. This has been heartening but this is nowhere near the requirements. We made a demand on the Planning Commission, that because education is a growing thing. It should not stagnate. If you give Rs. 800 crores this year, you are bound to give Rs. 900 or Rs. 950 crores next year

and go on increasing it. And if that incremental growth is started, is denied, then again education stagnates, and it is worse than not giving in the first instance.

However, I am pained to see that not only in this year's Budget, but during the last two-three years, there has been some kind of stagnation and I do hope that Prof. Menon will find it possible to give it the incremental thrust that is needed year after year to keep it on an even keel to see that results are got and again we do not relapse in the old rut. This is what I would like to request him to do. In particular, the policy is absolutely clear, crystal clear. While the actual requirements would be computed from time to time on the basis of monitoring and review, the outlay on education will be shaped up to the extent essential for policy implementation in the 7th Plan and it will be ensured that from the 8th Plan onwards, it will uniformly exceed six per cent of the national income. This is what the policy says and this is where I want a clear, categorical assurance from Prof. Menon.

We know that in the 7th Plan what was possible was done. Personally, I would like to say that it was possible to do a little more, but for various reasons it was not done. But even while we were talking about the 7th Plan, we were talking of Rs. 825 crores, we made it plain that this was nowhere near what is needed, and what is needed would be found in the 8th Plan. This is a commitment given by the National Development Council in the policy itself. Normally Policies do not contain these things, but the 1968 Policy did contain it, but it was only observed in breach. But the second time after going into all these past failures, it has been committed by the Policy itself that from the 8th Plan onwards, it will not fall below—six per cent of the National income it may go to seven, eight per cent, but not to 5.9 per cent. That is what it mean and I want Prof. Menon to give me that assurance—to give the country that assurance—that this will be kept up because this is the time when the Eighth Five Year Plan is being fashioned out and this is the time when certain interventions, certain

pressuring needs to be done by the Government

Every five years the policy has provided for a review, if necessary even at a shorter interval. I understand that a review is on, is going to be undertaken. I am very happy about it. A policy has been made. It should not be left to fend for itself. Every three, four or five years someone is looking but at the same time appraisal should not mean looking into it over once shoulders all the time. You must have a programme. You must have a programme being implemented for a particular length of time. That length of time varies from programmes to programme. There are programmes which can show results within two years but there are other programmes which cannot show result even in five years. And if you start looking at them in two years and say they have not shown results, that is not reasonable. So any mid-term appraisal or five year appraisal has to be related to different aspects of the programme and different items of the programme. Each item has to be given the period of gestation, the period of blossoming, the period of showing results that it deserves and that has to be done in an intelligent manner. I do hope that under Prof. Menon's leadership any appraisal made by the Government of the policy at the stage of its implementation will keep these aspects very clearly in view.

The most important aspect what is going to be education like has also been spelt out in the policy. It speaks of national educational pyramid. It speaks of the base of the pyramid. It says that the base has to be strengthened. There is no pinnacle without the base. There has been emphasis laid on the base and at the same time you cannot remain always at the base. You have to scale heights. At the highest level there is pinnacle, there is the top which also needs to be taken care of because that is where you compete with the nations of the world. Ultimately where India stands is going to be determined by where the Indian Technocrats, Indian Technicians, Indian scholars, Indian poets and Indian philosophers stand

vis-a-vis their counterparts in the world. That is going to decide or determine India's place in the comity of nations. So, taking the base first, what does the policy enjoins the Government to do.

We have thousands and thousands, in fact lakhs of primary schools and a programme called Operation Blackboard, was launched keeping these schools in view. Again, I would like Prof. Menon to shed some light on the coverage of blocks for the purpose of improvement of schools' infrastructure. This is how the Programme of Operation Blackboard was taken up block by block because you cannot take this programme in scattered schools. The coverage is said to be 4035 blocks, number of schools covered 2.99 lakhs. For a three years period, in fact less than three years, it is a good progress. But there is a catch. I would like Prof. Menon to tell me about it. If there is no catch, I will be happy. If there is a catch all of us will have to struggle in removing that catch.

It has been said in the Report that the State Governments have given a commitment for constructing school buildings. It has been said somewhere in the report and I am sure about it. Now that is the catch. If Operation Blackboard has construction of building as an important factor and that factor is being made over to the State Governments, I don't know whether Operation Blackboard could be implemented or has been implemented in fact according to the spirit and letter of the Operation Blackboard scheme. I would like this clarification to come from the Minister. I would be happy if the State Governments also have risen to the occasion and completed the construction of school buildings in all these blocks taken up for Operation Blackboard by the Central Government. This is what I would like to know. I am not quite sure but I would not really pre-judge the issue. I would not say anything about it. I would like to know more about it. I would also like to know the names of the blocks. Four thousand blocks is a large number, a good number and one feels happy about it. But the point is that if these four thousand blocks are made known to the Members of Parliament, each

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Member can go into his constituency and find out if there is a single village in that block whose school has not come up to the standards of the Operation Blackboard. That is what needs to be checked and re-checked. That is what I would like the Minister to assure us about.

Then, about 800 vocational courses, relevant to local employment opportunities, were approved for the benefit of students of 2700 schools i.e. about secondary education, particularly, with reference to vocationalisation. This is a very misleading statement i.e. to say 8000 vocational courses.

Are these 8000 courses the aggregate of all the 2700 schools or 8000 new courses separately by themselves? It is a mind-boggling figure. If it is going to be 8000 courses, neither the United States nor any country in the West which has done wonderful work in vocationalisation can boast of this number of courses. So, I would like Prof. Menon to clarify this and set my mind at rest. Because, if it is 8000, it will be very difficult for me to believe it. †

Then Sir, about the University Grants Commission. I am jumping a little to the higher education side. But I would like to come back to the theme which I started with, i.e. firstly, enrolment.

The enrolment in 1985 was of the order of 2.2 crores. Probably at that time, we said about 9 crores of students are there in the classes and the average annual enrolment is of the order of 2 crores. If you include 14 years also, i.e. if you take or 6 to 14 as one spectrum, the magnitude of the problem becomes much more difficult, much more massive. But I am prepared to concede to some extent, that the problem of quantity—if it has not already been solved, it is on the way to be solved. Of course, it all depends on what we do on the family planning side. What is going to be the rate of birth and all that. But on the whole it is possible to cope with the

quantitative aspect. With about 4 million or 5 million teachers, it is possible to solve the quantity aspect, i.e. the problem of quantity in regard to the enrolment at the primary level. But what happens to quality? That is where one finds an Achilles' heel. It is impossible for us to say that we have really come up to the quality which we expect our schools to come up to in the near future, in the foreseeable future. That is why the quality aspect needs to be considered with great emphasis. It is time that we thought of quality. For 40 years, we have been thinking only of the quantity. We have been actually running a race with the increase of population. We have been able to catch up with the increase of population, hopefully; and we will be able to solve it. But quality is something which leaves us far, far behind; and we have to come up to that.

