

[*English*]

- (v) **Supply of air-to-air missiles by U.S.A to Pakistan and need to take appropriate and timely action in this regard**

**SHRI CHINTAMANI PANIGRAHI** (Bhubaneswar) : The U.S. Defence Department has approved the sale to Pakistan of 500 air-to air missiles for Pakistan's fighter planes. Besides the supply of these latest air-to-air missiles, 15 ra'ar systems were also sold earlier to Pakistan.

U.S. Defence experts have said that these missiles would not only fit the F-16 aircraft but would also be integrated with Pakistani Air Force's fighter aircrafts of Chinese origin.

In view of the tension growing on our Western front also in the India Ocean because of this new developmet. I urge upon the government to give more serious attention to these developments and to be more watchful as it seems that an electronic was may be thrust on India soon.  
[*Translation*]

- (vi) **Need to open Central School at Ghazipur in Uttar Pradesh**

**SHRI ZAINUL BASHER** (Ghazipur) : Mr. Deputy Speaker, Sir, a demand to open a Kendriya Vidyalaya at Ghazipur in U.P. has been pending since long. The Opium and Alkaloid Works a public sector undertaking, has sent a proposal to open a Kendriya vidyalaya there. The above undertaking is ready to make available land, building and other facilities necessary to open a Kendriya Vidyalaya. In addition to the workers of the Opium and Alkaloid works the employees of the other Departments of the Central Government will also be benefited thereby. A large number of People of Ghazipur are in the Armed Forces and Central Forces. They are often posted in areas where they cannot keep their families with them. With the opening of a Kendriya Vidyalaya at Ghazipur, the children of such people will be able to receive education easily.

I request the Education Minister to arrange for the opening Kendriya Vidyalaya at Ghazipur from the next academic session.

13.15 hrs.

**DEMANDS FOR GRANTS (GENERAL),**  
1985-86

*Ministry of Education*

[*English*]

**MR. DEPUTY SPEAKER** : Now we will take up Item 9. The time allotted time allotted is six hours. We want to complete this item today itself even by sitting late. The House will now take up discussion and voting on Demand Nos. 24 and 25 relating to the Ministry of Education for which 6 hours have been allotted.

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

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

Motion moved :

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the Fourth column of the Order Paper be granted to the President out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the years ending 31st day of March, 1986 in respect of the heads of Demands entered in the second column thereof against Demand Nos. 24 and 25 relating to the Ministry of Education."

*Demands for Grants, 1985-86 in respect of the Ministry of Education Submitted to the vote of Lok Sabha,*

No. of Demand	Name of Demand	Amount of Demand for Grant on account voted by the House on 25th March, 1985		Amount of Demand for Grant submitted to the vote of the House	
1	2	3			4
	Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.	
<i>Ministry of Education</i>					
Ministry of Education	60,87,000	...	3,04,38,000	...	
Education	82,05,17,000	8,40,000	4,27,72,88,000	42,02,000	

MR. DEPUTY SPEAKER : Now I request Mr. Anand Gajapathi Raju to speak.

SHRI ANAND GAJAPATHI RAJU (Bobbili) : I would like to draw an analogy between the Red Flag Act which was passed in Great Britain during the turn of the century and the education policy which is being followed now. According to the Red Flag Act ; on vehicular traffic could run in Great Britain unless there was a man running ahead with a flag or light in his hand. That is why, the development of the internal combustion engine was halted. Similarly, today education also is having a system which is halting and *ad hoc* in nature. Today it has become fashionable to speak about vocational education and job-oriented education. In the process, there is a definite trend towards de-education. Qualitatively, standards have plummeted and today we have more functionally illiterate people in our country than we had before. With the growth of technology, education and complication in society, even ordinary degree or an ordinary School Final Certificate is not enough for a person to find his proper place in society.

Education can perhaps be defined as a mental framework within which societal processes are perceived resulting in the growth of civilisation.

But unfortunately what we find is a process of stratification and the creation of educated unemployed.

According to the Directive Principles of the Constitution, we should have achieved universal education by 1960. But it has been postponed 1991. We now find that this also may not be possible in view of the trend and the situation that is prevalent today. The age group between 6 and 21 is a very crucial age group because they automatically become producers in society. Our population is basically younger population. We have a large younger population today in this country. But yet we find that within the age group between 6 and 21, only 20% of the population is studying in schools and a majority are left out of the mainstream. That apart, there is definitely a tilt today towards higher education at the cost of primary, secondary and high school education.

This is the trend that we find in many State ; more and more junior colleges, are being opened and consequently, the standards are falling resulting in shifting away of the resources from 6-21 group to the rest of education. Therefore, what is required to be emphasized today is both non-formal education and adult education. Non-formal education is a very important

component, but we find very little resources allotted in that direction. Non-formal education is the only way by which you can bring into the mainstream those who are not taking advantage of the educational system and yet require certain skills. Adult education is required to make our population more productive, but that is also taking a back-row seat in our country. It is disheartening to note that nearly 30 crore people in the country today, nearly half the population, are illiterate. In this connection I would like to mention that the Union Government provides a very insignificant outlay in the Plan expenditure on education ; only two per cent of the total budget is allocated for this whereas in the States you find that 15 to 20 per cent of the outlay of State budgets are given to 'Education' 'Education' was brought into the Concurrent List because people thought that some uniformity would come in, but being in the Concurrent List wherein the Centre also can legislate does not prove very useful because the outlays are very small and the burden is tremendous.

Today education has an elitist orientation, and the means-and-merit consideration has been pushed to the background. Today we find the public schools, the Dood School, the Scindia School and other schools, getting predominance our rural school which has to get more importance because our population is basically rural. So, this elitist orientation of education should be out down tremendously.

The commitment of the States has increased manifold. You find that the status of the teachers has to be improved, the teaching conditions have to be improved. Construction of school buildings, primary, secondary and high school, providing equipment, providing more books and textbooks at subsidised rates, all these things require a lot of subsidy from the Centre and yet, the Centre's outlay for education is very small. There is no transfer of resources or transfer of expenditure taking place, and this is a very disheartening feature. About the elitist aspect, I have already

spoken. Means and credit consideration has gone into the background. You find that today the higher education has become a business proposition ; seats are sold to students who have to pay money. This situation has not yet been corrected. Our Government, the Andhra Pradesh Government, was the first in 1983 to pass legislation abolishing the capitation fee. But it has not taken place in the Centre and, therefore, in some States this problem is very much there.

The State Governments have very often been subsidising printing of textbooks and note-books. But the Central Government has not come to the aid of the State Governments in the sense that there is a case pending in the Supreme Court wherein the paper manufacturers have not met their commitments towards supply of paper for notebooks and textbooks. I would request the hon. Minister to solve that problem because it will benefit the poor students. In this egalitarian set-up which we are trying to establish, means-and-merit is more important than anything else.

Then again a lot of time is spent towards experimentation in education. Education has become a particular object of experimentation. Everytime you find some-one coming along and saying, 'We shall have 10 + 2 + 3'. Then somebody else comes and says, 'We will have 11 + 1 + 3.' and the like. So it is only experimentation now. We have to get away from this path of experimentation into some kind of solid development. It is all well to say about the utility of vocationalisation. People understand that different trades have to be started. They are supposed to be started, They are supposed to be started. What happens is to-day we are going towards the 21st century wherein smoke-stacked industries will be things of the past and therefore one should train the youngsters towards getting into industry when the second industrial revolution is taking place. What is required is a multi-pronged approach. To-day everybody speaks in terms of development of vocational education. Nevertheless there is still a place

[Shri Anand Gajapathi Raju]

for classical education. Classical education has its role to play despite things said to the contrary, therefore, the educated unemployment is created in this country.

The educated unemployed are the responsibility of the government in so far as their future is concerned. Just some time back in the proceedings of this House we saw one hon Member stood up to ask, 'How long it would take for an educated unemployed boy to be absorbed into the mainstream?' The hon. Minister was not able to give any reply. He said, 'As and when it comes along.' That means that even before a person gets placement in society, even before he gets placement in the economy, he will get his retirement benefits. I hope at least that is agreed to by the Government.

Then man-power planning projections have not been made. That poses a great problem. Unless man-power planning is done and the work ethos is created and the *laissez faire* approach towards education is removed, I do not see how we can make much progress in this direction.

Therefore, to sum up, a little bit I would like to say. There is a need to provide a larger outlay in financial terms for education. There is a need to include education in the core sector of economy just like the infra-structural industries which are included in the core sector. Therefore, there is a need to include education also in the core sector because it is an investment in human capital which is more important than investment in any other type of capital.

I would like to draw your attention to one point. To-day manufacturing is becoming more labour intensive. Though people have gone for capitalisation, because of the skills and technical skills involved production is becoming more labour intensive. So there is a need to include education in the core sector. Then manpower planning is required. We must prepare for the post-industrial era, namely, training of personnel in this direction.

Then again what is important is cultivation of discipline and a work ethos among the students. You find to-day high school students and graduates refusing to go back to the farm and they refuse to till the land because they find that they could work elsewhere. They have lost through education that interest in cultivating land and in associating with the farming community which is the largest community in this country. Therefore, what one needs to-day is to create education in a situation wherein students, people, the younger population are more involved in the developments of society. In this connection I am reminded of a certain incident that took place in USA. There was a Ph.D student who did not get a job. Then he applied for a lorry driver's job. When he applied on his letterhead, he was given a reply in the negative. Subsequently he brought down his language to that of a labourer and said, 'Will you give me the job or shall I do something about your organisation?' Immediately he was given a job. That is why if a Ph.D student has to go in for a lorry driver's job, then that shows that a situation similar to that is prevalent in our country also and, therefore, the need to re-orient our education on proper and scientific lines and not keep it as an experiment, as a perpetual experiment which we find it has been.

Now, I would like to draw your attention to Kendriya Vidyalas. It seems the teachers have been agitating for a long time. There are 50,000 such teachers. Due consideration must be given to their working conditions, pay scales, etc. Therefore, in education the most important thing we should realise is that education is more important than what is commonly thought of and, therefore, the need to increase the outlay this year and in subsequent years and also go ahead with some kind of manpower planning.

With these few words I hope I have been able to put across a few points for the consideration of the Minister and the House. Thank you.

PROF SAIFUDDIN SOZ (Baramulla):  
I beg to move :

“That the Demand under the Head  
Ministry of Education be reduced  
by Rs. 100.”

[Need to provide funds for uni-  
versalisation of education in the  
country.] (1)

SHRI RAM BAHADUR SINGH  
(Chapra) : I beg to move :

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to check malpractices in  
adult education programme.] (4)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to rewrite the distorted his-  
tory of India written during the  
British rule to safeguard the unity  
and integrity of the country.]  
(5)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to remove discrimination  
in granting scholarships for stu-  
dies abroad.] (6)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to supply text books Cen-  
tral Schools in time.] (7)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to set up an open uni-  
versity at Sitab Diyara, the birth  
place of Loknayak Jayaprakash  
Narayan.] (8)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to bring uniformity in pri-  
mary education.] (9)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[“Need to implement the three  
language formula ] (10)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to declare Patna University  
as a Central University.] (11)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to open a Central School  
at the headquarters of Saran  
district in Bihar.] (12)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to set up a university at  
Chhapra in Saran district of  
Bihar to be named after Loknayak  
Jayaprakash Narayan.] (13)

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to set up a National Phy-  
sical Education College in  
Patna.] (14)

SHRI A.E.T. BARROW (Nominated  
Anglo-Indian) : I beg to move :

“That the Demand under the Head  
Education be reduced by  
Rs. 100.”

[Need to take steps to safeguard  
the education rights of minorities.]  
(15)

[Shri A.E.T. Barrow]

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to review the policy in respect of apprentice training and vocational education.] (16)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to set up a Permanent National Commission for promotion of elementary education.] (17)

SHRIMATI GEETA MUKHERJEE  
(Pauskura): I beg to move :

"That the Demand under the Head Education be reduced to Re. 1."

[Failure to strengthen the system of elementary education both quantitatively and qualitatively.] (18)

"That the Demand under the Head Education be reduced to Re. 1."

[Failure to democratise education system in the country and curb growing tendency for centralization.] (19)

"That the Demand under the Head Education be reduced to Re. 1."

[Failure to effectively link vocational education with modern industrial needs.] (20)

"That the Demand under the Head Education be reduced to Re. 1."

[Failure to increase elective representation of teachers and students in college and university administrations.] (21)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to increase of facilities for education of women particularly among rural and urban poor.] (26)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to appoint more women teachers.] (27)

SHRI PIYUS TIRAKY (Alipurduar):  
I beg to move :

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to establish central school at Alipurduar in Jalpaiguri, West Bengal.] (40)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to encourage voluntary organisations to run schools on central school pattern in Doars and Tarai of West Bengal.] (41)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to establish at least one government school on the lines of central school in every panchayat under tribal development programme, in Doars and Tarai of West Bengal.] (42)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to give adequate grants for encouragement of adult education for workers of tea gardens in Doars and Tarai of West Bengal.] (43)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to encourage female adult education among workers engaged in tea gardens of Doars and Tarai of West Bengal.] (44)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to make primary education compulsory in Doars and Tarai of West Bengal.] (45)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to impart adult education to workers in tea gardens in their mother tongue.] (46)

"That the Demand under the Head Education be reduced to Re. 1."

[Failure to frame a policy to improve effectively the standards of education according to the changing needs of society.] (47)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to give financial assistance for development of Coah language of cooh Behar, Jalpaiguri, Dinajpur and Maldah.] (48)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to popularise Hindi by using common words of regional languages and also those from English.] (49)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to encourage rural sports in every primary school.] (50)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to allot more funds to provide mid-day-meal to poor students.] (51)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to propagate Hindi through cassettes.] (52)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to have a university in Sikkim to be known as "Sikkim University."] (53)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to provide funds to open more primary schools in Sikkim to bring Sikkim at par with other States.] (54)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to give grant for the publication of collected works of Netaji Subhash Chandra Bose in different Indian languages.] (55)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to establish a National University at Cooh Behar in North Bengal.] (56)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to establish at least one central school in every three tea gardens keeping in view the composite population of the tea industry in Doars and Tarai of West Bengal.] (57)

[Sbri Piyus Tiracky]

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to provide funds for opening primary schools in every tea garden of Doars and Tarai in West Bengal and give education in mother tongue, Hindi, Nepali, Kurukh, Mundavi and Kharia, as the case may be.] (58)

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to initiate a scheme for having classes for educationally backward minorities and Scheduled Castes and Scheduled Tribes and prepare them for Civil Services examinations and other recruitments at the all India level.] (59)

13.32 hrs.

[SHRI SHARAD DIGHE *in the Chair*]

PROF. K.K. TEWARI (Buxar): Mr. Deputy Speaker, Sir, a serious look at the educational and cultural scene of India will willy nilly impel one to traverse long stretches of history. What happened in the country regarding education is a long story but I will preface my statement by making certain observations about the background.

The European renaissance heralded the birth of science, led to the birth of a new man who was restless for new adventures and new ideas. The covetous eye of this new civilisation was on new domains which were known to them through history and stories. The European mind was perpetually baffled or fascinated by the mystery of India, its fabulous stories of opulence and riches since the time of Alexander the Great with his forays and exploits across the plains of the Indus. Somehow the European psyche had this fascination to come to this continent and

explore the possibilities of exploiting it to the maximum. So equipped with industrial revolution and the perfected power of gun powder the new civilisation—as they called it—it came and in its wake it brought untold miseries and I would say the ancestry of its modern equivalents like the balance of terror or such other concepts as nuclear nights had arrived and in their wake the predatory children of colonialism in the form of Macaulays and Hastings they had arrived and started plundering the pearls of India Shakespeare had described our land. This long story of exploitation of our culture and resources and of our traditions—traditions of very ancient civilisation spanning over millennia—came into the hands of a system which was basically colonial. Therefore, it tried to destroy the basic of our national life which was, I think, dominated by pursuits of higher learning in the field of science and other disciplines.

Against this background I would like to refer and this may sound as merely symbolic but as primitive vandalism came to India and destroyed our fabulous centres of learning like Nalanda, Taxila, Bikramshila simultaneously—I just referred to the colonial greed for expansion in the garb of new civilisation—the new centres of awareness of this European mind were coming up which were providing the ideological base to this new civilisation in the form of Cambridge and Oxford. Nearly two centuries of pauperisation of India has fattened and enriched the British colonial rule. Against this background if we view what we have done in terms of education and making education an instrument of socio-political mobility in this country I think we will have a broader view of what we have done, and what tasks await us in the future.