I would like to suggest some concrete step on the administrative side, which has been adumbrated several times; it has been experimented in some States with certain very good results. The suggestion is that independent, autonomous part of the State Directorate of Education should be exclusively devoted to the quality aspect of education—not transfers, not the signing of pay bills, not the disciplinary proceedings and so on, which every administration has to provide for—but purely academic aspect, the aspect of quality education, I would suggest, may be tried. It has been tried in some States before. I am sure about that. I would like to suggest it once again, that it may be tried in all the States, at least for some time, say for five years. Let us see how it works. Let there be someone who is minding the quality all the time, who is finding out what the result has been in a particular school, and if the result has been zero per cent, why is it so? We have the distinction of having several schools, maybe thousands of schools in this country where the Matriculation result happens to be zero per cent. I do not know what to think of these schools, but I know of such schools. If you go into the nitty gritty of why this has happened, you will find the History teacher teaching Mathematics, the Mathematics teacher being absent for six months

on end, and getting a transfer, trying to get a transfer, doing *pairvi* for a transfer in the State headquarters, and so many other things which are well known to all Members of Parliament, all of us. So, at least someone to mind the quality is very necessary at all levels, going down to the block level. Then you will find that whatever extra money is spent on that, will not be a waste. It will be more than compensated by the improvement in quality, and by the improvement of the capabilities of the students who are going to be future citizens.

Then about the teachers' training programme. The Point says that there has to be one institution in every district. We had mushrooming of institutions, thousands of them coming up everywhere. Every influential politician, MLA and MP of any party would back up one institution. All these institutions had become money-minting institutions. We had gone into all this and we said that all this had to be cut. Out of 1500 or 1400, we had to cut down the number, bringing it to one for each district. It has to be properly organized in each district. So the first thing was to cut down, not to add. So I would like to know to what extent we have succeeded in chopping off others, the sub-standard institutions, the institutions that are not wanted, the institutions that are peddling in all kinds of things. That I would like to know, i.e. what the position is. I tried to find out from the Report, but I am sorry I may not have stumbled into that particular aspect, but it is also possible that that aspect has been missed in the Report. I would like to know.

The most important aspect which has been adumbrated for the first time in the Policy is the National Testing Service. Some work was done, some very concrete work was done in bringing about a body which will take care of National Testing Service because the Policy is very clear on that also, viz. that the National Testing Service will be instituted. I would like to know the progress of what has been done, in instituting the National Testing Service. It is a very clear commitment, and I want some light to be shed on that.

I find that in this very debate, several Members probably hailing from the tribal areas said that there was hiatus between the understanding of the tribal child, and the education imparted to him, because of the language difficulty.

Whether it is to be Hindi or the regional language or Telugu or any other language, he will not be able to understand it, because he does not know that language; it is not his mother-tongue. Now this very aspect which has been very clearly brought out by the Policy, and it says:

"The socio-cultural milieu of the ST has its distinctive characteristics including in many cases their own spoken languages. This underlines the need to develop the curricula and devise instructional material in tribal languages at the initial stages with arrangement for switching over to the regional language."

Now, this is a very difficult task. It is much easier said than done. But I know also that in Bihar and some other places, some tribal languages have been taken up for this programme and books have been written. I would like to know how the books are faring for the first two or three years. Education should be imparted through those languages, i.e. Is it found useful? Is that hiatus being decreased in any way? Is the position as it was? I am sure that even if it is not done so far, it has to be done, nor with re-doubled vigour, with re-doubled interest, because the whole tribal population will be left out of the real benefits of education. If education, to start with, is not imparted in their mother-tongue, they have a right for it, as we also have a right for it. If you do not give it to them, we are only depriving them of what is rightful to them.

The Report says that about 102 or 103 colleges have been selected for being made autonomous colleges. Again this is a very controversial issue. Many educationists in this country have said that this is going to fail; that it is going to end up in smoke. The

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experience in some States has not been so bad; they have done well. In Tamil Nadu, the autonomous colleges have done well, for instance. Now, we have taken up 103 autonomous colleges, according to the Report. I would like to know how they are functioning? Would you like to multiply them? I, for one, think that they have to be multiplied; and if you give more autonomy to them, the more responsibility they will acquire and more status they will acquire, although some universities will be against it because there is a vested interest. I am not really using the word 'vested interest' in a bad sense: what I am saying is that they would not like someone else to do what they have been doing so far: that is very simple. So, this has to be sorted out. It is a difficult matter and it has to be done: without doing it, higher education, I am afraid, will remain lopsided and will continue to contain all the evils, all the ills that it is suffering from now.

About development of languages, the Policy has taken special notice, special care. The programme of action has a lot of programmes, a lot of items on this question. It is not only helping the Hindi teachers in non-Hindi areas but also helping the teachers of other languages preferably the South Indian languages in the Northern areas, in the Hindi areas. This has been very clearly brought out: this had never been there before. Whenever a demand like this was made to the Government, they said, "No, we do not know anything about it: this is the job of the State Government; this is not our job at all." Now, for the first time, the programme of action contains this. The Government of India has accepted it and I would like to know if anything has been done in pursuance of this". On the pattern of the scheme for appointment of Hindi teachers in non-Hindi speaking States, cent per cent assistance should be given to Hindi speaking States for the appointment of modern Indian language teachers, preferably teachers of South Indian languages, as the three language formula suggests."

Now this is the first concrete step towards the full implementation, honest implementation of the three language formula. We have been mouthing this three language formula for 40 years without doing anything about it. Now this has been incorporated in the Programme of Action of the National Policy on Education and I quote:

"Apart from establishing teacher training institutions for training of Hindi and modern Indian language teachers in States, facilities for training of language teachers need to be augmented and improved in existing teacher training colleges."

So, there is a whole, well-conceived scheme of helping language teachers and language teaching. Now, I would like to know three years is a good enough time—what has been done in three years. And if I am satisfied, the House is satisfied, the people are satisfied, that nothing more could be done in three years, then we will be happy. But if nothing has been done in three years, then one would expect that nothing would be done in thirty years, because nothing has been done in 40 years.

So, this is one aspect which I would like Prof. Menon to shed some light on. I would very much urge on him to zero in on this programme. This is absolutely important because the three language formula loses all its validity and its importance unless this is done.

PROF. N.G. RANGA (Guntur): National Integration.

SHRI P.V. NARASIMHA RAO: And, finally I would like to come to that very important question of Navodaya Vidyalaya Scheme. There has been lot of controversy, difference of opinion, etc., about it. But finally 261 schools have been opened. I would like Prof. Menon—I would like anyone who would doubt—see the quality of these institutions, utility of these institutions, to visit some of these schools. I have done so. I have visited several schools. I find that we can hope, we

can have a ray of hope in the children who are coming up in those schools; more than 42 per cent of the students are below the poverty line. But for those schools, I have no doubt that most of them would have been tending buffaloes in their vilages or helping their parents in whatever profesion they are pursuing. Now, there should be no question of looking down upon these schools and attributing all kinds of things to these schools until we are able to prove that these schools have not been useful.