After independence rightly Mahatma Gandhi, Pandit Nehru and Indiraji emphasised the importance of education. During the last month we were talking about the impact of Indiraji on educational patterns in India. What I wish to emphasise is the fact that successive line of leadership in this country conceived of education as a powerful tool for socio-

economic change and socio-economic transformation. We have attained a vast infra-structure of educational institutions in terms of 140 universities in the country, 5,000 colleges and thousands of schools spread all over the country. But, in totality, I am inclined to believe, educational institutions have still a lot to do in this field. Education, as it is being imparted in universities, colleges and schools is, to my mind—I am speaking as a teacher—becoming increasingly archaic, anachronistic and disfunctional. Universities are supposed to create new centres of culture, provide new linkages with different advancements and changes taking place in society. But somehow instead of becoming live, vibrant and throbbing centres of intellectual activity and creative urges among the younger generation, universities are gradually—and increasingly I should say—becoming centres of internecine battles among caste groups, communal groups and regional groups. This educational scenario as it appears is rather grim. The failure of the planners of educational policy in this regard is rather dismal. We have to conceive of education as an integral part of our total strategy of development. Education shapes not only the minds of men, but it shapes his physical environment also. Therefore, education is a total tool, it is an apparatus for advancement. Our planners unfortunately all along the line, at different levels seem to be quite oblivious of the far reaching importance of education as a factor for enriching national life. We should keep in view these drawbacks and lapses which are quite numerous. If I start enumerating these lapses of educational institutions (especially the institutions which are entrusted with the tasks of framing the policy) it will take hours. So, I will not go into those minute details. But I would like to emphasise how educational policy has resulted into a kind of sterile and fruitless exercise. On the one hand we claim and rightly so, that we have the third largest army of trained personnel in terms of engineers, technocrats and doctors etc. At the same time, we have the embarrassing situation of having the lowest rate of literacy in this country. This is definitely a situation which cannot

and should not be allowed to prolong for any more time. In this context, I must express my gratitude to the Prime Minister that he has taken into account the totality of the situation. Sir, socio-economic changes, of course, generate their own dynamics and this has become very fashionable to call these dynamics as examples of social tensions. Changes of development processes, participatory process of democratic life and our resolve to usher in an egalitarian social order and to ensure pursuit of justice, have played their roles is undergoing historic and massive changes. Perhaps, to my mind if seems, it must be the largest and the important exercise ever taken up in the annals of history of mankind where such a vast country with all its backwardness, its long history of exploitation and plunder of its intellectual and physical resources, is undergoing this mighty changes through a democratic process. This is also an instance where democratic process are succeeding. They have unleashed forces of challenge, they have organised the people, they are sowing the seeds for the participation of millions of people in getting the fruits of development such social and political organisations, organised institutions and the policy framework they definitely appear to be inadequate. In this context, we must acknowledge that whatever we have done is most helpful and we have, shown the path and we have attained a very high degree of economic development. But, in the field of education, somehow two things have not been combined one is the basic pursuit of education which is said to be pursuit of excellence, pursuit for the fuller growth of human personality and pursuit of truth. This is basically a thing which we may call a minority culture and at the same time the imperatives of development, imperatives of social justice which necessitate mass education. In the field of mass education, our failures are glaring like vocationalisation or universalisation of elementary education. In these fields, we have been failing constantly and sometimes the framers of education policy have turned a deaf ear to the situation, to the demands from the University campus, from teaching bodies and other organisations. In this context, I will refer to

[Prof K.K. Tewari]

the announcement of a new educational policy, a new policy framed by the Prime Minister. Hon'ble Prime Minister has taken into account the requirements of our country for the coming decades, although some people have made very snide remarks about our efforts to usher in our country in the Twenty-first century.

Sir, we are making preparations for embarking on the Twenty-first century. The Twenty-first century is not a very distant dream. But we must consolidate our gains and the announcement of the Prime Minister regarding different aspects of education like education for all girls, vocationalisation, universalisation of elementary education, value-based education and attempts to induct maximum degree of creative efforts in educational pursuits. In these fields I have some suggestions to make and I would like the Education Minister to be particularly responsive to these challenges, these formulations. Sir, this sovereign House would like to know about the stand of the Government of India, through the hon. Education Minister, the precise role of the Central Government in the matter of education. Sometimes, I am astounded to see this state of anarchy. In India regional disparities have grown and regional forces are taking different shapes. While the legitimate regional aspirations should be promoted and all efforts should be made to fulfil legitimate aspirations, but what has the Education Ministry, been doing all these year? When the education is on the Concurrent List, why has no attempt been made to frame a suitable legislation in this House to attain some degree of uniformity? Let us have a look at the curricula in the Universities, colleges and school. What have you been teaching upto now regarding the dangers which are raising their ugly heads? Regional chauvinism linguistic chauvinism and communal forces are now controlling University campuses in different parts of the country. Different colleges have been established by communal organisations and these communal organisations have started in some areas arming of the students for fighting their religious political battle. In this context, why has the

Education Ministry so far lagged behind in formulating a suitable approach so that a national policy on education could be evolved through a suitable legislation? Merely keeping education on the Concurrent List will not suffice. You have monstrous distortions in syllabi in certain States. Political approaches and unpermissible pernicious ideological thrusts are being given to syllabi in different Universities. The content of education in these Universities, in these States is being drained of relevance. I know, it is a polemical issue which would arouse passions in the House, but I should be permitted to refer to the deviations which can never be permitted in a secular society, a society which is professed by committed to democratic socialism and freedom of human mind. Let us see how the History books in West Bengal are being distorted. We used to be proud of Bengal; Bengal started the cultural renaissance of India. Side by side with the freedom struggle, cultural renaissance was started by great men of West Bengal and that contributed to the consolidation of the Indian people and the Indian masses and the ultimate attainment of freedom. In the same West Bengal, the campuses have turned into sterile battlegrounds of competing groups of certain political parties. Excuse me for saying this. I would like to know from the Education Minister about the funds which have been sanctioned by different educational bodies like University Grants Commission and others as also the Ministry of Education to different Universities in West Bengal. I would also like him to have a look at the list of books purchased by these Universities and libraries during the last 5-6 years. If you call for the catalogue, you will find that a particular approach, pronouncedly political approach has been adopted and unfortunately, our boys and girls in West Bengal are sought to be turned into mental cretins. Perhaps they feel that there is a natural relationship between cretins and communism. This approach must be stopped. Time at my disposal is very short, otherwise I would have gone into the details of it (*Interruptions*). I feel that meaningful education should be imparted in West Bengal.

The., with the new package of pro-

grammes on education, the Education Ministry much take notice of the challenges communal challenges, caste challenges and challenges of different types posed by the extremist groups and parties to our national sovereignty and unity of this country. Therefore, educational syllabi should be framed in such a manner that our proud traditions of history, our long struggle for freedom, our tradition of secularism, our socialistic aspirations and the democratic foundations that we have laid down in this country after great sacrifices are fully reflected in the syllabi of our universities so as to produce young minds with commitment to our social and national objectives.

Sir, I would also like to know from the Education Minister as to what he proposes to do about the lack of realisation on the part of universities *vis a-vis* the social commitments that we have made as a Government and as a people. Social commitments of universities are now perhaps freezing and an attempt is made to create (as somebody had referred) a different kind of ethos. As regards a work ethos, a certain educational ethos, an ethos of commitment, different universities are now planning differently, and about the UGC, the less said the better. I should be excused for saying this. This apex body which is supposed to evolve a national policy of education on higher institutions of learning, which is supposed to coordinate the activities of universities and colleges, about the performance of this institution, the less said is the better. Unfortunately, Sir, this body is growing absolutely irrelevant, if it has not already grown irrelevant. I must say that it requires a total overhaul because the perceptions and the vision of the people who man UGC, I am sorry to say do not somehow conform to the broad objectives of our education. The result is that the body has grown moribund and it has become defunct. I do not know whether it exists only to ensure some foreign jaunts for some worthies in the UGC. Therefore, the function of the UGC has to be gone into thoroughly if higher education in India has to be meaningful.

Then Sir, I have a word or two about the Finance Ministry. We have been

making brave statements and raising brave slogans. But honestly speaking, brave slogans cannot be a substitute for meaningful action. The Ministry of Education is now under a very competent person of whom we are all proud. Since he came, he applied his mind and he gave his undivided attention to the challenges of education. But, with these meagre resources that we see in the Plan Outlay for Education, how does he propose to translate into action all the objectives announced or partially announced? They are being prepared and formulated by an expert group. How are you going to implement these objectives? Take vocationalisation for example. Your proposal is to have a model school in every district by the end of 1990. If you look at the allocations, you will find the disparity between the claimed objectives and the fund allocation. In the first year of the Seventh Plan, universalisation of elementary education gets only Rs. 15.30 crores and adult literacy only Rs. 39 crores. Model schools in every district by 1990 has got only one crore of rupees in the first year of the Plan. This is the allocation to the Ministry of Education. For vocationalization and technical education, it is only Rs. 51 crores, as against Rs. 44 crores for 1985-86. It is surprising how the total outlay on education is only Rs. 221 crores in the Central Plan outlay for 1985-86. This works out to only 1.19% which is the lowest budget provision on education in all these years of the planning era, from 1952.

I am sure that between the Ministry of Finance and the brains trusts and think tanks in Planning Commission, there is some gap along the line, in the matter of proper appreciation of the resolve of the Prime Minister to make education a potent tool in ameliorating the conditions of the people, in ushering in the real socio-economic objectives that we have enshrined in our Constitution, and have placed before our people through our pronouncements and policy formulations.

This is on the one side: the Planning Commission and the Finance Ministry find that continuous starving of Education will somehow ensure social justice and

[Prof. K K. Tewari]

speedy development of this country. There may be some confusion, in their thinking. Education is a long-term investment. Therefore, the fruits of education start manifesting themselves after a lag of time. But unless you prepare the people of the country to become people who are well-adjusted, who are at peace with themselves and who have a comprehension of the complexity and magnitude of our problems, you cannot take this country ahead. (Interruptions).

I am happy that the Minister of Education has been applying his mind to the problems of teachers. The teacher as a factor in education, is perhaps the most important, dominant factor in the entire perspective of education. But the way the teachers have been treated, right from the University level down to the primary level, leaves a bad taste in the mouth.

About scales of pay, the teachers have been waiting since 1973. There was an announcement in 1973 which led to the revision of their grades. 1973 onwards, different Universities have been having different grades : e.g. in West Bengal, the teachers continue to be deprived of the UGC scales for years. That anomaly is continuing. (Interruptions)

MR. CHAIRMAN : Order please.

PROF. K.K. TEWARY : A proper policy on education is necessary, so that people become more tolerant, more exposed to new ideas ..(Interruptions)

MR. CHAIRMAN : You can reply when your turn admes.

PROF. K.K TEWARY : Now about the Central Universities I have been talking of regional imbalances. Regional imbalances are growing, and have grown unchecked. We are perhaps in the process of developing an in-built mechanism in the development process, so that regional imbalances are redressed, and growth at a uniform rate is ensured in the country. Why is this anomaly being allo-

wed, viz. that the Central Government is funding the Central Universities, or that the UGC is funding them ? Hundred-per-cent grants are being given by the UGC to Central Universities, to these white elephants which they have become.

14.00 hrs.

Bihar is the second largest State in the country in terms of population and of educational needs as well, with long traditions and history. In a backward State like Bihar, there is a demand for the last 15 years. Perhaps there is a proposal on the anvil, namely, that the Patna University, which is the 5th oldest university in the country, will be taken over by the Centre. I advocate that each State, irrespective of its size, should have a central university ; and central universities, as and when they come into existence in these States, they should act as model institutions for regional universities, so that you maintain a kind of correlation between central universities, their curricula, their activities, their approaches in research fields. These imbalances can be redressed only by having central universities in all these areas.

I must advocate that the Finance Ministry must make necessary fund available because the Prime Minister has made a policy pronouncement and figures shown in the Education Ministry's demands, are very meagre regarding and absolutely insufficient to meet challenges that will be facing as ahead in the decades to come.

[Translation]

SHRI D P. YADAVA (Monghyr) : Mr. Chairman, Sir, We are discussing the subject of education in a particular situation today. Now when we are going to formulate a new education policy, I feel this discussion will be instrumental in laying down an education policy not only for the near future but on a long-term basis also and the suggestions of the hon. Members will be embodied in the new education policy.

Today, when we are talking of the new

education policy, the question arises why such a situation has arisen that we have to think of a new education policy from a new angle? How Raju Saheb and Prof. Tewary have expressed their views, I am in agreement with them on many points. I am also happy to see how, K.C. Pant as the Education Minister. It is said about Pantji that he is "cool, calculated and considerate." From 1971 to 1976-77 of whatever be the Ministry he was in charge of that Ministry functioned efficiently, I was also a Minister in the Cabinet and I know that he had earned a good reputation. But I hope that my experience of feeling sad after my six years, tenure in the Education Ministry may not happen to Shri Pant also, I am feeling a little worried about that.

What is Shri Pant's position today? He is just like a cook in a kitchen. The commodities in the kitchen will remain the same as supplied to him. If some one thinks that huge funds should be allocated for education then he is not practical because when we consider all the items in the core sector, we feel that we should be a little tight on education also. Well, as I was saying, what is his position. He is like a cook. There are two types of cooks. One who does not know cooking properly but somehow or other manages to cook. Sometimes he burns chapatis, rice, pulses and spoils the Dishes. The other type of cook is one who is very efficient. He prepares fine dishes even with limited material and serves all the members of the family. Today Shri Pant's position is the same. Often it is said that adequate funds have not been allocated for education. I think, it is a defeatist tendency to say so. As compared to 1950, the population of the country has doubled. Had we not allocated adequate funds and developed the educational facilities, our achievement would not have been double as compared to that in 1950. I am quoting a portion from "India, 1983" which reads as follows:

[English]

"According to the available Budget Estimates for 1982-83 the total

budget expenditure of the Centre and the States on Education works out to Rs. 5,251.44 crores and this forms 9.6 per cent of the total Budget Estimates."

[Translation]

If we look at the expenditure being incurred on education by the Centre and the States under Plan and Non-Plan expenditure, we shall find that we are spending 10 per cent of our total budgeted expenditure of the Centre and the States on education and I think it is not a small amount. If we stretch it further we may be able to have a little more but the Education Ministry should not expect very huge funds. A free and frank person like we can say that whatever work is to be done will have to be done with the limited resources. We shall have to allocate between 10 to 10 3/4 per cent of the Plan and Non-Plan funds for education.

We can very well compare the position prevailing 1950-51 with that prevailing today. So far as the number of colleges is concerned, you will see that in 1950-51 there were 816 colleges all over the country and now there are 8,636 colleges. The number of schools today is 6,77,180 as against 2,86,010 at that time. Today eleven crore children are going to the schools, colleges and universities. The number of school and college teachers including technical and non-technical teachers is not less than 40 lakhs. Ten per cent of the budget is spent on 40 lakh teachers and eleven crore students. We shall have to plan like a good cook in respect of the type of education to be imparted and how to bring about improvements in it. We shall also have to plan our new education policy.

I do not want to go into figures because all the statistics have been given in books. Pantji, you will have to face a great challenge. The Prime Minister has selected a very efficient man like you for this. You are expected to give education to give education a new shape. No matter you may have to incur the displeasure of others for that.

[Shri D.P. Yadava]

The entire House knows what aim of our education should be. The Approach Paper of the Planning Commission says as follows :

[English]

"Growth, equity and social justice, self-reliance, improved efficiency, productivity, harvesting of the country's abundant human resources and improving the capability, manpower management programme etc."

[Translation]

You and we all know these things. But how should it be done? What is the nature of the education that we have imported so far? What type of education should we import in future? A deep study of all these aspects will have to be made. It is not a an issue of pertaining to any party. It is a national issue. It is not party issue, The question is what should be the type of next generation in the country and what educational and academic improvement we have to bring about among them. There will have to be an improvement in regard to the inputs. They are not aware of what is happening today. In these circumstances, we cannot build a bright future. We can hold academic seminars, conferences, etc. We can write reports. The Kothari Commission was appointed. Recently the D.P. Chattopadhyya Commission submitted a very lengthy report, Raiz Ahmed Commission also submitted its report. What are the elements creating burdles in the implementation of these reports? We feel a little perturbed when we think about these things.

Being a Member of Lok Sabha, I visit the villages and meet the people there and talk to them. I hold meetings with the people of five to six panchayats together and discuss every point with them and hear their views. Thereafter, I prepare minutes of the meeting running into five six pages. What are their views about education, you please note them, I would like to call you a National Edu-

cation Minister instead of Union Education Minister. You should be called a National Education Minister and not Union Education Minister. The following are the views of the farmers in regard to education in the country :

- (i) "The condition of the government schools is pitiable. The roofs of school buildings have either collapsed or are about to collapse. There is lack of sufficient accomodation for students. Teachers do not come in time. There is no middle or primary school in many areas."
- (ii) "People expressed their resentment over the absence of primary school teachers. Almost from everywhere, a complaint about inadequate number of school buildings has been received. The situation has deteriorated considerably due to copying practice in the examinations. It should be stopped."
- (iii) "Many representatives have expressed their resentment over the absence of teachers and non-observance of punctuality by teachers of primary schools. Great difficulty is experienced in teaching the students in the absence of primary school buildings. There is shortage of drinking water and lavatory facilities in every school."
- (iv) "There was a general complaint of the deterioration in school and college level education. There is acute shortage of primary and middle school buildings in the urban and the rural areas.