Prof. Menon the other day while answering a question was good enough to say that they are having a second look. and that they were reviewing it. I have no doubt that that report will be on merits and once the merit is established there will be no doubts.

Sir, I would like to show the aims to those who are doubting about the schools. The aims of the schools are:

"The broad aims for establishment of Navodaya Vidyalayas are to serve the objective of excellence coupled with equity, to promote national integration, provide opportunities to the talented children to develop their full potential, and to facilitate the process of school improvement."

Now, all these items have been put tersely in one sentence. I would like to know which of the prestigious schools in this country which we know about, whose names we trot out all the time, brandish about all the time, which of those schools can boast of fulfilling all these conditions? Which of these prestigious schools can say they we take students only on merit and not on the fat fee that their parents pay? No school can say that. So, that being the conceptual framework of the school, if Navodaya is not the pattern of that framework, what else can it be? Either you say this pattern is not wanted, these objectives are not wanted, these aims are not wanted, you say that we go to a public school where the parents' capacity to pay counts more than anything else. or you say whether you prepare a school which goes by

merit alone whether the parent is able to pay or not or if the boy or the girl is meritorious. I would like to give education to him or her at Government expense.

Much is made of five hundred crores. Where are the five hundred crores? I would like Prof. Menon to tell me. I am a student of mathematics, I have calculated several times. It has come to 130! Now, where is Rs. 500 crores? Where is Rs. 130 crores? It is grossly inadequate what has been spent so far. I am not blaming Prof. Menon because in four months he could not have done anything in one way or the other. So, we have fallen far short of what we started to do. Now these schools have been frozen. I know they have not been frozen by Prof. Menon. He has inherited a frozen school, a frozen scheme. But please go into it. There is something to be said in favour of the school; much to be said in favour of this scheme. You will find that those people who have visited these schools have come back fully satisfied. I would like this to be done.

There is another very important aspect. Eighty-one schools out of these 261 schools are now implementing the migration aspect. Students from Tamil Nadu have gone to U.P. Schools. Students from U.P. have gone to Karnataka. One fourth students of each school have migrated already. This was in the scheme. So, you will find, at the end of the next two or three years if the scheme goes through, two lakhs fifty thousand students mainly from rural areas; they are not coming from urban areas. Three fourth are from the rural areas. Each student should have completed atleast three years of schooling in the sub standard school of that particular village. We know what those schools are. Maybe they will be better after 'Operation Blackboard'. Meanwhile what they are, we know. Unless he is able to say that he has studied in that school for three years, he will not get an admission in Navodaya Vidyalaya. Such brilliant two lakhs fifty thousand students will really be a living example national integration at the expense of the Government. What is Rs. 500 crores? Most of this money goes into building and it has to be

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good building. Barring the building, what is the expenditure? The expenditure is not so much. It will be one fourth of Rs. 500 crores. What is Rs. 200 crores in the Central Budget on Education in a Five Year Plan? Is it going to be such a princely sum that you cannot afford it if you are convinced that the scheme is good? I would like the Government to go into all aspects. I am not really stopping them from doing that or asking them not to do that. But they will have to take a very very realistic reasonable view and see the benefits that flow from this scheme. I am sure it will be possible for them to expand it in different directions once they are convinced, re-convinced let us say, that the scheme is good. I would like very strongly to commend this pattern, where the policy says that equal opportunity will be given to all the students in this country, all the children in this country, and this is one of the egalitarian schemes that one should think of. I know that two or three States have not opted for this school. They have nothing against this scheme. They have some reservations about the medium of instruction. The very concept of medium of instruction in this school is just like Kendriya Vidyalaya. Kendriya Vidyalaya does not impart education through the medium of mother tongue. And it has to be in Hindi and English. If we have no objection to Kendriya Vidyalaya of having that medium, I do not see how can we object to this school having the same kind of medium pattern. This is the first school which has introduced the concept of a co-medium. In the old Osmania University, we had two media running side by side: if we go to the medical college, half of it was in Urdu and the other half was in English. For the Osmania graduate, it was easy to express himself in English as well as in Urdu. We did not find any difficulty in having a co-medium. Even in learning languages, we find that one child is talking in one language; the other child is not able to talk but able to understand and he is replying in his own mother tongue. It happens in every bilingual society, multi-lingual society. This is a multi-lingual society. India is a multi-lingual society. We should be able

to experiment with these capacity, capabilities of the students, the young boy or the girl in learning the languages and using them usefully. I would like to plead for the continuation of these schools. Improve them by all means. The first scheme cannot be perfect; otherwise, it would not be the first. The imperfections that will be discovered in your review would be removed. But do not throw the baby along with the bath water. It should be possible for the baby sitter, Prof. Menon, to distinguish, to separate the baby from the bath water. I have done. Thank you very much.

SHRIMATI MALINI BHATTACHARYA
(Jadavpur): As the morning shows the day, the plan outlay of a particular Ministry shows its priorities. When from this point of view we look at the budget of the HRD Ministry we find that the budget shows certain marginal changes and it makes some genuine efforts to remove some preposterous gaps between words and action in the earlier Government policy. But there is no overall alternative viewpoint as yet forthcoming. And maybe this is the reason why the hon. Narasimha Rao in his speech seems to have completely forgotten that there is a promise on the part of the new Government to review the new education policy. He has spoken as if the new education policy is going to be continued without any review. I do not want to contract a senior Member like hon. Narasimha Rao. He has also said that the new education policy was instituted with the approval of the entire nation. I beg to disagree with him. I would remind the House that it was on this issue that the biggest university and college teachers strike in this country was held.

Now coming to the budget itself, we find, as per the Education Department here the total plan outlay has somewhat increased as promised although it is nowhere hear the recommendations of the Kher Commission. The outlay in elementary education shows substantial increases and it reflects Government concern for the universalization of literacy. But here I would like to make one point. It seems to me that the shadow of the new

education policy may be seen here in the way in which non-formal education is sought to be made an essential part of primary education. I would like to say that it may be adequate for infants and adult learners but not for children of school-going age as we call them. Non-formal education can only be and it must inevitably be an inferior system in comparison with the school system or going to proper schools. Further this acceptance of the situation, where for a number of children non-formal education is considered to be an inevitability, is an implicit legitimization of child labour. Child labour of course is a reality in our situation. But it is an atrocious reality. And it is a reality which must be changed. Therefore, we should not accept the situation. We should not say that some children must inevitably have non-formal education while the others can go to school. It is not enough. We must find ways of realising the child's slave from his bondage and the Government can make a very small start by strengthening reinforcing the mid-day meal scheme, giving free uniforms and books—the schemes that are already going on in the states. As for the girl child, her release may perhaps be partially obtained if Day Care Centres are strengthened, if there is expansion of Day Care Centres all over the country for the younger sibling because in many cases we find girls stay back home in order to look after the younger children. However, when we come to the budget of the Women and Child Development Department unfortunately we find that the plan outlay under this Head has been dropped this year. There is only some provision for non-plan expenditure. I submit that this would certainly have an adverse effect on our literacy programme. If the girl child has to be brought to school, Day Care Centres where the mothers can send the younger children must be found.

In Secondary education there is an actual decrease in plan outlay. I am not going into the statistics because there is no time.

We have been talking of vocational education for a long time and we find that

many of the States cannot implement vocationalisation, not only because there are no employment channels but also because they cannot find enough funds for equipment and infrastructure. The decrease in outlay would certainly affect this. We find the Education Department talking of multi-media packages for vocational training and, at the same time, reducing the plan outlay. I do not know how this is possible.

Again, Sir, in the year of the Girl Child, the Government proposes to drop, in the Eighth Plan, the programme for free education of girls from class nine to class twelve. How is it? Is it that the Indian girl child is no longer in need of free higher secondary education or is it one of those hard decisions to be taken in education that we have been hearing of since the days of the New Education Policy? I would say that if hard decisions have to be taken, then these hard decisions should be taken in the privileged areas of education, notably with relation to *Navodaya Vidyalayas*, instead of stopping free education for girl students. At least it might have been continued with some sort of economic bar.

Talking of *Navodaya Vidyalayas*, as a teacher of long standing, I can state with some conviction that there are very few children, normal average children, who do not have any talents at all. All of them have some talent or other. Exceptional merit is not something children are born with; exceptional merit has to be socially fostered. When we find that there is one *Navodaya Vidyalaya* per district in the New Education Policy, we have to say that more children are being deprived than they are being accommodated through one *Navodaya Vidyalaya* per district.

Also, Sir, the question of national integration has been raised. Children from U.P. go to Tamil Nadu. Some children in the *Navodaya Vidyalaya* in Tamil Nadu go to the *Navodaya Vidyalaya* in U.P. But how does that help national integration in particular? If a child living in U.P. had gone to Tamil Nadu, gone to an ordinary school, learned Tamil

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mixed with the people there I would have said that that would further national integration Now, that child he or she stays within the seclusionist precincts of Navodaya Vidyalaya learns Hindi or English only, how does that help national integration? I don't see the point at all I would certainly say that all that we need for fostering talents in 11-year old or 12-year old boys and girls are good ordinary general schools, but schools which can be set up in sufficient numbers in all the districts

Again, when we turn to the higher education, we find there is a cut in the Plan outlay I am afraid that this again treads the path of the New Education Policy and it paves the way for privatisation of higher education One would in fact like to know whether this decision is in conformity with the recommendations of the World Bank made at the Jomtien Conference earlier this year I am quoting from the speech of Barber Conable

'The mobilisation of additional resources may involve relying increasingly on private sources of funding specially at the higher education levels "

It is also suggested in that speech that donors—of course who else would be the donors, but the big industrial houses and the international fund giving agencies—will have a big say in what is cost-effective what is efficient and what is tenable in higher education Now, I can only say that the social benefits of higher education cannot be counted in terms of marketability Its aim is the enhancement of knowledge and the enhancement of analytical and expressive faculty And it is a right which cannot be denied to any student who has qualified for it So, when the Education Department undertakes to restructure the undergraduate courses to enhance employability of students as well as to promote their entrepreneurship potential', one feels that this is going to be unnecessary duplication of voca-

ationalisation schemes at an earlier level. It is going to substitute vocational education for what is properly called higher education This interference and I am calling it interference deliberately, will lead to the decline of discipline and departments which are lacking in immediate market value, but which may none the less strengthen the moral and intellectual fibre of the national and also the incursion, the predominance of private funding will cause a hike in the fees-structure pricing higher education out of the reach of the ordinary boys and girls So far as education governance is concerned, I certainly think that autonomy given to the centres of excellence is not enough to ensure good governance In fact, it is becoming a chronic malady both in the universities and autonomous institutions This has been referred to also by the hon Member, Prof Sarfuddin Soz and we find that in the name of autonomy, power is being concentrated in a coterie headed either by the Vice-Chancellor or by the Director, the Director of an autonomous Research Institution A case, in instance, is the Anthropological Survey of India where there have been longstanding charges of mismanagement and corruption flowing from the head and there have been press exposures, there have been petitions, but no one has been able to do anything so far Now, I think the only answer is sufficient elective representation in Governing Bodies of teachers research scholars, students and other people who are directly involved in the work of the institutions It is only by involving them in the governance—because they are committed to, it is their life work—that this problem can be solved and I would like to submit here, Sir, that while the autonomy of research institutions again has to be examined in the light of how much inner democracy these research institutions have at the same time internal democracy of universities is also very important and I think that the University Acts of the West Bengal Government in the last few years, I am very humbly submitting this, may be taken as a preliminary model of the internal democratic functioning of our universities

I am coming to the end of my speech

now. Decentralisation of resources is absolutely necessary for development and this is why we have been stressing for a long time for transfer of Education from the Concurrent List to the State List and we urge this in this House once again.

So far as the development of languages is concerned, the increase in allocation has, of course, to be welcomed. Of course, Hindi as Rashtra Bhasha may have a certain precedence, but is it right that it should have Rs. 543 lakhs while all other modern languages together have Rs. 330 lakhs only? What about the languages which have been neglected for a long time, languages like Nepali for instance? Sir, in Mahabharata we have Vrikodar who used to eat up as much food as the rest of the family together. Now, our Vrikodar is eating up more than what the rest of the family is eating. I don't grudge our Vrikodar's share, but I think there should be some parity in the allocation of funds. (*Interruptions*) Well, you can take Vrikodar as a compliment.

AN HON. MEMBER: Because he is consuming more?

SHRIMATI MALINI BHATTACHAYA: Sir, national tests for lecturers and scholars must be scrapped. This is our other demand because we think that devising such recruitment methods is a prerogative of the academic institutions of the universities and regional variations should be taken into account. No false standards of uniformity should be imposed and what is more, I have personally seen some of these model question papers and I think that the kind of objective Quiz type questions that are asked, this is an insult to applicants for research or teaching posts.