A villager complains that there is no school building. On the other hand we say that the education policy should be radically changed. Before effecting radical changes we shall have to think whether we can import good education without primary school buildings. We should answer this frankly. Everybody, whether

he belongs to this party or that party, should answer this. If teachers absent themselves from the schools, they should be given stringent punishment. Why should they not be regular and punctual? There must be a check on them.

Today, there are 33 lakh primary teachers and seven lakh high school and college teachers in the country. If there is negligence on the part of such a vast manpower and if they do not take interest in the work, I feel we cannot bring about any radical change in education.

We shall have also to see whether a teacher is capable of teaching or not. At many places, I found that the teachers were not competent to teach. We have to see how a teacher can be made competent to teach. How can his knowledge be augmented. A national programme, a national policy will have to be formulated in this respect. The teacher should be competent so that he may not impart wrong education to the children. Training of teachers, educational content and academic soundness are different things. If a teacher has no knowledge of the subject—matters, he cannot impart proper education to the children. He should have the knowledge of the subject matter. Transference of technology will come later on. There the training is also not enough. A teacher should strive to become a good teacher. Knowledge to communicate is also necessary.

Do you know what nation people have of a qualified teacher? Some people call them ill-qualified some say less qualified some say badly qualified and some say illicitly-qualified. Some people are able to obtain teaching certificates some how or other. In such a situation, you should be very cautious.

So far as model schools are concerned, we shall have to be a little more cautious in this regard, because central schools are already there. These are very popular among the people. Model schools should also be set up on this pattern. We support the proposal that there should be model schools. Funds should be made available for them.

You have done a very good thing by making education free for girls up to 12th standard. I would like to congratulate the Prime Minister for this. Funds should be made available to State Governments by you for this purpose.

In the end, I would like to refer to certain matters mentioned in your Annual report. After this Budget, you will have to consider them afresh. A lot of money is being spent by you on some schemes, like Central Schools. It needs to be reviewed. Some more funds will have to be given to maintain their standard and national discipline. There is a budget of Rs. 13 to 14 crores for NCERT. We have to see whether we are getting benefit commensurate with the huge expenditure we are incurring on NCERT and the what sort of planning we propose to do for it. All these things must be examined. You have been providing funds to a number of other installations. I submit that a review should be made within a period of two to three months. So far as adult education is concerned, our experience is that the money being spent by you in this field is going waste. A departmental review should be conducted in this respect and the Government should not hesitate to take drastic action. We should not forget that there is paucity of funds today.

You have accepted a very big challenge of making radical changes in the education pattern in the country. The term "Vocationalisation of Education" is very attractive. People say that there should be vocationalisation of education. But I would like to say one thing. A carpenter's son is a born vocationalised person. A farmer's son is a born vocationalised person. What are we going to do in this respect? Are you doing something to make the sons of these persons professors or engineers? Shall we give some training to masons? If we talk about vocationalisation, we shall definitely have to see how carpenters, goldsmiths, farmers etc., engaged in their hereditary trades, can be trained or given short term training. It should be made the bases of vocational education. It will be beneficial for you. With these

[Shri D.P. Yadava]

words, I support the Demands for Grants.

**SHRI SUDHIR ROY.** (Burdwan) : Mr Chairman, Sir, I rise to oppose the Demands for Grants moved by the Minister of Education. The framers of the Constitution gave the directive that within ten years from the commencement of the Constitution, free and compulsory education should be made available for all children below the age of fourteen. But even after 37 years of independence, more than 60 per cent of our people are still illiterate.

When the country achieved independence, we had 38 crores of inhabitants out of which 14 per cent were illiterate, but now number of the illiterate persons exceed 42 crores of people. In fact, more than 50 per cent of the illiterate people of the world live in India.

It is a fact that construction of a few roads and bridges and establishment of a few steel plants do indicate development, but the real development of a country lies in the development of its human resources. But it is a pity that majority of our workers, peasants, handicraftsmen are still illiterate. Naturally then we cannot increase their productivity. If people remain illiterate, how can they fight against social injustice and oppression. How can they acquire their functional skill and how can they assert their individual freedom?

During the 50s, the Kher Committee appointed by the Government of India recommended that in order to achieve the goal of universal education ten per cent of the Budgetary allocations of the Central Government, 30 per cent of the State Governments and 6 per cent of the GNP should be spent on education. At present most of the State Governments spend nearly 30 per cent of their Budgetary allocations, but the Union Government spends less than two per cent in this sphere. Hence we find that the target date for achievement is being constantly shifted. First it was 1960; then it was shifted to 1970; then to 1980 and now they talk

in terms of 1990. Had the Government that political will they could have implemented this scheme, But I am afraid that the present bourgeois-landlord Government of India have no real intention to educate the people.

Not only this, we find that in the field of education, the legacy of colonial rule still exists. Lord Macaulay said in defence of Western education that if Western education was introduced, a new class will rise that would serve as the middle-man between the foreign rulers and the native people; they would be black in colour, but they would slavishly imitate the foreign rulers in their thought and behaviour. We find that even today the Indian universities and colleges are turning out thousands of engineers, doctors, scientists, etc., but nothing is being done for the adult education. These people often go abroad for better jobs. This brain drain causes irreparable harm to the country because they are educated at the cost of the poor people's money.

A lot is being said about vocational education. Had the Government been that serious they would have introduced vocational education at the school stage. Students residing in the rural areas might be provided with knowledge of agriculture, animal husbandry, dairy technology and the students living in towns might have been provided with polytechnic type of education, but nothing is being done in that respect.

I would now like to refer to the democratic management of educational institutions. The Kothari Commission, the Gajendragadkar Commission repeatedly asserted that educational institutions have democratic management. That is in educational institutions teachers, non-teaching employees, guardians and students should have elected representatives, but the Vishwabharati Act negates this very ideal of democratic management of educational institutions. In the Court of the Vishwabharati there are only *ex-officio* members and Members nominated by the Central Government.

We find that this ideal of democratic management is being upheld by the All

India University and College Teachers' Organisation, but Government is not paying heed to that. Rather the Government is talking in terms of model act for all the universities. And what is that Model Act? As per model act of the Vishwa Bharati University the teachers, students and non-teaching employees have no representation in the court or the executive council. Let me point out the plight of 25,000 teachers serving in Kendriya Vidyalayas. These teachers have no service security. Their service can be terminated at three months' notice. They have no representative Board of Management and their All India Secretary, H.L. Sonar, has been placed under suspension. He has been debarred entry into the Headquarters of the Kendriya Vidyalayas. Therefore, a Parliamentary Committee may be appointed to look into the grievances of these schools. They already observed 23rd March as a protest day and they will resume their agitation on 24th April. These Kendriya Vidyalaya teachers may be selected like Delhi teachers by the U.P.S.C.

Much is said about West Bengal I only want to point out that after the advent of the Left Front Government, mass copying has come to a stop, which was a bane in the early Seventies. No teacher is evicted, no teacher is burnt alive and no teacher is compelled to go away from his school or college. Not only this, they have been enjoying U.G.C. pay scales since 1973, and teachers belonging to all categories—primary teachers, college teachers and post-graduate University teachers—get their regular monthly salaries. The West Bengal Government spends nearly 30 per cent of its budget on education.

As regards democratic managements of schools and colleges, we find that all the educational institutions have democratic management in West Bengal and we do not know how it is stigmatised as party interference.

Then, Sir, we find that in the name of bringing about greater uniformity there is a proposal for the creation of an All India Service, viz, the Indian Educational Service. We oppose it because this would

erode the authority of the State Government as we think that All India Services increase the powers of the Central Government at the cost of the State Governments. We find that the U.G.C. while giving grants always discriminate in favour of certain Central universities. Why? The premier State universities like that of Calcutta, Madras or Bombay, often suffer because of paucity of funds. Hence there are some people who say that some universities should be made Central Universities, as my learned friend just now said that Patna University should be made a Central University. But, Sir, have we anything to learn from a Central University? Do Universities like Viswabharati, Aligarh Muslim University or Banaras Hindu University have any greater performance than those of Calcutta or Bombay or Madras? Therefore, we oppose this idea of establishing more and more Central Universities. Rather, the Kothari Commission Report said that as education is a State subject, the Universities should be run according to their own principles and they should be granted a large amount of autonomy. And we find, increasingly the Central Government is denying these democratic rights to teachers to manage their own educational institutions.

I also want to point out that two West Bengal Education Bills are still awaiting President's assent. One is regarding the appointment of the Vice-Chancellor. The West Bengal State Legislature passed a bill to the effect that the Vice-Chancellor should be elected by the Members of the Court or Senate. There is another Bill, that is, the take-over of trust colleges by the Government and that Bill was unanimously passed by the West Bengal State Legislative Assembly. These two Bills are awaiting President's assent and I request the honourable Minister of Education to clear these two Bills as early as possible.

I also want to point out that as there is very meagre allocation on education, most of the policy announcements made by the Government seem to be pious platitudes. Hence, I would request the hon. Minister of Education to spend more for education.

With these words I conclude.

SHRIMATI KISHORI SINHA (Vaishali); Mr. Chairman, Sir, I am glad to get the opportunity to offer a few remarks while supporting the Demands for Grants for the Ministry of Education.

I don't think it is necessary to emphasize and repeat the universally acknowledged fact that education is a very important input of development. The annual report of the Ministry has given assuring figures of enrolment and it is firmly hoped that the Constitutional obligation of providing universal compulsory primary education to all children of the age group 6 to 14 would be fulfilled by the specified date. But I am afraid, I have my doubts. Firstly, the drop-out rate is 63.1% at the primary stage and 77.1% at the middle stage.

Secondly, the non-satisfactory position about girls' enrolment is another obstacle in the way of realising the goal as admitted by the Ministry itself. I know that various measures are being taken to minimise the percentage of drop outs. "No detention" policy is one of them. According to me so long as the socio economic conditions remain what they are, it will be very difficult to bring all the children, both boys and girls to schools. Hard core of the non-enrolled children at the primary stage belong to weaker sections, socially disadvantaged and economically deprived sections. About 71% of those children who are not enrolled are girls. The nine educationally backward States alone account for 80% of the total number of non-enrolled children. Children, particularly girls of say 7 or 8 years, are regarded as assets by the poor families in as much as they are required to assist in household work. Age old traditions and misconceptions prevent the girls from attending co-educational schools after certain age. Besides, the poor conditions of schools, lack of facilities and amenities and also uninteresting curriculum fail to create interest in the children and therefore many leave schools even after the first year. Dearth of women teachers is another factor which is responsible for not attracting girls to schools. There is also the dearth of properly-oriented and motivated teachers who could arouse

curiosity among the children, lead them to think and also build up skills.

I am happy to note that the Government are aware of this deficiency. So far as the 9 educationally backward States are concerned, under a Centrally sponsored scheme, Rs 4 crores have been released to these States for appointment of 8,000 women teachers. This is indeed a step in the right direction. But much more in this regard has to be done. After all how many women teachers are working? They form even less than one-third of the total number of teachers both at the primary and middle levels.

I would submit that the Government should provide enough funds for school buildings with adequate facilities, mid-day meals and uniform at least for the girls of the poor families. I should strongly plead that whatever funds are required for this purpose should be made available.

I commend the introduction of non-formal system of education as a supporting arrangement for continuing education. This programme, as the report states, has gained momentum during the year 1984-85, the number of students covered by this scheme would be 35 lakhs out of which 29.12 lakhs are in the nine educationally backward States.

Sir, the coverage is impressive but my submission is that proper evaluation of the work at various centres should be made. Since I have not come across any non-formal educational centre nor adult literacy center in my constituency in course of my extensive tour, I am unable to offer any suggestion. All that I would suggest is that proper publicity should be given so as to attract children as well as adults.

Adult literacy programme is another commendable work by which illiteracy is being sought to be eradicated. According to the programme, by 1990, 50 millions would have been literate.

There is so much lamentation that the education system does not serve the country's needs. The Kothari Commis-

sion's recommendations are there. There is the National Policy of Education of 1968 which still hold the field. In order to make education subserve the socio-economic requirements of the country, the recommendation was to introduce a pattern of 10+2+3 in our educational system and vocational education should be imparted to students at the +2 stage. It is regrettable that even after 16 years, this recommendation for vocational education has not been fully implemented. Some States have now introduced vocational education at +2 stage but there is uniformity about the location of the +2 stage—whether it should be with schools or with junior colleges. There is no clear thinking on this point. Take the case of Bihar. About 28 schools have been selected for the +2 stage and for vocational teaching. But we have intermediate colleges separate from degree colleges. Actually, it is the junior colleges where the +2 stage belongs.

It is, therefore, not clear as to what would be the pattern hereafter. There is no dispute with regard to the need for introduction of vocational courses. Work experience is to be central to education. After all, there is need for linkage between education and employment. We should, therefore, have a uniform pattern and system of education all over the country. The Government should ensure this.

Our Prime Minister has done well by emphasising that degrees should be delinked from jobs. I hope, the significance of this suggestion has been fully grasped. It is not merely to say that you do not want B.A. for such and such job. It means a significant shift in emphasis from academic to vocational career. Vocational schools have to multiply rapidly if the idea of delinking jobs from degrees is ever to materialise. But this, however, will not shut out opportunity to acquire knowledge after having been kept illiterate for ages. For that, we must have an open university system, not just a few open universities. If at the age of 45 somebody wants to acquire academic knowledge in a new field, let us provide for it. He will then be under less pressure to go to

college after completion of his schooling. He would choose a vocation, earn money and then seek academic excellence.

Let us refashion our university system to take care of those few who can benefit from academic knowledge at the end of a school career as well as those who after a few years of their vocational career want to better their prospects by acquiring academic knowledge. This will impart greater seriousness in learning.

The Government has been very slow in ensuring implementation of the recommendations of the Kohari Commission as also of the resolution on national policy of education of 1968. Perhaps, there has been lack of will as well as resource constraints. The Government has taken the resolve to reform education system.

I do hope Government would improve the courses of studies, as also the quality and content of instruction by providing for in-service training of teachers.

In order to make education meaningful and interesting, appropriate educational tools have to be adopted.

As for science teaching, we should lay stress on equipping laboratories.

All this will require larger allocations and strong will for executing the new policy.

The Prime Minister rightly said in this House last January that his Government has the political will to get things going. Education is the first major challenge for that political will.

With these words, I support the demands and conclude my remarks.

SHRI MULLAPALLI RAMACHANDRAN (Cannanore) : Sir, I am extremely happy to support the Demands for Grants of the Ministry of Education for the year, 1985-86.

[Shri Mullapalli Ramachandran]

In discussing this very significant subject, the Demands for Grants for Education, I feel it is relevant to look into the merits and demerits of the present educational system in our country. We have had only peripheral charges in the system of education now in vogue.

We have had a number of Commissions in the past, the Lakshmanaswami Mudaliyar Commission, Gajendragadker Commission, Radhakrishnan Commission, Kothari Commission etc., which have given us enough expertise on how best to reconstruct our educational system. In spite of this, unfortunately, the educational system, prevalent in our country still smacks of the British imperialist system of education which had no intention of imparting creative knowledge to the Indians.

It was the enlightened vision of our late Prime Minister Shrimati Indira Gandhi that gave a new impetus to our education policy by bringing education in the Concurrent List by a constitutional amendment. But it is disappointing to note that nothing has been seriously done to achieve the best result in the light of the said amendment.

However, it is very heartening to see our young and dynamic Prime Minister Shri Rajiv Gandhi addressing himself to the task of reconstructing education with a view to ushering in a new social order. Ideas like delinking university degrees from jobs etc. are certainly laudable.

I shall normally have advocated a policy of total nationalisation of education with a view to putting an end to the time honoured practice of running educational institutions on commercial lines. Education, no doubt, is the sharpest weapon to bring about social change. Hence any transformation brought into the field of education will have its clear reflection on all spheres of our social life.

It is saddening to note that most of the private educational institutions have of late become centres of corruption, be

it in the admission of students or appointment of teachers/staff or even in the matter of conducting examinations.

Having been a student worker, I would fervently suggest that educational institutions shall henceforth be started only under Government as a first step to the eradication of the corrupt practices from the campuses of educational institutions.

The responsibility for financing educational institutions lies to a greater extent with the Government especially in a State like Kerala which has the highest rate of literacy and where the entire burden of paying the teachers at all levels of education rests with Government. In such a situation, nationalisation of education with a sense of uniformity in content and practice is but essential.

Certain agencies and vested interests in Karnataka are known to have issued bogus certificates for teachers' training. Hundred of students from different parts of the country have been cheated by this. Such anti-social activities destroy the very root of the noble profession of teaching. Deterrent action should necessarily be taken against those agencies and interests.

We cannot overlook the fact that it is the teachers who constitute the very backbone of the educational system in as much as it is they who are instrumental in moulding the future generation. No pains should, therefore, be spared to improve their lot and to better their training.