As far as Culture is concerned, Sir, I am sorry to see that the allocation for zonal cultural centres has gone down. We would urge an increase so that resources may be spread out. Some investment is now being made in developing folk and tribal art. I would only suggest that these cannot be saved by turning them over to the urban and interna-

tional market through Apna Utsavs and Festivals of India. I would suggest that the soil where such arts grow must be watered; investments should be made closer to the sources. The folk artists must be given incentives to perform primarily for the areas and the people to which they belong. In West Bengal, we have been doing this for the last 10 years through the State and District Lok Sanskriti Parishads. I can tell you that we have found success in this with very small investments. You do not need big investments for this. We welcome larger allocations for women and child development and I hope, now, with bigger allocations, provisions would be made for proper and regular emoluments for Balwadi and Anganwadi workers who have been doing a very useful work in rural areas. We have all been talking about women's employment and I hope, proper emolument will be given to them. Further, we are rather surprised that the Budget makes no mention of the promised statutory National Commission on women. We demand to know its outlines and would urge that it should have a broad-based representative composition. Similarly, so far as women's development corporations and national apex body for training are concerned, in order to monitor whether they are able to go sufficiently to the grassroots, it is necessary that the National Statutory Commission be instituted not only at the national level, but also in the States. Finally, women's planning should not be done as something separate as the National Perspective Plan did; it should be done in the context of total planning with an earmarking of resources in the different sectors and the department must coordinate among the different sectors so that proper allocations are made. We do not think that reservation for women would solve the problem; this would only give special privileges to a few. However, there is need for women's representation in the Panchayats and other such representative bodies. I would suggest that even here, reservation should not be through nomination, but there should be certain functional posts earmarked for women where women might be elected. If there is nomination, then, of course, vested interests are

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likely to grow and there will be no real benefit to women who really needed to be benefited.

I think the State of Kerala is going to be the first State in the country to eradicate illiteracy; it has asked for 1,750 tonnes of newsprint at a concessional rate to print books for the final phase of Literacy Programme. We hope that it may be granted. I have really stressed the negative aspects of the Budget rather than the positive aspects, but I have acted upon the principle that our friends should be our severest critics.

SHRI HEERA BHAI (Banswara): Mr. Chairman, Sir, today the august House is holding a discussion on the Demands for Grants in respect of the Ministry of Human Resource Development.

[DR. THAMBI DURAI *in the Chair*]

Hitherto there has been a difference between the profession and practice of the Government. Through you, I would like to request the Hon. Minister that if he wants to make the people of the country true human beings, he should think about the people who are weak and vulnerable among our population which runs in 80 crores. We have to go into the causes as to why one is weak while others are strong. The reason behind this is that the Adivasis and the Harijans have been deprived of education for the last thousands of years. It made no difference in their hopeless condition, whether it was the Government of the Congress Party or for that matter any other Government or the rule of the rajas and the Maharajas or the Britishers who ruled the country. Their attitudes towards those people had been the same. All of them thought that if the Harijans and Adivasis came forward, who would prepare food and who will wash clothes for them? Thereafter democracy heralded in the country and the people who have been neglected for centuries entertained new hopes. During the period of the Congress Government, people thought that a new sun had arisen in the eastern horizon. I do not say that the

Congress Party did not do anything. It helped the prosperous people to prosper further, but the people who were backward still continue to be backward. If you feel that I am not telling a fact, you may correct me. But it is a hard reality that situation, instead of improving, has deteriorated further. It is absolutely right that we want to build the country. Everybody knows that working of schools and colleges and other private educational institutions in villages is not satisfactory as more than half of the teachers do not attend to their duties. When people make complaints to the authorities of the Education Department, no action is taken on their complaints. The reasons is advanced that if action is taken against any teacher, no one would like to be posted in village schools or transfer from comfortable places. Even if in an isolated case some one is transferred to a village, he will get his transfer order stayed with the help of some political leaders. Then people will go on complaining that teachers are not being posted to their schools and their complaint in this regard goes unheard. In case a teacher is transferred to a village, he gets his transfer orders stayed with political approach with a Minister. This has become the order of the day these days.

We talk a lot about granting equal rights to one and all. But we are not able to translate this into action. This is the reason that our villages are lagging behind. The schemes which are being prepared here for the development of the villages do not reach there. The middle men gobble up the entire amount allocated under the scheme.

Anganwadi and adult education programmes are being run by the Government. These are very good programme. But the outcome of these programmes in our Adivasi areas is not that good. False attendance is being shown in these areas. The Education officers and the Supervisors are hand in glove with the field officers who indulge in malpractices. The salary of the teacher is only Rs. 150-200 and even that amount is being swindled away by officers. In this way, the entire money sanctioned by the Govern-

ment for this purpose goes waste. I would like to request you not to scrap this scheme but to ensure its proper management.

As far as the Adult Education Programme is concerned, no particular time is fixed for teaching men and women. Sometimes they teach them during day time and sometimes at nights. I request you to fix a particular hour for this. Only then we can bring reforms in the society. The Government officers know everything, but they remain blind to mismanagement. If we make complaints, they hardly pay any attention to that. You may start whatever schemes you like, but please ensure that the schemes are implemented in letter and spirit. Then only the schemes launched by the Government could be successful

Government is opening more and more colleges in the cities, but no new college is being opened in the Adivasi areas. I belong to Kushalgarh. At the time of elections, the Congress Party said that it would open a college in the locality. Even a foundation stone was laid for the same. But I am sorry to say that no college has yet been opened there. In reply to one of my questions, the hon. Minister stated that the authorities might not have felt necessity of opening a college there in view of the insufficient number of students which could not have justified opening of it. In this context, I would like to ask when there was no college, from where do students come to take admission? Should they have waited for 5 to 7 years to take admission in the proposed college? Now most of the students of the area after completing higher secondary education go to some other places such as Banswara and other towns in Gujarat and Madhya Pradesh for higher education. I, therefore, request to set up either a degree college or a technical college or an agriculture college, whichever is deemed fit, in the area. There should be no laxity in the matter of providing financial help to a backward areas like ours.

MR. CHAIRMAN: Prof. Menon to intervene. He is intervening now. Tomorrow we are continuing the debate. Hon. Members

can participate tomorrow also.

16.37 hrs.

THE MINISTER OF STATE IN THE MINISTRY OF SCIENCE AND TECHNOLOGY AND MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. M.G.K. MENON): Mr. Chairman, Sir, first of all I would like to most warmly thank all the hon. Members of this House who have participated in this debate on the Demands for Grants of the Ministry of Human Resource Development and made extremely valuable comments. I would like to start by saying that the comments that they have made have all been taken note of and will be given fullest attention in pursuing our efforts relating to the whole area of Human Resource Development.

Sir, I would like to say that human resources are the most important resources that a nation possesses. We must also recognise that education is a very important component of human resource development. But along with it go the very connected features, which many hon. Members have referred to, of culture, programmes relating to women and child development, activities relating to sports, youth affairs and if I may say so an aspect of great importance the health of the human resource that we possess. We have, since Independence, accomplished a great deal and we must recognise that. There has been a massive quantitative expansion of our educational system. I shall come to the numbers in a little while. What we have seen is a growth across the whole spectrum of education covering Primary Education, Elementary Education, Secondary Education, Vocational Education, Higher Education and the like. But in 1990 as we debate this area here one senses a significant dissatisfaction about where we are and it is this aspect that I would like to spend a few moments on at the outset. The greater sense of dissatisfaction one notices is in relation to the question of inequalities, the question of social justice. And here I would like to categorically assert that educa-

[Prof. M.G.K. Menon]

tion should be an activity that contributes to social justice. It should promote the quality at a certain minimum level. It must create a spirit of self-confidence and of self-reliance at the level of an individual human being. But what one notices, as we survey the scene today, is that we have very many types of inequalities in society—inequalities between the urban and the rural areas, inequalities between the rich and the poor, inequalities between boys and girls. The rural areas are poorly off, the poor are poorly off, the girls are poorly off. And this is, in spite of all the efforts we have made over the last four decades and more.

I am very grateful for the many remarks made by the hon. Members concerning the state of education and what we should be doing. And Shri Narasimha Rao eloquently talked about the whole background relating to the formulation of the National Policy on Education, 1986. What I would like to inform him and the other Members through you, Sir, is that what we really need to look at is not what is written in a document. What is important is what there is on the ground in reality namely, if I go into the hinterland of India, into the far-flung areas, into the rural areas into the tribal areas, what do I see? What is the opportunity available for the children there, for the girl children? What is the nature of the school they are able to go to? What are the literacy levels? What are the vocational opportunities which lead them to employment, to that sense of self-confidence and self-reliance? We must admit that in spite of our Commissions which we had in the past—we had many, the Radhakrishnan Commission, the Mudliar Commission, the Kothari Commission, the New Policy on Education, 1986—there is a great deal which needs to be done. And it is for this reason that many of the Members have commented very strongly on the question relating to education policy and have suggested that there is need to review, to revise and even make radical changes in the National Education Policy, 1986. All I can say is that the Government has decided to undertake a review of

this Policy, the modalities are being worked out. But I would like to assure the House of one thing. When we talk of education, we really are talking of the future of our country, we are talking of the children of our country, we are talking of a very large number who had no access to education, who are illiterate, who do not have the vocational skills, who do not have that spirit of self-reliance among them. We, therefore, are not talking as individual parties in a certain sense. It is the future of all these that is at stake. And we have to come together on a national basis for that purpose. And whatever is good in what we have done so far must be retained and must be developed, but lacuna that exists must be rectified.

I am very grateful to all the members who have spoken uniformly about the need to provide much higher allocations for education. Now the policy of the present Government is to raise the investment to a level of six per cent of National Income. It is, of course, as stated originally in the Kothari Commission's Report, 1986. This is because this Government does attach the highest importance to national investments on education. Purely for information, the total provision—Plan and non-plan expenditure—of the Education Departments of the Centre and States for 1988-89 was Rs. 11,322 crores. For the year 1989-90 it was Rs. 13,620 crores. This is inclusive of agricultural and medical education.

Again in terms of the national income reference has been made by several Members. The projected national income for 1989-90 comes to Rs. 322,163 crores and according to this the percentage on education comes to 4.2. So we still are below the figure. We need to increase that. All efforts will be made towards that.

If you look at the Central Budget provisions, Plan and non-Plan, you will find that this year 1990-91 the Plan plus non-Plan figures are the highest if you see the progress of expenditure or outlays since 1986-87. But again I must state—and that is what all the hon. Members have stated—that there

have been restrictions on funds available, there have been resource constraints. Therefore there are many programmes which we would have liked to have seen gone through which one was not able to push through.

Almost without exception all the Members stressed the need to have uniform syllabi in schools throughout the country to reduce the disparities that exist in standards, in schools which come under different systems. As you are aware, the Education Commission 1966, the Kothari Commission as it is referred to, recommended a common school system of public education so as to bring different social classes and groups together to promote the emergence of an egalitarian integrated society, to provide access to good education of children irrespective of caste, creed and economic status.

The national policy on education 1986 had also recommended a national system of education so that everyone has access to education of comparable quality and this should be based on national curriculum framework containing common code with other flexible components.

I would like to inform the House that the National Council of Educational Research and Training, ncert, has brought out a national curriculum framework for elementary and secondary education. While it is the endeavour of the Government to reduce disparities in standards of education to the minimum, there has been scarcity of resources for allocation to Government schools generally. Therefore this is what they have been able to do in terms of raising their standards. But however, I can assure the House of the commitment of the Government to reduce disparities and this will certainly be taken note of in the review of the national Education Policy.

A very large number of Members have very strongly spoken about the question of education of girls. We all recognize in the year of Girls Child which we are observing—the need to give the highest importance to the education of girls. The literacy rate

amongst women is very low particularly in some of the States of India and it has an impact on the whole range of other aspects relating to the future, including the family welfare programmes.

There are various schemes including the question of evaluation of text-books to eliminate sex bias in it, recruitment of more women teachers for primary schools, distribution of free text-books, free uniforms, attendance scholarships and central assistance to the tune of 90% for running informal educational centres in several States. Education upto Class 8 is free to girls in all Government, Local Body and Aided schools in the country and upto Class 10 in most of the States and UTs. Education for girls is also free upto Class 12 in several States.

One of the hon. Members, Prof. Malini Bhattacharya had made a statement about the money to compensate for free education of girls at 11 and 12 stage. This was payable by the Government of India till the end of the Seventh Plan Period. That is why, from the Eighth Plan, of which the first year is on now, this will be taken over by the State Governments.

There has been a significant improvement in the enrolment of girls and the Fifth All India Educational Survey shows a percentage increase over the last 10 year period, on a significant basis. There has also been a major effort—since reference was made to the handicapped—on education of children with disability in common schools. The Budget provision for this has been increased and it shows a significant increase over the years.

Hon. Members have devoted significant time to the question of vocationalisation. The fact is that it is a priority sector, since it prepares students for employment and provides an alternative to higher education. There is a centrally sponsored scheme on vocationalisation of higher education. This is intended to provide a distinct stream to prepare students for identified occupation, with diversification of educational opportunities and to enhance individual employability.

[Prof. M.G.K. Menon]

Shri Narasimha Rao asked about the number of vocational courses. I would just like to provide some information. The number of courses developed by ncert is 62 and in respect of these, what has been developed is the curriculum, text books, learning materials, details of equipment and aids required. The number of courses given in the report, which Shri Narasimha Rao referred to, is the total number of courses. So there is no question of being surprised, because they are courses which have been given, and not different types of courses. I would also like to point out that the fund for vocational education referred to by Shrimati Malini Bhat-tacharya, was Rs. 47 crores in 1989-90. It is now Rs. 84 crores—in 1990-91. There has been a significant effort to establish interactive linkages between vocational courses and employment sector. The UGC has been restructuring the courses at the Under-Graduate level to meet the relevant local needs and to increase employment opportunities. I would like to go to another important point which has been made by several Members

MR. CHAIRMAN: How much time more do you require now? Will you finish it in another five minutes?