In this connection I would like to make a suggestion that it would be advantageous if efficiency is made the main criterion for appointment in the field of education as is being done in civil and administrative services.

Radical reforms have to be brought about to eradicate illiteracy among the people on a war footing. From primary standard onwards, special emphasis must

be given to the study of the Indian independence movement.

What we need today is a qualitative transformation of the educational system by which we can bring about socio-economic changes in the society in keeping with our cherished ideal of a socialistic pattern of society.

So, it is my sincere request to the hon. Minister of Education that he may look into these aspects while formulating the new educational policy which is to be announced in the near future.

**SHRI HUSSAIN DALWAI** (Ratnagiri) : Sir, I rise to support the Demands for Grants of the Ministry of Education which are presently discussed in this august House.

While considering the Demands for Grants of Education, we have to consider the role of education in the developmental process. It is in this process that education determines the welfare and progress of the people. In a country like ours which is a developing country, it is very vital that education and research should be useful to our needs. We have taken upon ourselves the very big task of national reconstruction and the success of this national reconstruction depends on accelerating the pace of our education. Today what we want is a clear-cut, bold and imaginative educational policy. Unfortunately, our experts and those who have been assigned this work of framing our educational policy have not come to the vital issue of framing the educational policy with a view to building up the character of our students. As a matter of fact, it is said that if you lose money, you do not lose anything; if you lose health, you lose something; but if you lose character, you lose everything. In this country, in this very august House, we had to bring and pass the Anti-Defection Bill because we, the representatives of the people, who were supposed to guide the destinies of this country, we ourselves behaved in such a way that a Bill had to be brought to see that we did not go

astray or that we did not defy the mandate given by the people of this country. We have to build the character of our new generation, but in our educational policy, so far, this point has not been pressed. We have already taken note of having vocational education. We have also considered value-oriented education. But today what we are finding is that our people, educated or uneducated, are under the influence of superstitions as a result of which we are not coming to rational thinking and to rational decision-making.

In various parts of the country we find that there is student unrest. There are certain problems which are taken up on narrow and parochial lines. As a matter of fact, education has to serve the interest of communal harmony, national integration and secularism in this country. From this point of view how far has our education policy which has been in existence helped us? I am very happy to note that our Prime Minister has announced after taking over his new assignment that they will frame a new education policy for our country. While framing this new education policy we have to consider a very important aspect of our primary education. If we evaluate the present condition of our primary education we will find that there are some schools without teachers. One-teacher schools are there. If the teacher is not available, the students are there without the teacher. There are schools without black boards. There are schools without any mat for the students to sit. With this vast number of students who are dropping out from the schools and the enrolment which is less, we have to consider very deeply what is the real cause of it.

I have got the figures with me about allocation of funds to the Education Ministry. I am sorry to say that the Planning Commission and the Finance Ministry have always been considering education as the most unproductive thing. As a matter of fact, from the point of view of building up our country, education is the most vital and productive effort. For education which is a very

[Shri Hussain Dalwai]

vast subject and on which we have to depend for building our new nation we are allocating hardly 2% of the total allocation of the Plan and from the Centre. Earlier it was 4% and Planwise if you see the figures, it is coming down from plan to plan. We have to see that the Planning Commission should pay more attention and allocate more funds to the Ministry of Education because we have taken up so many ambitious programmes. I must congratulate our Education Minister for taking a decision to have model schools in every district. Now with regard to model schools, if you want to have a good model school and want to implement the scheme we will require more finance and after starting such schools if their progress is lagging behind because of financial stringency, then actually we will be again making a mistake. So sufficient allocation of funds must be made and the Ministry of Education should insist for more funds.

The other point I would like to highlight is about secondary education. Here I would like to make a few suggestions. We have taken a decision and in most of the States we have adopted the plan of 10 + 2 + 3. Still there is no uniformity in this regard in all States. Then the laboratories in many of our schools are not well equipped. To-day we are in an era where science and technology have made tremendous progress. But you will be surprised to hear that even most of our very eminent institutions like the IITs, the Regional Engineering Colleges and other post-graduate institutions are using 20 year old instruments and equipments which are out-of-date to-day. In the field of science and technology there is a radical change and every five years the old instruments are becoming useless. In this regard we have to see that more well-equipped laboratories are provided in our schools and colleges and also in the polytechnics and this happens because we are not giving them the financial assistance as they require for the same.

The proposal for having an open Uni-

versity is also to be welcomed because we have made education compulsory at the primary level. The enrolment also is very much less and the percentage drop-out is still worst. So we have to find out a way to look after the interests of the students who are not within the class room, when we think of this I am reminded of a comment made. When our education policy was last adopted in 1968, it was said that the destiny of the country will be decided in the class-rooms of India. But unfortunately we are unable to bring all the students in the class room. The reason for it is that we are not attracting the students to sit in the class room. I am reminded of a story when a school teacher went to Rabindra Nath Tagore and complained that the students are going out of the class rooms and not listening to the poems of great poets like you. Tagore replied that the fault does not lie with the students but with the teacher. Sir, if you go to foreign countries you will find that at the pre-primary and primary level plenty of new things are coming up to which the students are attracted to remain in the class room. Students there prefer to skip over their meals but not their classes.

Sir, the other point to be considered is about the quality of teachers. We have to give them orientation. In primary schools we find there are unwilling teachers and unwilling students. We have to create an atmosphere of willing teachers and willing students. I would now like to highlight the very important aspect about youth. Our national policy which is now likely to be adopted and about which our Education Minister might spell out certain things before the House I would like to suggest that the children and the youth have to be considered well. We find today the student unrest has become a global phenomenon. It is because of the gap between the ideals and the actualities. We have to find out a solution to this. I am sure our Education Minister is aware of this and the new policy will try to reduce the student unrest. Students should be given due weightage in the working of the

institutions. As a matter of fact the students want to participate in politics and also in running of the institution. This suggestion should also be considered while framing the new policy. With these few words I support the Demands.

**SHRI V. S. KRISHNA IYER** (Bangalore South) : Mr. Chairman, Sir, I wish to make a few observations on the Demands of the Ministry of Education. First of all when I came to this House and when the Prime Minister first spelt out the priorities of the Government for the Seventh Plan period I was happy and impressed of the thrust he promised in the field of education. He wanted to make the socio-economic structure through meaningful education. He also suggested reforms in two areas of education—primary education and vocationalisation of education. I really welcome these programmes of the Prime Minister. But what is the result. When the Budget was presented I was shocked to find what the Budget makers have done. You will be surprised to know that the budget allocation for education in the current year is about Rs. 220 crores out of a budget of Rs. 18,000 crores for the whole plan. It is not even 2 per cent. I wonder how they are going to translate the suggestions made by Prime Minister.

15 00 hrs.

We really welcome what the Prime Minister was saying particularly in the field of Education and vocationalisation of education. The Ministry of Education has set apart a sum of Rs. 220 crores and they have to spend this on the open universities, model schools, new programmes etc. They have got a programme of free education for girls and better learning facilities to the rural children. They have give some figures. I have gone through the plan allocation for all the previous years. What I find is this. The plan allocation in this year is the lowest in the recent years. The Planning Minister is here. I wish him to take note of what I am saying. I feel that imparting education is as important as defence. Many

speakers have already stressed this point. Unless we educate the people the nation cannot prosper. What they have give is only a 'token grant' which is very meagre for the field of education.

Education is a concurrent subject, State Governments are spending huge amounts over education. It ranges from 20% to 40% in some States like Kerala. But in spite of this, what is the percentage of literacy that we have in this country? It is not even 32%. Sir, I suppose I am correct when I say that the national average is 32%. So it appears that there is something wrong somewhere and we have to find out the reason. Why should this situation be so, after a number of Commissions and Committees have gone into the matter and made recommendations? The point is that many of these recommendations have not been implemented so far. We should remember that we have to give greater attention to education at the grass root level. Particularly the physical condition of primary schools in this country is very bad. If my statistics are correct, in most of the States, nearly 50% of the schools do not have buildings. In nearly 80% of the schools they do not have lavatories and drinking water facilities. How do you expect children to study under such conditions?

So far as primary schools are concerned, in Karnataka, we have associated the local people with the running of the Government schools. We have appointed what is called 'School Betterment Committees'. We have associated the local people, the MLAs, and the Municipal councillor with the committee. These School Betterment Committees are able to do excellent work. I wish that such School Betterment Committees are formed in respect of all over the country. Also we should see that all the basic and essential equipments needed are supplied to these schools.

The need for change in the educational system of the country has been engaging

[Shri Y.S. Krishna Iyer]

the attention of the Government of India, State Governments and Educational Experts for the past few years. For many of our students, SSLC becomes the terminal stage due to the economic backwardness of these families. Many students desire to take up jobs after SSLC. For such students vocational education is very useful as they can hope to get jobs or go for self employment.

Even the Kothari Commission in 1964 suggested that at the higher secondary stage there is need for two distinctive streams—one for preparing students for advanced education in the universities and the professional colleges and the other preparing for a variety of occupations immediately after completion of vocational studies which fit them into those vocations. The National Policy of Education Resolution of 1968 agrees with these recommendations of Education Commission on Vocational Education. The Central Advisory Board of Education (which is the highest body concerned with educational policy) has agreed with the recommendations of the Kothari Commission and the Resolution on National Policy of Education.

This vocational education came into force in 1977. This vocational education is very important as suggested by the Kothari Commission and the National Policy Education Resolution of 1968. This formed really the crux of the problem. But unfortunately it has not been implemented. This vocational education has been token. In my State, though it was started in 1977, only 6000 students have been given vocational training per year so far. Unless we strengthen it, unless we implement the vocational training in right earnest and on a mass scale, it is impossible to solve the unemployment problem. I would, therefore, request the Government to sanction more funds for vocational education to the children because the funds at the disposal of the States are very much limited. The State cannot meet this expenditure on their own. Though they are spending a huge amount

on education and for other development programmes, they are not able to meet the full cost on vocational training programme. I therefore strongly feel and I would request the hon. Education Minister that he should plead with the Planning Minister for the allocation of more funds for education. I am sure the whole House will be with him in this respect just as the whole House was with the Railway Minister in asking the Planning Commission for more funds for the railway Ministry. He must take up this matter with the Finance Minister and see that proper allocation is made for this important subject.

Finally, Sir, in Karnataka, during 1979-80, we started two new universities—one at Gulbarga and the other at Mangalore. It is nearly five year since the Universities had started working and the Karnataka Government have already spent about Rs. 15 crores on these two Universities so far. The Karnataka Government has been asking the UGC for sanction of grant for these two universities. But the UGC has not come forward to sanction any amount so far for those universities, as per rules framed under Section 12(a) of the U.G.C. Act I would therefore request the Education Minister kindly to consider this case and use his good offices to get for financial grant by the U.G.C.

Sir, in regard to adult education, I have a point to make. Sir, the objective of the Government of India is to see that every illiterate is made literate by 1990. But the progress in this direction has been very slow. The funds available for this purpose are very meagre. Sir, in Karnataka, there is already a movement called 'Akshara Sena' which is working for the cause of the adult education. So, unless sufficient funds are made available, it is very difficult for the State Government to cope up with the adult education programme. With these words, I conclude my speech.

**SHRI HARDWARI LAL (Rohtak) :**  
Mr. Chairman, Sir, unable to take part in the general discussion on the budget,

I would take this opportunity to congratulate the Finance Minister for his Budget which as he rightly claims will give a timely new direction to the country's economy. We are on the Grants for Education Ministry. I was half-afraid that the Education Minister might have gone to Punjab. I am happy that he is here to listen to our suggestions of whatever worth they may be.

**THE MINISTER OF EDUCATION** (Shri K.C. Pant) : I may inform him that the House takes precedence over other business.

**SHRI HARDWARI LAL** : The budget provision for Education is rather meagre. It is only Rs. 221 crores in the Central sector. Of course, there is increased assistance to the States which will enable them to spend more on education. But even that will not suffice. Only we have to appreciate that in the context of the resource constraint the Finance Minister could not have made more allocation for education.

All the same, there is ground for hope and education does seem to be coming into its own, at long last. Already, it has been upgraded as a portfolio and put in the charge of an experienced man of Cabinet rank. Then, the Finance Minister says that a new policy is under preparation. Evidently, the education in the country is in a total mess. Whatever foreign dignitaries like our United Kingdom Vice-Chancellors currently in this country may say out of politeness or in a patronising vein. Changes are certainly needed. There is no doubt it. And for that reason, the Finance Minister's announcement is most welcome. But what changes are in view is the main question. Are we changing the objectives which we accepted 16-17 years ago after marathon deliberations culminating in the Kothari Commission's report ? Or, as the Finance Minister says, are we restructuring the system as such ? If we are, the Education Minister will kindly clarify as to who is on the job. Have

you appointed somebody more credible, more authoritative than the Kothari Commission ? Or is it that the men around the Education Ministry are doing the restructuring of the system ?

So far as our objectives are concerned, they are beyond question, unexceptionable. So far as the structure of the system is concerned, we have been playing with it in the past, and it is as well that we do it after the deliberations, not in a hurry. I was talking the other day to a poet friend and the activities of the National Council for Educational Research and Training were under discussion. He put his reaction to the current talk about change in his own poetic way and he said :

*Abhi aur jeeta mareez-e-mohabbat,  
Tabeeho tumhari dawaon ne marra.*

I agree with him. We have been playing fast and loose in the education ever since the British withdrawal. No body knows what the changes are under contemplation. We have been talking airily I listened to the Education Minister at Shillong only a few weeks ago. He was with the Vice-Chancellor on the 17th and 18th last. We could not really know what changes he is contemplating and what changes actually are under contemplation. But since there is a recurring talk about the subject, you might kindly permit me to go back to the beginning.

We inherited a system of education from the Britishers. That has been the subject of carping comments ever since their withdrawal. It had obvious faults ; it had great deficiencies, but with all its faults and deficiencies, the system did produce men of culture and mind, men who gained international repute in their respective fields. Many of them led the country's struggle for freedom. In any case, we have been trying to change it and we have change it to quite an extent. On the very morrow of independence, we appointed University Education Commission with Dr. Radhakrishnan as its Chairman,

[Shri Hardwari Lal]

The Commission produced an instructive report we implemented only parts of it. Then came the Constitution itself with its emphasis on the rapid spread of primary education and the provision of equal opportunities in the field of education. In 1952 we had the Commission on Secondary Education and the Commission recommended the establishment of higher secondary schools and multi-purpose schools. We were unable to implement its recommendations properly. The two kinds of schools could not make good in our hands. I say "In our hands" advisably. I predict the ten plus two system, which the Ministry of Education seen be thrusting the throats of the States which are not prepared for it at all will meet the same fate for precisely the same reasons. I belong to Haryana and the State of Haryana is not prepared for this. I repeat that this system also will meet precisely the same fate. In any case, Sir, after 1952 we began to toy with the idea of implementing the wardha scheme of education and liberally spent money, money for which we have nothing to show today. The net result of experiment was a distinct dilution of the system of teachers' training. Around the middle of the fifties, we permitted ourselves to come under the influence of America in matters educational. I dare say that this was not to advantage of Indian education on the whole. This American influence is still evident and is still reflected in the ways and work of the National Council for Education Research and Training which is the friend, philosopher and guide of the Ministry of Education.

MR. CHAIRMAN : Please conclude. You have already spoken for ten minutes.

SHRI HARDWARI LAL : I think I am fairly competent to speak on the subject Sir.

In 1962, there was a Parliamentary and Scientific Committee to deal with science education in schools. The highlight of their recommendation was

provision of proper buildings and laboratories in schools. Unfortunately, in rural areas, we still find that the schools are without proper buildings by and large and without laboratories. In 1963-64, there was a Committee appointed by the Government of India to work out model Act for universities. It made salutary recommendations. But the report failed to attract the attention of the Government. In 1964 the Government of India appointed the Education Commission which came to be known as the Kothari Commission, to make recommendations on national pattern of education and on principles and policies for developing education at all stages and in all aspects. The Commission undertook a marathon exercise. It appointed twelve Task Forces. It appointed seven Working Groups to go into the whole thing in great depth. The report produced was hailed in the country as a historical document, as a unique report and as a report containing revolutionary recommendations for reforming formal education. The Government of India also took it very seriously. The Government appointed a Committee of Members of Parliament, its own representatives, to consider the report and to prepare the draft of a statement on national policy of education and to identify programmes for immediate action.

The Committee said that very valuable recommendations had been made by the Commission, but we needed to spend much more on reforming education on the lines of the Commission. As a counsel of despair, they said that resources might not be available and let us depend on idealism and dedication on the part of those engaged in education. But there the matter rested for the time being. We had neither money nor dedication.