PROF. M.G.K. MENON: I require a little more time, Sir. I would require half-an-hour, in total. We will stop it at 5 o' Clock.

MR. CHAIRMAN: Would you like to continue tomorrow or do you want to finish it today itself? If you want to finish it today itself, then, if the Members accept, you can continue.

PROF. M.G.K. MENON: Sir, I will finish it in ten minutes.

SHRI SONTOSH MOHAN DEV: It is better if he finishes today itself. (*interruptions*)

MR. CHAIRMAN: The debate will continue tomorrow also. He is only intervening.

It is not the final reply. Prof. Menon, you can continue now.

(*Interruptions*)

[*Translation*]

SHRI CHHAVIRAM ARGAL (Morena): Mr. Chairman, Sir, Navodaya Vidyalayas, Doon School, Sainik Schools, Convent schools are very costly and that is why SC, ST and weaker section of the society cannot get education in these schools. Therefore, I would like to know from the hon. Minister whether the Government would make arrangement to provide free education to the weaker section of the society in these schools?

(*Interruptions*)

[*English*]

MR. CHAIRMAN: Please take your seat. Prof. Menon may continue.

PROF. M.G.K. MENON: There has been a mention by a large number of Members about the question of growing commercialisation of education. It is a fact that there is no doubt, a dichotomy between the standards in public schools, catering to children from affluent homes and the Government schools, many of which lack basic amenities. The Education Commission of 1966 recognises the constructive role played by the private schools which maintain high standards. The National Policy of Education, 1986 gives pre-eminence to people's involvement. What is really needed is a major effort which I hope can come about to increase the resources of all Members support me in ensuring better standards in the Government system of education. Another question which was raised by several hon. Members is about primary teachers. I am glad to inform the House that the percentage of untrained teachers at the primary level has been declining steadily. There is a centrally sponsored scheme on teachers' education and there was a mass orientation of school teachers to attend camps in which twelve and a

half lakhs primary teachers had been covered in the last four years. A very important point has been made by several Members, particularly Shri Gobardhan Bhagey and Shri Kapil Dev Shastri on the question of education at the primary stage in the mother tongue. I would strongly endorse what they have said. In all Government schools, including schools run by local bodies and private-aided institutions, instructions at primary stage is given in the regional language. It is given in the mother tongue to linguistic minorities, tribal groups and so on. But there is a certain minimum requirement of 40 students in a school or ten students in a class. The problem is not of the basic policies but of implementing them in practice as there are problems in getting the right number of teachers, development of script and so on and so forth. One of the major problems, as you are aware Sir, relates to drop-outs. We have enrolments but large number of students drop out. That is one of the main reasons as to why we have a high level of illiteracy. But I am glad that the drop-outs in the primary and elementary stage has been gradually decreasing and this is a positive sign. But the efforts in the direction of reducing drop-outs have been essentially in providing minimum essential facilities, black boards, adequate class rooms, two teachers where originally one was provided, etc. These are operations of 'Operation Black Board'. Efforts are made to strengthen and re-organise non-formal education programme which cater to those drop-outs, children of habitation without schools, girls who cannot attend the schools for whole day, working children and so on. Then comes the teacher education programme through district institutes of education and training and new textbooks in accordance with the new policy. There is also an intensive programme for free supply of uniforms to girls, free mid-day meals, free textbooks and scholarships. Several Members referred to the fact that there relative priority is given to elementary education and total expenditure has been gradually declining over the successive Five Year Plans. This is true. We intend to rectify this part. In the First Plan, it was 56 per cent and in the Seventh Plan, it came down to 29 per cent. The total

expenditure on the non-Plan side was 48 per cent in 1950-51 and it declined to 40 per cent ten years ago. There are problems of growth of student population and increase in prices. Almost the expenditure is on the same basis, in real terms, as it was 30 to 40 years ago. Clearly, there is a need to step up the level of total resources and indeed, the percentage available for elementary education.

(Translation)

SHRIJANARDAN TIWARI: We call your adult education as fraud education. What have you to say about it? (Interruptions)

[English]

PROF. M.G.K. MENON: Sir, there has been a significant reference to Navodaya Vidyalaya scheme and just now, the hon. Members by some interventions, asked for comments on the same. I can say that the existing Navodaya Vidyalayas will continue to be supported; they will be consolidated and developed. However, no new Navodaya Vidyalaya is going to be opened until the scheme has been reviewed. This is the first point. Secondly, I must say that we have statistics available at the present moment which i.e., out of the 78 per cent of the students in schools belonging to rural areas, 19 per cent are Scheduled Castes, 11 per cent are Scheduled Tribes and 27 per cent are girls.

17.00 hrs.

Forty per cent of the children come from the families with income below Rs. 6000 per annum and sixteen per cent are first generation learners.

Seven Members referred to Navodaya Vidyalayas. I would like to state that Rs. 250 crores were provided for the scheme in the 7th Plan. The main point is that we have to ask ourselves a very basic question, namely when we have a certain sum of money, where would we put that to? That is the basic question we have to ask because the condition in many of the other schools, Govern-

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ment schools in rural areas and tribal areas is very poor. And, therefore, they must have the highest priority from the point of view of resources available to us. Therefore, as far as Navodaya Vidyalyayas are concerned, they would be subject to the review that I have referred to.

Several members have raised the question relating to higher education and I would only make two or three points because there is not enough time. First, one of our effort is to ensure that the higher education becomes employment-oriented. That is the thrust that is being given by making undergraduate courses relevant to local needs, to increase the horizon of employment and to ensure new courses including vocational ones in emerging areas of information technology, in electronics, in the new areas of biology etc.

There was a reference by some hon. Members to the fact that UGC has not been providing academic leadership. May I just say that the UGC has done many thing for which one ought to congratulate it. They have dealt with the main programme of utilization of media and educational technology and I wish more of this to be put across on television from the point of view of benefit to student population. They have been concerned with the creation of common facilities for research in advanced areas. Several national facilities have been set up over the last few years, there has been introduction of the college science improvement programme, college humanities and social science improvement programme, college humanities and social science improvement programme under the scheme called COSIS for the infrastructure required for science and technology areas.

There is a feeling that there has been a bias in favour of higher education in terms of allocation. In the 6th Plan, the allocation for higher education at the Centre was Rs. 735 crores, of which Rs. 245 crores were for higher education, or one-third, that is 33.3

per cent. In the 7th Plan, the total outlay on education at the Centre was Rs. 1739 crores and Rs. 420 crores were for higher education; it went down from 33.3 per cent to 24.15 per cent. However, there has been a very significant expansion in the number of Universities and it has not just been possible to provide them with the support that they need.

Very many Members have referred to the question of autonomous colleges. The objective of autonomous colleges is decentralization of academic administration, promotional creativity and higher standards. We want smaller Universities, not giant Universities with lakhs of students. The problem, however, has been that the way many of them have functioned may not have been entirely appropriate and this would also be reviewed along with the proposed review of the National Policy of Education, 1986.

DR. SHAILENDRANATH SHRIVASTAVA: It is a total failure; it should be scrapped immediately. It amounts to privatization and commercialization.

PROF. M.G.K. MENON: Certainly, we would review it as I mentioned. Several Members, Shri Gobardhan Bhagey, Shri Narasimha Rao and others have referred to the question of tribal areas, imparting education in their tribal languages, as against regional languages and so on. Efforts have been made in this regard by the Central Institute of Indian Languages, Mysore, which has produced primars, grammar books, phonetic readers and so on. But the main problem is that these have been in regional language script and the approach is to provide a linkage to the national language Hindi. About 75 such languages have been covered. I fully agree with the hon. Member that much more effort in this direction is called for because without question, as I said right at the outset, primary education must be in the mother tongue because that is the only way in which the child and the brain of the child will understand.

Successive policies of Government have

declared that education must be in the mother tongue. I have already referred to it in a greater detail.

I would also like to say that several Members have referred to the question of Sanskrit and support for Sanskrit. I will not go into the detail of varieties of schemes that exist for supporting it. Indeed there are 65 universities in the country today which offer Sanskrit as a major subject and there are several other schemes relating to Sanskrit. But what I would like to assure the Members is that Government regards Sanskrit as being one of the very important elements of Indian culture and all the support needed for developing it, using it, teaching it, will certainly be made.

I would like to make just a few points in a few minutes on the question of other areas.

AN HON. MEMBER: You did not refer to a Supreme Court case about Sanskrit, which everybody mentioned.

PROF. M. G. K. MENON: I will not deal with that in detail in view of the shortage of time I would only like to say that as far as other areas are concerned, I did not have enough time to go into the questions relating to culture, sports, youth affairs and women and child development. One of the major areas in women and child development relates to the question of the National Commission which has been referred to and that is something which is planned to be set up on a statutory basis.

With regard to the question about girl child, crèches, take care centres, these are extremely important and as soon as funds are available, we certainly hope to have more of them. At the present moment allocation of these are in terms of non-plan funding but the suggestion of the hon. Member Shrimati Bhattacharya are fully accepted in this regard.

17.08 hrs

[MR. DEPUTY SPEAKER *in the Chair*]

All the Members have referred to the Integrated Child Development Scheme, ICDS, which is operational and which essentially takes care of children in the age group of zero to six years. It is integrated because on an Anganwadi basis where an Anganwadi worker is essentially from a local area, is a volunteer worker with a certain payment which is made. (*Interruptions*)

MR. DEPUTY SPEAKER: Please don't interrupt like this. Let the hon. Minister complete his speech. It will be for your benefit.

PROF. M. G. K. MENON: The hon. Members referred to the ICDS. As I said, it is a scheme which relates to the children up to the age of 0 to 6. It provides an integrated approach relating to nutrition, immunization and education. There are of course, many many ICDS Centres which are working extremely well. But several hon. Members have referred to their own experiences and particularly from the view point of the food and nutrition. They referred to as corruption in handling all these things. This certainly can be looked into. But the basic scheme is to ensure that in a community of children up to the age of 6 are looked at on an integrated basis. That is why it is referred to as the Integrated Child Development Scheme.

I was on the area of woman and child development and the setting up of a statutory National Commission and that it should also be set up at the State level. A provision has been made for Rs. 2 crores in the Annual Plan of the Department of Woman and Child Development for setting up of a National Commission. The proposal is under consideration. Planning for women should not be a separate exercise but in the context of total planning experience of the Department was also one of the suggestions made here. The question of setting up a statutory National Commission for women, particularly to review legislations, to look into, is under consideration and will be shortly dealt with.

With regard to the area of culture, a

843 *Statt. by Minister re. continuance of scheme for supply of wheat & rice at special subsidised rates in ITDP Areas*

APRIL 18, 1990

*Disc. under rule 193 844
Accident due to fire in 383UP
pass. Train on 16.4.90*

[Prof. M.G.K. Menon]

National Cultural Policy will be worked out and this will take some time. But the most important point that I would like to made with regard to culture is that, our education and our culture as referred to by several Members, have to be appropriately linked. We must ensure that our education includes not only, the cultural element in the sense most people understands culture, which is dance, drama, music, performing arts and so on, but the intrinsic value system which make the complete humanbeing. That is what the Cultural Policy would aim at, rather than efforts to project it purely in terms of a large scale possible activity. I have not been able to cover all the points at the time which is available and I hope there will be an opportunity for me to cover it in the winding up tomorrow. The debate is concluding tomorrow.

17.13 hrs.

[English]

STATEMENT BY MINISTER

Continuance of the Scheme for Supply of wheat and rice at Specially subsidised rates in Integrated Tribal Development Project (ITDP) Areas and the Tribal Majority states and its Extension to North Cachar and Karbi-Anglong Districts of Assam

THE MINISTER OF FOOD AND CIVIL SUPPLIES (SHRI NATHU RAM MIRDHA): Sir, hon'ble Members are aware, that the scheme for supply of wheat and rice at specially subsidised prices to the inhabitants of Integrated Tribal Development Project (ITDP) areas and the tribal majority States was announced in November, 1985 and its implementation began from December, 1985. At present, it covers the areas (excluding urban agglomerations) falling under I.T.D.Ps and the tribal majority States/U.Ts. of Arunachal Pradesh, Mizoram, Meghalaya,

Nagaland, Lakshadweep and Dadra and Nagar Haveli. The supplies of foodgrains under the scheme are allocated by the State Governments/Union Territory Administrations concerned from out of the monthly allotments of wheat and rice made by the Central Government under the Public Distribution System. Under the scheme, wheat and rice are distributed to the beneficiaries, both tribals and non-tribals, at prices substantially cheaper than the open market prices. At present, the maximum and retail price fixed by the Central Government under the scheme is Rs. 1.79 per kg. for wheat and Rs. 2.19 per kg. for common rice.

The scheme was first sanctioned upto March 31, 1986 and has subsequently been extended on a year-to-year basis. Govt. has decided to continue the scheme for one more year from the 1st April, 1990 without any modification of the existing guidelines.

The coverage of the scheme has now been extended to two hill districts of Assam viz. North Cachar and Karbi-Anglong. The Central Government has taken this decision in response to the long-pending request of the Government of Assam for extension of the benefit of scheme to these districts as their population is predominantly tribal and these are covered under the Sixth Schedule of the constitution. All the areas falling in this Schedule except these two districts are already covered under the scheme.

17.15 hrs.

DISCUSSION UNDER RULE 193

Accident Due to Fire in 383 Up Mokama-Danapur Passenger Train on 16.4.1990

[English]

MR. DEPUTY SPEAKER: We now take up discussion under rule 193. Shri Harish Rawat may initiate the discussion.