During the Emergency, Parliament amended the Seventh Schedule of the Constitution, and put University education and technical education in the Concurrent List. This was a much-needed amendment. But when in August 1980, we the five Vice-Chancellors waited on the late, revered Prime Minister in a deputation on behalf of the Association

of Indian Universities and drew her attention to the chaos prevailing in the Universities, she ruefully said : "Quite right ; but some States may raise hue and cry in the name of State autonomy, if the Centre undertakes to legisla-tion for the State universities "

In 1982, however, a Committee was appointed to go into the working of the Central Universities. The Committee's report is a very severe and well-deserved indictment of the working of Central Universities and the teaching community.

Sir, spare a few minutes to go through just a few portions of the Report. I shall just read them out.

MR. CHAIRMAN : Please wound up

SHRI HARDWARI LAL : I have come to the Lok Sabha for the first time, I have not opened my lips so far ; and I think I am saying sensible things. Kindly permit me to continue

MR. CHAIRMAN (Shri Sharad Dighe) : I have to accommodate 31 speakers.

SHRI HARDWARI LAL : The report says :

"There are persistent reports regarding the low efficiency of teaching in the colleges and many persons whom this Committee had consulted or who submitted notes were of the same critical opinion. It would not be out of place, therefore, to reproduce here a note which was received from a Principal of a prestigious College before retirement :

'A university teacher earning 12 months' salary by doing work for 2 or 2-1/2 months. The academic year practically consists of 187 days or so.'....."

After calculations, the report said that the teacher works only for 64 days out of 365 days. Then they said :

"All teachers wants to work only between the hours of 10 a.m. to 1 p.m. so that it becomes a part-time occupation with a full-time salary. Part of student indiscipline stems from this lack of contact between the teacher and the students."

Regarding study leave which the teachers get, it said :

"It practically means a 3-years paid holiday. The academic dishonesty and personal loss of integrity is most reprehensible. "Research" has become a cloak for many malpractices and much waste of public money is involved in the system. Leave rules must be tightened up and the principle of "accountability" enforced."

That is what the report said.

In no other field of national activity have we made a greater mess than in the field of education. In our over-enthusiasm, we have been countenancing full, unplanned expansion of institutions of all grades ; there has been a proliferation of institutions of all types—universities, colleges and schools.

Now this expansion has resulted in the dissipation of our resources. Institutions have been set-up without any preparation, without financial background. I am speaking on the basis of my personal experience. It has been my lot to organise two universities from a scratch. One is the Composite Punjabi Kurukshetra University, which was put up amidst a lot of fan-fare in 1956 and it remained on paper for five long years. Then there is the Maharishi Dayanand University. Permit\*\* me to say that is the only word which I can use to qualify the manner in which these universities were put up. And this can be said about so many other universities in the country. They

\*\*Expunged as ordered by the Chair.

[Shri Hardwari Lal]

were just put up without concurrence of the UGC, without aid from the UGC. The State Governments just passed charters, and universities came into being. An aspect of this unplanned expansion is indiscriminate admissions with the result that universities, colleges, even schools, are full of unteachable students.

THE MINISTER OF STATE IN THE DEPARTMENT OF RURAL DEVELOPMENT (SHRI CHANDULAL CHANDRAKAR) : I through they had been recommended by you. How did you use the word\*\* ?

SHRI HARDWARI LAL : I have not used it for any member of this House nor am I using it for this House. I am using it for the manner in which these universities were put up it is as well that we know all these things.

MR. CHAIRMAN : If it relates to the State Government, it is unparliamentary.

SHRI HARDWARI LAL : A Herculean task awaits the Education Minister and the Prime Minister they have to cleanse the Augean Stables which our educational world has become; Herculean cleanse the stables of Augean by turning a river through them. The Education Minister and the Prime Minister will have to forge strong sweeping implements. Ordinary rooms will not do. Add to all this is the most sensitive issue of Indian education, an issue which we have been ducking so far. The issue concerns the provision of equal opportunity to all in the field of education. We have been criticising the British system we inherited. We say that it was formulated for the elite. But for the elite the system still remains, to the woe of the disadvantaged 95 per cent of our population. (Interruptions) It is a very sensitive issue. I will not speak except through written notes which I have prepared because I do not want to be

misquoted by the Press or by the public outside. It is a very very sensitive issue.

PROF. MADHU DANDAVATE : (Rajapur) : If you lay it on the Table of the House, it will not be misquoted at all.

SHRI HARDWARI LAL : This 95 per cent of our population consists of SC&ST, backward classes in which we must include the country's vast peasantry. I must pause here to explode the myth invented by vested interests that the peasant is prosperous and advanced. There is nothing of the sort. The peasantry, except a few who own very sizeable holdings, is among the under-dogs of the Indian society still.

There is the question of reservation, reservations for Scheduled Castes and Scheduled Tribes Reservations and provision of financial aid to them is a measure of mere commiseration. By this we are injuring the nation and we are perpetuating their backwardness. (Interruptions)

What we need today is to improve the village schools and to arrange, in a big way for remedial action. They must be brought up to the mark so that they can compete with others on equal terms.

MR. CHAIRMAN : It is enough now.

Shri Krishna Sahi

15.31 hrs-

[SHRI VAKKOM PURUSHOTHAMAN  
in the Chair]

SHRIMATI KRISHNA SAHI (Begusarai) : Mr. Chairman, Sir, I rise to support the Demands for Grants of the Ministry of Education. We all agree that

the educational system of our country is suffering from a chronic malady and the seriousness of this, chronic malady has been felt by our Prime Minister. That is why he has emphasised this point and announced time and again that there is a need for change in our educational system. He has felt the need for making radical changes in our educational system. There are many defects in our educational system and he has announced the formulation of a sound policy to remove these defects. With this announcements, there is now a ray of hope in the minds of the people that darkness in the field of education would be no more our Education Minister, Shri Pant, is an efficient, while and qualified person and he would prove to be a source of inspiration to others, so that all of us may rise above disputes and sink our differences regarding the kind of education to be imparted. But I have been very much pained and I share the concern expressed by my other colleagues in the house that provision for Education in the Budget is only 1.2 per cent of the total budget. The total amount is only Rs. 721 crores. Last year the total amount was Rs. 443 crores which came to 2.8 per cent of the total budget.

Mr Chairman, Sir, our population is growing at the rate of 2.3 per cent every year, prices are also rising and when we talk of making revolutionary changes in our education system, this amount looks like a drop in the ocean. Sir, I do not want to go into the background of our educational system. I do not want to enter into a discussion on how much money had been wasted in so far as our education is concerned and how much money was utilised in a proper way. In the recent past, a convocation was held at Lucknow, which was addressed by our Prime Minister. He had said that what the country needed today was that our education should become the medium for fulfilling the hopes and aspirations of our people.

We talk of taking the country into the 21st Century, but how could it be possible? We would have to search and select talents for this purpose and we

would have to check brain-drain from our country. The most important thing today is the universalisation of education. It is a matter worth consideration. We would have to pay special attention towards women's education, because we feel that half of our population should be made aware of the problems facing the country and our society.

We would have to pay special attention towards women's education. I would like to say that the announcement of our Prime Minister to provide free education to the women upto a certain level is a welcome step and I hope that the girls would take inspiration from this and it would provide encouragement to them.

I would like to suggest that girl's high schools should be established at Block level and there should be a uniform pattern for them. Such girl's high schools should also have hostel facilities. The hon. Minister and all the hon. Members represent the meal areas here, 80 per cent of our people live in the villages and we are still at a stage where the people of the country side believe in superstitions and do not want to send their girls for studies outside. There is no residential facility for them. They do not have enough money to send their girls for studies in cities and metropolitan areas. I would, therefore, request that girl's schools should also have hostels. You have referred to the setting up of Pace-Setter Model Schools. We welcome your announcement in this regard, but I would like to say that you should make such arrangement for girl's schools also. You should select a place for such schools in every district. It would be a great achievement and it would provide great help for their advancement. We have more than 360 districts in our country. It would be commendable if such an arrangement were to be made in each of them.

In the Fourth Five year Plan, special attention was paid to women's education and many programmes were formulated for this purpose, but it appears that these

[Shrimati Krishna Sahi]

programmes would not prove to be successful. That is why there is only 25 to 27 per cent literacy among women even after 37 years of independence. It is a very serious matter.

Now I would like to mention a few points about which the hon. Minister may think that these are state subjects, but in 1976...*(Interruptions)*. I have just now started speaking. When you have given so much time to other Members, lady Members should be given some extra time...*(Interruptions)*...

I was saying that when the constitution was amended in 1976, education was brought on the Concurrent List. It is the collective responsibility of the Centre and the State Governments that there should be uniformity in education. Government should pay attention towards this aspect. I would like to say that education at the Block, Sub-division, District and state levels is on the decline; it is not making any progress. It is very good that we take about Puse Setter Schools. But what is the situation in the primary schools? When we go to the villages, we find that there are no black boards and no furniture in the schools. Moreover, the condition of middle schools is very pitiable. The teachers do not consider it their duty to teach the students. The children do not consider it their duty to study and Inspectors of schools get a fixed amount of Rs 5 to Rs. 10 or Rs. 20 per month per school and they conveniently get their salary. This is the situation at the primary level.

The number of students passing through unfair means is on the increase. We are producing second class students thereby and they would become teachers of a similar category. The Prime Minister had, therefore, said in his convocation address at Lucknow that a second grade institution produced second grade students. I would, therefore, like to say that there is need for bringing about an improvement in the attitude of the teachers.

I would like to request the hon. Minister that mushroom growth of private educational institutions should be checked these institutions produce doctors and engineers. Persons take admissions in these institutions by giving very huge donations. They do not have any merit. What would happen after the giving of huge donations? The bridges constructed by such engineers would give way and the patients treated by such doctors would go in their eternal journey. Such institutions should, therefore, be banned...*(Interruptions)*...

I would also like to say that our syllabi are outdated. I would like to inform the hon. Minister that there is a history book entitled "History of India", written by James Mill and V.S. Smith, which is still prescribed in the syllabus in many Universities of our country. In this book it has been said that Hindus and Muslims are two nations and that their culture and civilization cannot be the same. I would like to say that such books should be banned. When we take of the unity and integrity of the country, we can imagine the adverse effect such books can have on the minds of the children.

There is another book entitled "History of Freedom Movement", written by Ramesh Chandra Mazumdar, in which it has been said that the movement of 1857 was a rebellion of *goondas* and *suffians*, whereas we consider this national movement of 1857 as our first war of independence...*(Interruptions)*... Now as you are not giving me any more time, I would like that our Minister should pay attention to these suggestions. Had I been allowed more time, I would have touched some more points.

With these words, I express my thanks to you and support the Demands for Grants presented in the House.

[English]

SHRIMATI GEETA MUKHERJEE (Panskura) : Sir, I think my hon'ble colleague Shri Madhav Reddy for giving me

some of their time and I earnestly hope that you will accede to this donation.

We are hearing a lot of things about the new national educational policy which is yet to be fully elaborated. But if this Education budget gives some inkling to those policies, I am apprehensive. Before I go into those policies, I shall first sympathise with the hon. Minister because in the last year's Revised Budget, the allocation for education was 0.96 per cent of the total Budget. This year there is a great elevation. It has gone up to one per cent, if my calculator has not betrayed me, which I believe has not. So, you are on the high reaches, by 0.4 per cent.

Coming to the policies a lot is being said about universalisation of elementary education. That seems to be your goal by 1990. This is very good because, after all, the principal finances for this universalisation of elementary education are left to the States. Everybody knows that. But the Centre also claims that they are playing a big role in it. But in what way? In your Report itself, you elaborate non formal education being the principal sphere of the Centre's contribution for the universalisation of secondary education. In this non-formal education sector, let us see the present allocations. In the non-formal sector, to be quick, non-formal ordinary centres, non-formal exclusive centres for girls and appointment of women teachers, are the fields in which you give grant to the educationally backward States. Now, all put together, last year your budget was Rs. 21,79,00,000 whereas this year, with the new education policy, it is Rs. 12,20,00,000. That means Rs. 21 crores is reduced to Rs 12 crores. Here again, the women seem to be the greatest sufferers, probably they do not need non-formal education since they are the first in formal education. So, you do not allot even a single pie for exclusive centres for girls in non-formal education sector. Here last year in the revised Budget Rs. 2 crores and 68 lakhs were provided. That is not a big sum. And for the appointment of women teachers Rs. 4 crores and 14 lakhs were provided last year. This was, I

believe, such a huge allocation for women teachers that even that sum has been scaled down to Rs. 3 crores 70 lakhs. So this is your great drive towards universalisation of secondary education, at least towards primary and elementary education. This at least seems to be the bulk of the Centre's contribution. Naturally if this is indicative of the future educational policy, heaven fall on you.

SHRI K.C.PANT : Do you believe in heaven ?

SHRIMATI GEETA MUKHERJEE : That is why I said heaven fall on you and I didn't say on us,

Secondly a lot of things have been said about the new scientific approach in your drive towards 21st century. I shall come to some of those.

Before that I would say I do not know whether it is a drive towards 21st century or not, but definitely it is a drive for two-strata education. My friends on the other side have described the situation of many of the primary school buildings and the secondary schools having no blackboards and what not. Now, in your new drive towards the two-strata education, you will select 250 schools for computer literary studies to start with. What about lakhs and lakhs of ordinary schools? Where will they go? In your drive towards the 21st century you are now planning only for one thousand schools. Not only that, what is your drive towards the new Central Schools? Some people are very much enamoured of these schools. What do you want really? You want in each district one Central School which you call a pacesetter. And during the Seventh Plan you want to have 750 more such schools all over the country with one medium of instruction naturally English. That means throughout the Seventh Plan your drive will be only for the elitist schools and you do not bother for the multitude of schools in distress. That is what you are aiming at. Naturally these schools will eat up lot of your resources. That

[Shrimati Geeta Mukherjee]

is way I say that the indications are for two-strata education—education for the few and for the multitude; it is misery and misery added.

Now, some more trends are also in evidence. While you do not intend to disperse the resources towards the large number of schools, the drive towards centralisation as far as control is concerned, is very much in evidence. I give two examples from what are happening in the meantime. One is with regard to the recruitment of teachers in the college and university level. In the recently held conference of Vice-Chancellors a proposal has been mooted, which I believe is with the blessings of the Government, that in future for the appointment of college and university teachers there will be an all India examination. Who will conduct this? UGC, UPSC, Association of University Vice-Chancellors and their organisations. They all together will conduct these examinations. So, for the recruitment of teachers in the colleges and universities the States will have nothing to do. There will be an all-India service of this kind from where our own State colleges teachers will have their teachers appointed. This is being projected.

I would like to know your opinion about it, as to what the policy is in this regard and whether it has your blessing. I believe this has your blessing because already in the case of both junior and senior scholars you have already introduced an All India Test without any more depending on the universities or the colleges from where their names will be forwarded and about the tests for research scholars—I am not an educationist, Mr. Barrow is here and our honourable Vice-Chancellor is here, they will tell you about it, but as I understand here I.Q. tests will be taken, even the physical tests etc. will be taken. I do not know really whether they are taken to find out how smart they are, I do not know whether smartness is required for research or not. This you will tell us.  
... (Interruptions).

SHRI A.E.T. BARROW: I.Q. tests are out of date.

(Interruptions)

SHRIMATI GEETA MUKHERJEE: I oppose centralisation. In this regard there is another interesting fact. You are proposing Open University. Without knowing what actually will be done in the case of Open University, I do not want to make a universal comment, but one thing has come to my notice that these open universities are going to affiliate colleges. This is what is written here. I have no time; otherwise I would have read out from the Report. But why? Open Universities are supposed to be universities where those who did not have any other opportunity will study. Why should open universities have affiliated colleges? Why should the rights of the State universities be taken away in that way? So, this actually seems to be centralising the administration, as I said.

Another thing which I find here is elective process vs. nominated process in the composition of the management or, what should I say, the administration of the academic bodies. Already the Vishwabharati Act has been referred to. I do not want to repeat again all this, but there the right of the teachers and the right of the students to elect their own representative in the Court has been taken away. They will be nominated only. More than this, there is the recommendation of the Vice-Chancellors' Conference which has been clearly a drive towards this end. Everywhere you are trying the same thing. Even in Britain they are going more and more towards elections. Are you less 'democratic' than imperialist Britain? I do not know. Moreover, the teachers have, in future, to go through police verification for being taken in Calcutta University Senate which is composed of various parties, not one party only has unanimously disapproved of this idea. I would like to know whether police verification of teachers will be abandoned or whether it will come to stay.

SHRI K.C. PANT : Are you afraid of the Central police or the State police ?

SHRIMATI GEETA MUKHERJEE : All police. (Interruptions).

SHRI PRIYA RANJAN DAS MUNSI : She prefers political verification, not police verification.

SHRIMATI GEETA MUKHERJEE : That is what you prefer, not I. I believe in the elective process and the proper examination held by the proper universities. Ajee Samrat Kali She Bandi Kutire Rajar Pravidwandi. "Who Knows". (Interruptions).

Another important point is delinking jobs from degrees. This is being said all the time. Some said it is a good idea. But now I am afraid that with the system that is now prevailing, delinking of degrees from jobs may mean neither jobs nor degrees. That is what is precisely plaguing us very much. That is the situation now. In 1983-84, the percentage of enrolment in the age group of 6 to 11 was 93.3%. That is what has been claimed in the report, leaving aside all the drop-outs. I think Nirmala Ji would support me as to how much drop-out was there. Even leaving aside drop-outs, the percentage comes to 93.3. But in the age group of 11 to 14, the percentage of enrolment, according to your report, is 50.7%. It means 43% has come down during that period itself. What then is your base in the elementary education and in the secondary education? Can scientific temper be created with the existing literacy or enrolment percentage of 50% in the age group of 11 to 14 years? I would like to know whether this would be a realistic basis which could give scientific temper. (Interruptions).

Lastly, I would request the hon. Minister of Education to examine the question of constituency a Primary Education Grants Commission which is being demanded for a long time to make a real improvement in the elementary education.

[Translation]

PROF. CHANDRA BHANU DEVI (Balija) : Mr. Chairman, Sir, I rise to support the Demands for Grants of the Ministry of Education. I express my thanks for the opportunity given to me to speak on the Demands.

Unity in diversity is the unique feature of our country well known throughout the world. Varied flowers have been strung in the garland of this unity and the common bond of culture has imparted a special relation to the people of this country from times immemorial. Our cultural bonds are the basis of our emotional integration. For such a large country, there is undoubtedly a need to make basic changes in the educational policy. The decision taken by our Government under the leadership of our Prime Minister, Shri Rajiv Gandhi, and our Education Minister to make important changes in our educational policy is a welcome step. I appreciate this decision taken by them. I would like to give some suggestions for bringing about reforms in the field of education on priority basis.

At present the schools and colleges of our country have become Degree awarding centres and Degree-holder youngmen and young women are facing unemployment. The foremost need in the field of education is to vocationalise it so that the problem of unemployment could be solved. Our young boys and young girls do acquire Degrees, but they face the problem of unemployment. It is, therefore, necessary that all the students coming out of the colleges should not only obtain Degrees from the educational institutions, but also receive training for becoming self-reliant. There should be such an arrangement in the educational system that after the completion of education, the students should be given vocation training in the field of agriculture, animal husbandry, irrigation nursing, job of a compounder, bee-keeping, poultry farming, commerce and technical education, so that he could earn his livelihood.

15 57 hrs.

[MR. SPEAKER *in the Chair*]

[Prof. Chandra Bhanu Devi]

Education should be such as could remove unemployment. It is possible only when students are given vocational education which may enable them to choose their occupation and earn their livelihood by making maximum use of their talents.

What the medium of education should be is an important issue, which cannot be ignored. While giving due importance to the regional languages, it should be ensured that Hindi becomes the link language and develops fully as a national language so as to further strengthen the national unity.

It has been seen that only the children of Central Government employees get admission in Kendriya Vidyalayas. My suggestion is that the number of Kendriya Vidyalayas should be increased in all parts of the country and admission to these schools should be thrown open to the common people also. It is necessary to expand the network of Kendriya Vidyalayas and to develop them under a time-bound programme.

At present, there are only five I.I.Ts. of national level which cannot meet the requirements of such a large country. My suggestion is that the number of I.I.Ts. should be increased and, especially, in a backward State like Bihar, at least one I.I.Ts. must be opened.

It is also quite necessary to make efforts to make the syllabus intelligible and simple. Today, our children are so much burdened with books that they cannot carry their load. They go to schools loaded with books far more in number than their age. As a result, the standard of education goes on declining. Apart from it, moral education should also be added to the syllabus so that national character could be built.

In my view, at present, most of the talented students do not get scholarships.

In the new educational policy, special attention should be paid to it so that more and more talented students could get scholarships. In order to ensure that the scholarships are given to the deserving candidates, Scholarship Control Boards should be set up at the State as well as the central levels.

In view of the increasing importance and requirements of the Public Sector, it has also become necessary to expand management training programme. At present, this requirement is being met by the Indian Institutes of Management at Ahmedabad, Bangalore and Calcutta. Such training is imparted there only. But, they are not sufficient to meet the needs. The number of such institutes should be increased. By opening branches of these Institutes in different parts of the country, managerial talent can be identified and encouraged and their co-operation taken in nation-building.

At present, the only centre of Planning and Architecture if located in Delhi. My suggestion is that this School may be granted a national status and its branches opened in other parts of the country as well.

I am fully confident that under the leadership of our hon. Education Minister, radical changes will be brought about in the field of education culminating in making the country stronger.

\*SHRI UMA KANTMISHRA (Mirzapur): Mr. Speaker, Sir, at the outset, I express my gratitude to you for giving me an opportunity to speak in Sanskrit. I had delivered my speech in Sanskrit with your permission in the Seventh Lok Sabha also. Today, I am putting forward some views in the celestial language Sanskrit in support of the Demands for Grants of the Ministry of Education, in respect of the educational system in India.

The present educational system in India was introduced by Lord Macaulay. After the Britishers strengthened their

foothold in this country, Lord Macaulay introduced an educational system here which was mainly helpful in filling up posts in the lower services and in the clerical grade, thought it was also helpful in producing many statesmen, social reformers, writers, jurists, scientists, engineers and technicians. These people led the independence struggle of the country and after achieving independence rendered great service in the economic, social and political upliftment of the country and enhanced the honour of India. But the number of such people had been negligible. Today, most of the educated youths are running from pillar to post in search of jobs after completing primary, secondary and higher education. Many educated unemployed boys and girls having lost hope of a good career are engaged in illegal activities. The educated youth have become aimless. For them the aim of education is to get certificates and Degrees somehow or other and then join the Government service or some other service in some corporation or work under some individual.

Previously, the ideal of education was very high. A saint has said :

“Education generates humility, humility makes one worthy, with worthiness comes wealth, *dharma* is attained through wealth and ultimately comes the pleasure.”

But now it is only the pleasure which is sought after. Today, everything except pleasure has been forgotten. Education makes one enlightened. It develops one's personality. It makes one self-reliant. Education generates a sense of self-respect. But to day, the education is leading the youth to wrong directions. From the ancient times, the aim of education in India has been to inculcate the spirit of sacrifice in the individuals and not the amassing of wealth. Education is meant for self-realisation and not for hypocrisy. But these days, everything is top syturvy.

It is a matter of pleasure that our hon. Prime Minister, Shri Rajiv Gandhi, has announced that he would bring

about certain changes in our educational policy. Our educational policy should be such that the youth of the country should become self-reliant and patriot. The educated people should rise above religion, caste, language, parochialism, and protect the unity, integrity and independence of the country. They should be aware of the importance of man and should have sympathy with the weaker sections of society. They should be free from discrimination and hatred. They should adopt the norm of small family and follow the Family Planning Programme and ask others also to follow it. They should know that the aim of all religions is the same and, therefore, they should follow and propagate secularism.

A uniform national educational system should be developed and all the States, the people of different religions and the people speaking different languages should adopt it. In this educational system, the teaching of history, geography, mother tongue, national language, agriculture yoga, vocational and industrial training including textile training, importance of family planning, equality of all religions, history of Freedom Struggle, general science, etc., should form the syllabi at Secondary Stage. The need of Degree should not be there. Training should be imparted to students in the subjects of their aptitude. Talented students among them may be selected for the administrative service, medicine engineering and other technical training. Only the talented student should be eligible for admission to colleges and institutions imparting such training. The medium of education should be the mother tongue, the Official Language namely Hindi or the regional language. The teaching of English could continue as an alternative language, but it should not become the medium of instruction. Learning of English is essential in this country also, but the domination of English must go. The domination of English language impedes the development of Indian languages and the Official Language.

In the present educational system, due protection should be given to the

[Shri Uma Kant Mishra]

Sanskrit language which is the repository of knowledge of ancient sages and saints. It is a language which embodies great ideals, epics and ancient knowledge. The Sanskrit language which symbolizes Indian Culture should be protected and developed. Neglect of Sanskrit means neglect of India.

In the proposed educational system, such subject should be included in the syllabi as may give inspiration for building India in accordance with the ideals of Mahatma Gandhi, Pandit Jawaharlal Nehru and Shrimati Indira Gandhi.

I do hope our beloved leader Hon. Prime Minister, Shri Rajiv Gandhi, will ensure that radical changes are brought about in the educational system of India to take the country into the 21st century.

[English]

SHRI SOMNATH RATH (Aska) : Mr. Speaker, Sir, our hon. Prime Minister has emphasized on education's organic link with the productive forces of the society. He has stated that we shall reorganize vocational education to align it with industry, agriculture, communications and other productive sectors of our economy.

The Sixth Five-Year Plan has given importance to the pressing priorities, namely, universalisation of elementary education and literacy of adults. Our achievements are no less, but at the same time they should be further enhanced.

In this connection I would suggest that all these matters like essential learning equipment, physical education, children's literature, school buildings, teaching students national integration, training of teachers necessary to impart education, reorientation of education, should be looked into. The curricula that are going to be introduced must be such that those who teach have sufficient learning about the same. Education management also requires re-thinking.

In secondary education, 10 plus 2, computer awareness and vocationalisation of education have been stressed. But some States have no infrastructure for these, and this requires immediate attention.

It has been stated that importance has been given to value-oriented education. I would suggest that, from the stage of primary school, education should be imparted in such a manner that students become aware of national integration. Also communication technology in the school system should be given priority.

Much has been said about want of school buildings in different States. Is it not the duty of the State Governments also to look into it? The Centre gives some subsidy or assistance. But it is the State Governments which have to play a greater role as far as construction of school buildings is concerned. In this connection I would invite attention to the steps taken by the Orissa Government; they have gone a long way in this matter.

About open universities, there has been some criticism. I would like to point out that open university will be within the reach of the common man.

I would suggest that, to solve the population problem, population education should be encouraged—to encounter the built-in deficiency of the family planning programmes. Population education is an intervention strategy to supplement family planning programmes. The curricula in the school stages should be streamlined to incorporate population education. For this purpose, a Council of Experts should be appointed to advise on the steps to be taken for streamlining the courses in the context of population education.

Our education should create an environment for raising the issue of women's studies in the curricula. A Women Studies Centre should be established in every State under the aegis of the Central Women Studies Board in order to appreciate the position of women in relation to their manifold roles in society.

About the importance of education in colleges and universities it is necessary that science and technology should be given priority, so also space science and computer system.

It was said that Universities will get sufficient funds from the Centre and UGC especially colleges situated in backward areas and in Adivasi and Harijan areas. Also it is said that for women education they will give sufficient funds. But I invite your attention to one factor. In Ganjam district of Orissa there is Berhampur university. Though it is in a backward area inhabited by Adivasis and Harijans it is not getting the same attention as it should receive from the University Grants Commission. The colleges, and more so, the private colleges are not getting sufficient grants. On some technical grounds or other, they are deprived of the grants which they richly deserve.

As for University education, universities ought not to be only institutions to conduct examinations and declare the results. They must do research into the culture and history of that area. It must do research into the writings and works of great poets and writers, both dead and living and the works of such great writers and poets should be translated into the different languages so also in English. I invite your attention to one thing. In Orissa there was a great poet—Kavi Samrat Upendra Bhanja. His writings are on par with great poets even Kalidas and permit me to say that his description of nature is superior even to that of Wordsworth. Berhampore University have requested the University Grants Commission by a resolution in the University Senate for financial assistance to create a chair in his name so that his unpublished works can be published and they can be translated into different languages and to do research on Bhanja literature. In fact one of his works, *Lavanyavati* has been translated in Sanskrit, in which language the hon. Member who just preceded me spoke and is greatly appreciated in Germany where there is a Sanskrit University and Sanskrit is a speaking language. So I am pleading that the

works of our eminent writers and poets should be translated in different languages and research should be done into their works. In this way we will have greater communication of literature and ideas of different regions in India. This government has decided to give a new thrust to our education policy and in this direction the steps taken by the hon. Education Minister and our Prime Minister are praiseworthy and we should see how best this policy is going to be implemented.

SHRI A. E. T. BARROW (Nominated Anglo-Indian): I would like to congratulate the Government for two things. Firstly, education has been put in charge of a Cabinet Minister Secondly the Cabinet Minister is of the stature both mentally and physical, of my hon. friend, Shri K.C. Pant and thirdly, Sir, we have to thank you that Education is second on the list for discussion and is not squeezed in or squeezed out at the fag end of the Session.

Sir, I had hoped there would be a new trend in the budgetary allotment reflecting to some extent what is going to be the new educational policy but to say that I am disappointed is an euphemism.

The image is the old image. I cannot describe it better than describing it in terms of the dream which King Nebuchadnezzar had. It was not a dream but a nightmare and the result was when he got up next morning he forgot the dream. He sent for the prophet Danial and told him what his dream was :

“As you watched, O King, you saw a great image. This image, huge and dazzling, towered before you, fearful to be hold. The head of the image was of fine gold, its breast and arms of silver, its belly and thighs of bronze, its legs of iron, its feet part iron and part clay. While you looked, a stone was hewn from a mountain, not by human hands; it struck the image on its feet or iron and clay and shattered them. Then the

[Shri A.E.T. Barrow.

iron, the clay, the bronze, the silver and gold, were all shattered to fragments and were swept away.”

This is the image of our education system. The very basis, of our education system is of clay. Our primary education is of clay. I don't say our university education is gold because all that glitters is not gold. I find the old trend is still in our budgetary allotment.

It is true that primary education is a State subject but it is very hard to explain to the public or to friends from abroad when they say that you have Article 45 which is a Constitutional Directive, which is a pledge, and this pledge has not yet been redeemed so many years after the Constitution has come into effect to try and tell them that technically it is a State subject and the Centre is not responsible you know what they say. This is not a reason but an excuse. I am sorry to say our budgetary trends are the same. Only Rs. 8.5 crores have been given to nine backward States to help in the universalisation of elementary education by 1990. It has been given for non-formal education, I agree, because you are leaving the formal education to the States. But what will be given to university education is Rs. 180 crores in the Plan and non-Plan Sectors. I am trying to point out the imbalance. It is like the image which I described just now, a tottering image of feet of clay and you keep pouring your money into university education.

It is the Centre's responsibility, I believe, because of the Constitutional Directive under Article 45 and because Education now is a concurrent subject, to see that primary education, the feet of clay of our education system is strengthened.

The other speakers have talked about schools without buildings. I have mentioned before that there are about 1,85,000 schools without teachers and 1,50,000 schools without blackboards.

Mrs. Mukherjee spoke about the number of dropouts, the rate is alarming? We are giving only Rs. 75 lakhs for Pre primary schools, the objective being to prevent dropouts at the Primary stage. But what guarantee is there that there will be teachers in the Pre-primary schools when Government cannot ensure teachers in primary schools. What guarantee is there that there will be teachers in Pre-primary schools? What guarantee is there that teachers in the Pre-primary schools are going to ensure that the children stay on in these schools and do not drop-out? There are one-teacher schools but we have no training methods for multiple-class teaching. I went abroad and studied what is called 'Open Plan Education' which is different from the 'Open University System'. With one teacher 3 or 4 classes can be taught similar training methods in this country.

Sir, there is an organisation called NCERT—it is a long high sounding name for which Rs. 13 crores is allocated I have the highest respect for the persons working there and for their ability. But the whole concept is based upon that of a university organisation. I am talking about the structure of NCERT. There are lecturers who do not lecture; Readers who do not teach, and Professors—I do not know what they profess, because, they do not direct any research. That is the structure of this organisation, which is meant to deal with school education. I ask in all sincerity and in good faith, how many of the men and women in NCERT, have school class-room experience? Sir, I suggested some years ago to one of our Education Ministers that persons who draw up syllabuses for our schools should teach in slum areas and in our rural schools because then only will they know the difficulties of completing the syllabuses. NCERT has recommended syllabuses based on 5½ to 6 hours work a day for 220 to 240 days in a year, but even in Delhi schools do not work for more than 5½ hours a day and the total number of working day is not more than 175. There is hardly any provision for laboratory equipment and yet laboratory equipment is necessary for completing the syllabuses prescribed. My point is this, An organisation like NCERT should be

doing field work, not working in air-conditioned atmosphere. In America, when they wanted to re-structure the teaching of mathematics, they got their top physicists were sent to work in schools.

I am making a positive suggestion to the hon. Minister he should establish a Permanent National Commission for Primary Education for implementing the Constitutional directive and NCERT should be the limb of the Commission. It is only with the help of the States and with the help of National Body entrusted with the task of primary education that we will be able to strengthen this area of education which is of vital importance.

Sir, with regard to vocational education, I am glad that the hon. Prime Minister has said that there is going to be one industry established in each district. This is the time to review and restructure the whole pattern of our vocational education system.

It is a piece of educational folklore to believe that vocational bias in education is going to solve the problem of unemployment.

PROF. N G. RANGA : But that is the foundation.

SHRI A.E.T. BARROW : My foundation is better than the foundation that government has laid down. Sir, I say that in countries like Japan, vocational training did not build industry but industry built vocational training. Industry must be harnessed to foster and promote vocational education.

I am giving the framework of what is being done in some advanced countries like Germany. There are four main constituents in my scheme. The first constituent is : Industry and Commerce.

Vocational education without being closely linked with industry and increasingly commerce, which has an electronic base, will fail to promote any economic growth. The second constituent is State

Education Departments. The third constituent is Trade Union and the fourth constituent, Parents.

The age group for imparting vocational training will be after 10 years of education, that is, the Post Secondary Stage; the vocational educational will be for a specific number of years.

What will be the main features of the Schemes ?

(a) Industry and commerce will be required by law to provide apprenticeship training with all facilities, buildings, equipment, materials, teachers, supervisory staff, etc. in particularly skills required by the particular enterprise, for a certain number of days a week.

(b) The funds will be found by Industry and Commerce.

(c) Suitable stipends will be paid to apprentices by Industry and Commerce.

(d) Each State Education Department will, by arrangement with the enterprise concerned on a day-release system, provide general education to the trainees.

(e) Trade Unions will be required, by law, to participate in the scheme and they will also participate in the management of these institutions.

(f) Parents will be required to sign contracts on behalf of the trainees with these people. Apprenticeship Act will have to be re-examined and it will have to be amended.

Suitable legislation will have to be passed to implement the Scheme. The scheme is being tried in West Germany. It has been implemented in West Germany. Other countries have sent study teams to see how the scheme is working and they are going to implement it. The advantages of this scheme are that apprenticeship and education are carried on side by side. I am very keen that edu-

[Shri A.E.T. Barrow]

cation must be there. Then, Training is related to specific skills required for a particular enterprise; employment in the industrial and commercial fields will be guaranteed, which is not at present. Changes in technology will be followed by changes in methods of teaching, training etc. and changes in the equipment which will be required. Lastly, the cost of the training will be borne by industry and commerce. The training will be done in a workshop environment and not in simulated environment as is being done at present and there will be guaranteed employment.

[Translation]

SHRI ZAINUL BASHER (Ghazipur) : Mr. Speaker, Sir, while supporting the Demands for Grants of the Ministry of Education, I would like to touch some points. First of all, I would like to draw government's attention towards primary education. The condition of primary education is deteriorating day by day. Last year also, while speaking on the Demands for Grants of the Ministry of Education, I had mentioned about U.P. where 50 per cent of the primary schools are without buildings and are being run in the open even today. During rains, no education is imported in these 80 per cent schools, 50 per cent primary schools remain closed for about four months during the rainy season. Besides, there are many schools around which there is not even a single shady tree. The result is that students have to study in the open in the scorching heat in summer and in the cold in winter. It is a matter of great regret that we have not been able to pay due attention to primary education. Much is being said about education in this august House and outside, but unless due attention is paid to primary education, we shall not be able to raise its standard. The standard of education being imported in primary schools is going down day by day. If its standard is compared with which existed 20, 25 or 30 years ago, you will find that it has gone down considerably. Besides, there is total lack of requisite equipments in the primary schools. There are no

curries for students to sit upon what to speak of furniture. Even black-boards are not available there, Chairs for teachers are also not made available. There are no drinking water facilities in primary schools.

16.39 hrs.

[SHRI VAKKOM PURUSHOTHAMAN in the Chair]

On the one hand there are schools, whether run by Municipal Boards in cities or by the District Councils in rural areas, in which more than 95 per cent students start their education, and on the other hand there is the public schools system under which less than 5 per cent students get education. No doubt these schools provide good education but they charge heavy fees. People are willing to pay donations for getting admission there. In these schools the medium of education is English. People have to make great efforts to get admission to these schools. In view of this, the question of equal opportunity in the field of education does not arise. Therefore, I would like to tell the Education Minister that the educational policy proposed to be formulated should be implemented from the primary school level. Unless it is implemented from this level, it is not going to prove very beneficial. Governments neglect of the education imparted at the primary stage is the reason why a large number of students go to schools. There is compulsory education upto primary standard in our country, but a large number of students are not in a position to join schools and thus they are not able to get education. Unless education at this level is improved, no progress is possible in the field of education. Hence, I want that public schools should be done away with. Unless public schools are done away with, equal opportunity for getting education will not be available.

AN HON. MEMBER : If public schools are done away with, then we shall also be finished.

SHRI ZAINUL BASHER : Public schools should be done away with and a

policy should be laid down under which students of a particular area may get education in that area itself. They may not have to go away from their homes to get education. I feel only then people like the hon. Member, who has just now advocated that the public schools should not be done away with, will pay attention to raising the standard of primary schools. Otherwise, they will send their wards to good schools and you will never pay attention towards the primary schools, where 95 per cent of the students of the country receive education. I, therefore, want that the public schools should be done away with. A legal provision should be made that the people of a particular area should receive education in the schools in that area itself.

Mr. Chairman, Sir, the standard of middle level education is also going down in our country. I come from U.P. These days, High School and Intermediate examinations are being held in U.P. Sir, you come from Kerala. I do not know what the position in your State is; but large-scale copying is resorted to in our schools. Our education Minister also comes from Uttar Pradesh. I hope he is aware of this.

SHRI GIRDHARI LAL VYAS :  
Even copying requires intelligence.

SHRI ZAINUL BASHER : There is no need for intelligence in copying. After ten years there will be no intelligence left. Copying is being resorted to in High School and Intermediate examinations in all the examination centres. It is being done openly. The number of such centres where copying is not allowed. Every small you can yourself imagine what the standard of education of those students who pass examinations in such a way will be. Therefore, I suggest that the examination system should be radically changed. There should be a new educational system in which the knowledge imparted to the students may be tested properly. Without this, no improvement can be brought about in the field of education. Today, teachers help

the students in copying. I am sorry that Government have not paid attention to it.

Now, I will speak on higher education. My reference is towards university education.

SHRI GIRDHARI LAL VYAS (Bhilwara) : You are not referring to technical education.

SHRI ZAINUL BASHER : I shall leave that to you.

Today, several universities in the country are lagging being in completing their academic sessions. There used to be provisional admissions in the Jawahar Lal Nehru University. In that provisional admission marks-sheets or Certificates were permitted to be submitted within six months. But that system has been discontinued. Since several universities are lagging behind in completing academic sessions, a number of students will not be able to get admission in the Jawahar Lal Nehru University. Therefore, I would like the hon. Minister to pay attention to the affairs of the Jawahar Lal Nehru University particular.

Lastly, I would like to urge that the number of Central Universities should be increased. The management of several Old Universities should be streamlined. For this, there must be a Central University in every State. The Old Universities should be converted into Central Universities. It is imperative to give the status of a Central University to the Allahabad University and I would request the hon. Minister to consider this aspect.

[English]

SHRIMATI PHULRENU GUHA (Contai) : Sir, I rise to support the Demand for Grants. I have some suggestions; but I know that within the limited time, it will not be possible for me to speak in detail even on a few important points which I would like to place before you.

I wholeheartedly welcome the idea to have a National Education Policy. We have received a document from the

[Shrimat Phulrenu Guha]

Education Ministry. I support the document, but I feel that there is some scope for improvement in this document. First of all, I would like to speak about the syllabus. The syllabus should be based on national integration and communal harmony. From childhood, children should know about India, know about the different States, the religions, languages and culture. They should feel that they are Indians, that India is one, and that all belong to India. But within the same framework, each State may have some liberty to develop its own ideas.

Here, I would like to give an example. I am not bringing in a State subject, but I would like to explain my idea with an example. When the West Bengal State Government decided to abolish the *Sahaj Path* of Rabindra Nath Tagore from the syllabus, we fought democratically, and we were successful. I may also mention that Sarat Chandra and Vivekananda were replaced. I do not think any comment is necessary. If there is a national policy, this type of a thing will not come up and we can work within that framework. I request the Education Minister to consider holding of camps. Usually, children of one school go out for camping. But I suggest very strongly that these camps should not be organised with the children of one school only or on one-school basis. But these camps should have children of different languages, religions, and castes. City children should be taken round to villages. They must know about the villages and the village children should come to cities. In this connection, I like to say that in a very small way we organised camps with children of different languages, relations, castes and also of States and we were very successful. I suggest that the Education Minister must consider this point.

The Government has decided to remove illiteracy, but if voluntary organisations are not allowed to function, how can we think that removal will be possible? There is a rule that the application of State organisation is to be forwarded by the State Government. In our state, organisations have to apply through

Panchayat. You can realise how much time they will take. Panchayat will take its own time to forward the application to the District and then the District to the State Government for onward sending of the same to the Union Government. The result is sheer wastage of time and energy as at each level the application is required to be pushed through. Under the circumstances, how is it possible really to function? In this connection I would like to mention that we understand that quite a big sum of money was returned from West Bengal in the last year's budget to the Union Government. At the same time, the applications from a number of organisations were not sent to the Centre. So, I would request the Education Minister to think about it how this system can be changed of something can be done.

Now I come to the massive number of women illiterates, the number of whom continued to grow and the widening gap in men's and women's enrolment in different types of education. Only free education for girls will not enable the girls to joint schools. Education for girls has been free in West Bengal and Rajasthan, yet these States has been declared backward in Girls' education. A girl is pulled out of school to look after her younger sisters brothers because the mother has to go out to work or the girls have the compulsion to earn for the family. As the condition exists in our country we must have a policy to open creches and *balwadis* along the girls' schools. Otherwise, nothing will be done. Girls' education needs a push. Not only has the absolute number of illiterate women gone up during the last ten years, but the number of women per 1000 males among illiterates increased from 1330 in 1971 to 1427 in 1981. Worse still is the situation of women from scheduled castes, scheduled tribes and other deprived categories.

I may remind that the recommendation of the National Commission on Women's Education (1958-59) to reduce women's educational handicaps were accepted by the Government but many of the recommendations are still not implemented.

The Committee on the Status of Women in India reviewed women's educational development in detail in 1975. In Parliament, in this very House, it was resolved unanimously that comprehensive action should be taken to remove the disabilities and disparities suffered by Indian women in education. Again I must say much is to be taken up.

Women's issues should be incorporated in the existing courses, so that all students are exposed to them. They must become the concern of the various departments. Women's problems and concern must be incorporated in the content of education. Through education students should have the idea of women's equality in every sphere of life. Subjects like Home Science, Child Development and Nutrition remain confined to girls. Our idea is to be changed and Child Development, Home Science, Nutrition etc., should be included in our general studies.

MR. CHAIRMAN : Please wind up now.

SHRIMATI PHULRENU GUHA : It should not be thought that these subjects are for women only. Our text books should contain more materials on women, their present position, their rights and their status.

I am sure that the Government recognises the need to infuse some idealism among the youth, and one of the ideals must be the ideal of equality between men and women.

I support the Demands for Grants of the Ministry of Education wholeheartedly.

MR. CHAIRMAN : Shri E.S.M. Pakeer Mohamed.

[Translation]

\*SHRI E.S.M. PAKEER MOHAMED (Mayuram) : Mr. Chairman, Sir, welcoming the Demands for Grants of the Ministry of Education for the year 1985-86, I wish to say a few words.

Sir, if the democratic functioning of Government is to take deep roots in the country, then education must be given prime importance. I have no hesitation in saying that education is the foundation for the superstructure of political, industrial, economic and social growth in the country. This is one of the compulsions that made the central government include education in the Concurrent List of our Constitution.

Our young and dynamic Prime Minister has taken the country into a new era and the confirmation for this can be seen in his making girls' education free upto 12th class. The girls constitute the largest single group of non-enrolled children and the drop-out among them is also alarming. I would like to enumerate two decisions which go to prove the competence of our hon. Education Minister. They are :

- (1) The hon. Minister is introducing a scheme to re-imburse the States to the extent of loss on account of not charging the fees for girls' education ;
- (2) The Central Government will give grants at the ratio of 90:10 to the States which set up non-formal education centres exclusively for girls.

It is really regrettable that in this year of 1985 9 States are found to be educationally backward. I appeal to the hon. Minister of Education that intensive efforts must be made for educational progress of these 9 States.

We will not be able to contain population explosion unless education is spread to all the nook and corner of the country. Even after 38 years of Independence, illiteracy is to the tune of 60% in our country. I suggest that in that the Seventh Five Year Plan, separate allocation must be made for adult education, which should be intensified.

It is also unfortunate that we have not met with success in vocationalisation

\*The speech was originally delivered in Tamil.

[Shri E.S.M. Pakeer Mohamed]

of education. In 1966 the Kothari Commission recommended vocationalisation of education. This aspect was given due importance the 1968 Educational Policy of the Central Government. In 1976 the 10 plus 2 educational system was introduced to achieve this laudable objective. Even today some States have not adopted this 10 plus 2 system. The Annual Report of the Ministry candidly accepts the failure in this matter. The consequence of this failure is acute overcrowding in colleges and other institutions of higher learning. The crawling pace of vocationalisation of school education is also due non-involvement of local industry in a big way. In this background, I welcome the decision of the Government to set up a model school in each district during the Seventh Five Year Plan and in this model school two-thirds of the seats would be reserved for rural children.

Besides this, in all the States the Open School project should be implemented. Presently, the Central Board of Secondary Education is implementing only one Open School Project in which 8000 students have been enrolled. This is the best form of non-formal education. I suggest that in all the States the Open School Project should be taken up for implementation.

Sir, the National Council of Educational Research and Training is paying attention to reform school education. No attention has been paid to reform collegiate education, the standing of which has declined very much. The University Grants Commission is concerned only with sanctioning grants to colleges; it does not concern itself with revamping collegiate education. I suggest that a high level committee should be constituted to go into the standard of college education and suggest suitable recommendations for improving the content of college education.

In Primary Education the drop-out is considerable. Bearing this in mind,

our Tamil Nadu Chief Minister, Dr. M.G.R. has introduced the nutritious meals scheme. He does not want the children, who according to him are the blossoming buds of humanity, to wither away for want of food. This has brought down drop-out at the primary school level. Even the UNESCO experts have commended this scheme for universal application. Many articles have come up in educational journals abroad. I suggest that this scheme should be implemented in all the States so that drop-out at primary level is eliminated.

I am grateful that our dynamic Prime Minister has stressed the importance of vocationalisation of education. Before I conclude, I would stress that moral education should begin at the primary level itself in order to instil in the young minds the awareness about the existence of God, patriotism and fervour for a purposeful life.

With these words I conclude my speech.

17.00 hrs.

[English]

SHRI V. KISHORE CHANDRA S. DEO (Parvathipuram) : Mr. Chairman, Sir, we are today discussing a subject which is and has been in the Concurrent List for some time. Today this Government have said that they will bring universalisation of education by 1990. Today primary and secondary education mainly vests in the State Governments. And the way the things today are, I do not think universalisation of education would be achieved even by 2000 A.D.

Some of the hon. Members have pointed out that there are several schools in the countryside which do not have teachers; many schools do not have buildings and yet many other schools do not have even furniture, black boards and other equipment which are needs for teaching. I would like to point out that education at the primary

and elementary levels in many States is controlled by local bodies or under the control of State Government agencies. I find that in many of these schools teachers do not go to the schools for teaching. In several cases, the teacher is used by the local petty politicians, sometimes even by MLAs and MPs, in such a manner that he has hardly any time for teaching.

17.03 hrs.

[MR. DEPUTY SPEAKER *In the Chair*]

Unless we take the teachers from the clutches of these people, education will not improve in rural areas, districts and talukas.

The status of the teacher is very important in our country especially in rural areas, districts and small units which he represents. After all, who is a teacher? The teacher is one who grows a generation which is going to bear the future of our country.

Apart from emoluments and other things that a teacher gets and which are very meagre, what I am trying to say is that apart from the duties that are assigned to a teacher, a certain responsibility is also fixed on him. Teachers are not actually associated in the decision-making process of the educational institutions, and actually many things are thrust over the teacher's head. In many cases we find that even the headmasters do not have powers to replace broken furniture or even to take small decisions that are necessary for the smooth running of a small institution.

There is no recruitment policy that is followed uniformly as far as recruitment of teachers is concerned. I personally feel that unless their status is improved, the value of education will not improve in our country. My predecessors have spoken a lot about vocational education. Mr. Barrow has made certain suggestions about vocational training. I would only like

to mention that if vocational education has to have any kind of impact, it has to be done at least from the eighth standard level and jobs have to be de-linked from degrees. As my hon. colleague has said, vocational training should be given on apprenticeship basis, in concurrence with certain industries or other trades, and precedence to those who are trained in these disciplines, should be given over those who have degrees from elitist educational institutions.

Education is a subject which has been discussed for several years. Several committees have come and gone, several Reports have been placed on the Table of this House and they have been discussed here also. It is all very well to announce a new educational policy, but what is your new educational policy? It is not the new or the old policy that matters, it is the thrust that you give. After all, it all depends on the priorities you give from within your policy framework. Today you are thinking of having model schools in every district. What kind of model schools are these? I was told that some responsible people in the Government, while talking to officials of the Education Ministry, had indicated that they would like to have Doon type or Sherwood type of schools in each district. We have enough drop-outs from these schools and wayward children who are holding our country to ransom. I think we can do without them in future.....  
(Interruptions)

PROF MADHU DANDAVATE : We have lot of induction from Doon.

SHRI V. KISHORE CHANDRA S. DEO : I hope, the Education Minister, who is also a wise man, will understand these things and will also give a direction to see that along with education, our cultural heritage is also carried through. Education does not mean getting a degree or studying the textbooks alone, education means something more also. Culture has been bifurcated from Education Ministry. Culture was originally and has always been a part of education, but now it is with Sports. This itself is symptomatic

[Shri V. Kishore Chandra S. Deo]

of the disease that our educational system is suffering from today. What has culture got to do with sports. I would like to know. What I would like to impress upon the hon. Minister is to stress on mental culture and not on physical culture, a lot of which we have been seeing in various forms during the recent years. I would like to know from the hon. Minister whether he is thinking of setting up a National Commission on School Education. I think this suggestion has also been made by one of the hon. Members and I would like to support that suggestion.

There was also a Report which was supposed to have been prepared by the National Commission on Teachers. I would like to know from the hon. Minister whether this Report has been prepared and whether it has been submitted to the Government and, if so, what they are going to do about it.

I would not like to take much of the time of this House because many hon. Members have already spoken on the subject. I just wanted to make these few points here. I thank you for the opportunity that you have given to me and I would expect the hon. Minister to clearly state the direction in which he is going to lead this country as far as education is concerned.

[Translation]

**PROF. NIRMALA KUMARI SHAKTAWAT** (Chitorgarh) : Mr. Deputy Speaker, Sir, I rise to support the Demands of the Education Ministry. Education is an important subject for our Government whose aim is the welfare of the people. We are going to spend Rs. 229 crores on education in this year's Budget and looking at the Budgets of all the States, I can say that in the States also every year the expenditure on education has been increasing. In 1947, when we got independence, we were spending only Rs. 2 per head on education whereas today we are spending Rs. 66 per head. Even then, the question before us is whether the education

we giving to the children is proper and useful. In this connection, I shall say that the answer to this questions is in the negative, because our Prime Minister has himself admitted that and has already announced that a new educational policy is under consideration and that it would be based on four points, i.e., delinking of Degrees from government service, setting up of model schools in each district, establishment of open universities and the imparting of vocational training. Welcoming these four points, I would like to express my views before you.

Change in the educational policy is not new. From the very beginning, changed in to educational policy has been suggested—some time by the Kothari Commission, some time by the Radha Krishnan Commission and according to the outline of the new Educational Policy presented to us, as we have come to know from the newspapers, a Committee has been constituted by including three experts who will give you suggestions about the changes to be brought about in the education policy. In this Committee, Shri P.N. Srivastava, Shri P.L. Malhotra and Professor Moonis Raza are members. In the connection, I would submit that all these three experts are from Delhi and their thinking is limited to big cities whereas in our country 80 per cent of the people live in villages. They are not fully aware of the problem of education in the rural areas and of the schools in the villages. They are unaware of the conditions prevailing in these areas. I, therefore, request that for the important changes you are going to bring about in the educational policy, you should not depend only on the bureaucrats of the Education Department. You should invite scholars from all over the country for an open discussion and only then make changes in as important and basic a subject as education.

In the present educational system, one noteworthy thing is that even after such a long time since independence, we have not been able to eradicate illiteracy from our country. According to a Report of the World Bank, 72 crore People in the world are illiterate and out of them 34

crores are in India alone. You can very well imagine the situation. My submission is that when in the Directive Principles of our Constitution we have accepted the concept of providing free and basic education, we should try our best to implement it. For this, then if we have to make a special provision, we should do it.

In the Seventh Five Year Plan, you have fixed some target for providing primary education and adult education by 1990. I welcome it—and submit that our education policy should be flexible so that changes would be made in it according to the heads of the society. Today, we see that the educated people are drifting from their ancestral professions. A farmer's son after getting education starts shunning farming. A carpenter's son after getting education does not want to enter this profession. Therefore, I request that we should formulate our new policy keeping in view the slogan of "Shrama eva Jayate" given by our late Prime Minister, Smt. Indira Gandhi. Only then we shall be able to mould our policy of education according to our needs.

It is not that our educational policy is altogether faulty, because many of the world famous scientists are the products of our educational policy. How can we forget the names of Dr. Khurana, Prof. Raman and Chander Shekhar who got their education here and became internationally famous?

Similarly, many of our scientists and doctors are working in the Gulf Countries and also in some other countries. Therefore, we should formulate our educational policy by bringing changes in the present policy. The first and foremost aim should be to impart such education as may strengthen our national integration.

With the 42nd Constitutional Amendment, you have brought 'Education' in the concurrent List. My suggestion is that when 'Education' has become a concurrent subject, you may keep primary education as well as Higher Se-

condary education as a State subject and college and University education as Union subject and for this, even if you have to amend the Constitution, you should amend it so that a feeling of national integration may be inculcated and education can become uniform and we may have a uniform syllabus, pattern and examination system.

Today, our universities have different systems. A Tamil Nadu student cannot adjust himself in Rajasthan an Arunachal student cannot adjust himself in Gujarat. Unless there is uniform syllabus, we shall go on considering the question of bringing about changes in our educational policy.

When we have a body like to Union Public Commission, why should we not think of having the institution of University Service Commission? Selection of the teachers, like Vice-Chancellors, Readers, Professors, Lecturers etc. for the universities should be done through a university Service Commission and they should be posted to different parts of the country by the Commission itself.

Negligence towards higher education cannot be tolerated in the country for long. You have thought about the setting up of open universities. Your Open School Project has been successful up to school level. Similarly, by starting Correspondence Course in Open Universities we shall be able to lessen the students' such into the universities. Centres of Open Universities should be set up in every State so that along with Correspondence Courses, Contact Programmes by the Professors could also be arranged.

Student unrest is a world-wide phenomenon today. Why is it so and what are the reasons therefor in our country? The main reason for it is our defective educational policy. One reason for it is the uncertain future of the students. They do not know what will they do after completing their studies.

Today, anti-reservation agitation is going on in Gujarat. There is an agita-

[Prof. Nirmala Kumari Shaktawat]

tion in Assam also. This is because there is a big question mark before the students so far as their future is concerned.

There is such a heavy crowd of students in the colleges that the relation between the teacher and taught has been reduced to a relation between an audience and a tape recorder. The hon. Minister should try to find out ways and means to improve this situation.

Only students with good percentage of marks should get admission in the universities. Students who have failed once should not at all get admission in the universities; they should rather be admitted to open universities.

Today, one of the problems before us is the disruptive tendency of the students. To check this tendency, I suggest that N.C.C. and Military education in colleges and universities be made compulsory. This will create our second line of defence also.

The clouds of cold war are hovering over the entire world. The borders of our country are surrounded by the enemies. 'An empty mind is a devil's workshop.' If the students are given education in Military Science and N.C.C. training, it will render a double benefit.

At the same time, I would like to say that nationalism and moral education should be added to the syllabus of these educational institution and Universities.

Today, we face the gigantic problem of environment. Study of environment should be added to the syllabus. At the same time, education about population should also be included in the syllabus.

Now, I would like to say something about the Three-Language Formula. This is being talked about since a long time. But, it has neither been accepted by many of the States nor by the universities. It is quite necessary to teach our local language, state language, our national language Hindi as also English, German or French.

Sir, you have said that you will add a provision of the education of children in the age group of 6 to 14 years in the Directive Principles of State Policy. Why should we not think about pre-primary education? The Hon. Minister must pay attention to pre-primary education. The selection of Teachers for primary education should be made after a thorough consideration, as the teacher is like a burning lamp responsible for lighting many lamps. If the lamp itself does not burn, how will it light the other lamps? Therefore, their selection should be made after a thorough consideration. There should be orientation courses for their training.

Sir, I welcome the proposal of model schools which was mooted just now. But, the question is what their form would be. My suggestion to you is that our original *Ashram System* had some merits and the form of the proposed residential schools should be linked with the 'Ashram System', so that we could make this model school a model by blending the old and the new and being other schools also under it.

Sir, apart from this, our system of teaching is also very monotonous. A child has to on read a large number of books. There are no practicals. Therefore, education should be linked with practicals. Every subject should have some practicals.

Sir, you have made arrangements to teach through the medium of Doordarshan via INSAT. But, a reply was given in this connection in the morning today that very few places have been systematically linked with this programme. Our secondary education should import vocational training. We talk about 10+2 Scheme, but this 10+2 pattern has not been introduced at many places due to financial constraints. Therefore, I would like to give a suggestion that you should consider what kind of vocational education we should have. Apart from imparting education on workshop training, home science for girls, training in Veterinary Science and handloom can also be given.

Sir, I heartily welcome decision taken by you regarding five education for girls upto Higher Secondary level, because educating a boy means educating only one individual whereas educating a girl means educating the entire family. Therefore, your step is welcomed. At present, the percentage of educated women is very low. My suggestion is that college education should be free as has been done in Rajasthan. If you make education upto college level free at all places, it will be a very appropriate step.

Sir, today, there is need to nationalise education. Teaching shops have been opened all around. Small Schools are being opened every where. Thus, money is being collected unscrupulously in streets and *mohaltas*. Therefore, you will have to amend the law in this regard.

Today, your law does not restrict all these activities. Anybody can open a school upto 8th standard without securing permission from the Director. But, if we impose some kind of restriction, these teaching shops will be closed. Therefore, we shall have to think about education at all levels. Pre-primary, primary, Secondary and college education are all very sensitive subjects. You should frame your policy after inviting a debate on the subject and giving it careful consideration so that we could solve this vital problem facing the country.

With these words, I support the Demands for Grants of the Ministry of Education.

[English]

**SHRI MUKUL WASNIK (Buldhana) :** Mr. Deputy-Speaker, Sir, first of all, I thank you very much for giving me this opportunity to speak on the Demands of the Education Ministry.

Our late Prime Minister, Indiraji, had once remarked that all children are not born with the same natural endowments, but every Government should be able to give to every child all opportunities to develop their potentialities and capabilities to the fullest possible extent. I am

confident that this Ministry under the leadership of hon. Minister of Education, Shri K.C. Pant, will try and make every effort for the development of potentialities of every child to the fullest possible extent.

The election of Rajivji as the Prime Minister of our country has brought in a hope for an effective restructuring of the education policy. The first address of our prime Minister to the nation has made it clear that he wants to give the country a system of education under which vocational education will be aligned with industry, communication, agriculture and other productive sectors of the economy. Today, we are witnessing that there is a tremendous development in science and technology. Many things which are of now origin as well as techniques which have come up just a few months ago become obsolete because of a tremendous development in science and technology. The society and the culture are also changing very fast. Therefore, it is our duty to match our education policy with the changing society so that we can meet the needs of society.

The Ministry of Education has already initiated a comprehensive and an indepth review of the present education policy. I welcome such a decision of the Ministry. In the past few years, the Government has made sincere efforts to give proper education to the students. We have seen that there is an improvement in the primary education and the secondary education. We have seen, according to the figures that I have with me, that education is improving both at the primary and the secondary level. Today, we are expecting that about 50 per cent of our population in the age group of 11-14 years will get education at the secondary level. But at the same time, it is very unfortunate that at the higher secondary level as well as at the degree level, the proper administration has not been there and, therefore, we could not achieve good results.

The Ministry has also recently announced that the Government will give

[Shri Mukul Vasnik]

free education to girls upto higher secondary level. Many steps have also been taken to give adult education as well as education to handicapped persons. Other things, such as, scholarships to the poor, the weaker sections and the downtrodden sections of the society are also good signs showing that the Ministry has a will to look forward towards having an educated citizenry. Edmund Bruke once said that "an educated citizenry is more powerful for the defence of the country than any standing army."

The present Ministry has approached in that very same direction. Nevertheless, it is also a fact that in many spheres we have seen that the administration is not proper. Education to the masses is a very gigantic task and it is not easy to meet that task. The country today demands an education system which will help in the realisation of the national goals. What are our national goals today? Our national goals are to achieve increased productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral, and spiritual values and also help in achieving the aim by offering a job with a degree or a diploma. The past few years have brought to light that the education system lacks in properly inculcating in the student the principles of the Constitution, the great human values referred to in the Preamble and nature of the democratic socialistic society which we desire to create. The history as well as the culture of the country has not been brought to the student in the proper manner. I, therefore, request the hon. Minister to make a thorough review of the curricula for the schools as well as for the colleges and to try to give the country uniform curricula so that we can achieve the unity of the nation. It is of vital importance that energetic action should also be taken to produce books and literature, in regional languages, particularly of science and technology. It is a fact that the books of foreign authors on science and technology are not available to the students in regional languages and, therefore, books of foreign authors

must be published on a large scale in regional languages. The expansion of facilities in higher education should also be planned broadly in relation to manpower needs and employment opportunities. Manpower planning will help in the proper utilisation of our limited resources bringing down the wastage to the minimum. It is a fact that there is a growing need for technical manpower as well as for medical personnel. But, at the same time, we must be cautious while taking steps to start new colleges. Private medical and engineering colleges must be discouraged. Colleges which are denied the grant by the Government must not be allowed to be opened because education in private engineering as well as medical sector is very costly and private institutions cannot meet such expenses unless and until they gather the necessary finance in the name of exorbitant tuition fees or in name of capitation fees. The standard of education in such institutions also is bound to deteriorate if necessary finance is not available, and students coming out of such colleges are frustrated because they fail to compete successfully with the students coming out of Government colleges and out of these colleges which get the grants from the Government.

I also wish to suggest that for national integration and national unity, we must encourage cultural exchange programmes in every State on an inter-State basis so that students from one State are able to go to other States and are able to meet the students of that State, can understand the culture and the language of that place and such type of programme will help in the long run. It must be implemented as soon as possible. At the same time, nothing will help to achieve the optimum level unless and until proper coordination between the colleges, the primary, secondary, higher secondary schools and universities is there. Therefore, such complexes of educational institutions must be encouraged as this will help in the improvement of overall education.

Sports and other extra-curricular activities play a very vital role in the development of one's personality. In this direction, many steps have been

taken by the Ministry, and in the Demands also many things have been mentioned. But I wish that more finance be made available for the development and encouragement of sports and cultural activities such as music, debates, dramas and youth festivals in schools and colleges at the State level as well as at the national level.

I also wish to request the hon. Minister that the merit students coming out of each faculty must be given awards on a national level. One student from each faculty, must be selected and may be given an award by the President. This will serve as an incentive for the other students and will encourage the student community to improve their standards.

Steps must also be taken to improve the health of the student community. Health centres must be there in every University and record of the medical history of every student must be kept there. We can also make available the blood group of that student in such health centres and we can provide other medical facilities to the student community.

A few months back a thinking was going on in the meetings of the Vice Chancellors in many of the States that elections to the students' unions in the colleges and universities must be banned. Such a thinking is not proper. We are living in a democratic society where every person has been Constitutionally given a right to vote to choose his own representative. The democratic principle, must be developed in a student right from the college stage so that he can be a good democratic citizen of our country.

Lastly, I would say a few words about the financial provision for education. It is very unfortunate that such an important subject does not get enough finance. Only five per cent of the total budgeted outlay is provided for education. It will be necessary to increase considerably the total expenditure on education if massive and urgent

steps for educational development are to be implemented. We spend thousands of crores of rupees on building bridges, hotels and other structures that are to be used by the citizens. But we spend not even a quarter of that amount directly on the health and consciousness of the citizens who will be using those constructions. Any restructuring of education must, therefore, begin with re-defining the Plan priorities in the Seventh Plan even if it means cutting back into other sectors.

With these words, I once again support the Demands for Grants of the Ministry of Education and I thank you, Mr. Depuey-Speaker, for having given me this opportunity to speak.

STATEMENT RE: PROMULGATION  
OF TEA COMPANIES (ACQUISITION  
AND TRANSFER OF SICK TEA  
UNITS) ORDINANCE, 1985

[English]

MR. DEPUTY SPEAKER : Mr. Vishwanath Pratap Singh to make a statement.

PROF. MADHU DANDAVATE (Rajapur) : Sir, I rise on a point of order. I do not know the contents of the statement, but I am only raising a point of order regarding the procedure. I am quite conscious of the fact that, when he proposes to make the statement regarding promulgation of Tea Companies (Acquisition and Transfer of Sick Tea Units) Ordinance, 1985, the spirit of article 123 of the Constitution is being violated. I am deliberately using the term 'spirit of the Constitution', not only the provisions of the Constitution. As there is a fine distinction between 'privilege' and 'propriety', there is also a fine distinction between 'provisions of the Constitution' and 'the spirit of the Constitution'. Article 123 says :

"If at any time, except when both Houses of Parliament are in session, the President is satisfied that circumstances exist which render