

birds used to chirp, now the crows caw there.

I, therefore, urge the Government to draw the attention of the Chief Minister of Rajasthan towards it and also extend its full cooperation in preserving the beauty of this bird sanctuary.

14.57 hrs.

**MOTION RE : CHALLENGE OF  
EDUCATION—'A POLICY  
PERSPECTIVE.'**

(*Engli h*)

MR. SPEAKER : Mr. Narasimha Rao.

THE MINISTER OF HUMAN  
RESOURCE DEVELOPMENT (SHRI P.V.  
NARASIMHA RAO) : I beg to move :

"That this House takes note of the status paper entitled 'Challenge of Education—a policy perspective', laid on the Table of the House on the 20th August, 1985."

14.58 hrs.

[MR. DEPUTY SPEAKER *in the Chair*]

As a brief introduction to the discussion, I would like to place before the House certain developments since the House has had an occasion to consider education earlier.

A new Ministry of Human Resources Development has been formed by combining Education, Culture, Sports, Youth Affairs, Women's Welfare, Integrated Child Development and Censorship of films. The conceptual framework of this Ministry consists in building up the all-round personality of man and to this end, integrating as many activities as possible, with a view to evolving a package of inputs and delivering them. The process is not merely one of coordination, but real integration so that all components are woven into a single, continuous, harmonious programme. As members are aware, these programmes were implemented separately in the past, whether at the Centre or in the States, whether under one Minister or more. The integration such as is being attempted now is thus novel and unique. Its evolution in

all details is therefore bound to be gradual and on a pragmatic pattern.

Education has to play a catalyst role in this process of human resource development. It has to provide the continuum as well as a basis for the progress of the individual and the society through development of values, attitudes and skills; it has to provide strength and resilience to the people and enable them to respond to the challenge of change. It has to be characterised not merely by its concern for the individual but even more so, its capacity to serve as an instrument of social transformation. In the Indian context, the concept of national development goes far beyond economic growth. It is our endeavour that the product of our education system would be self-confident individual with a strong commitment to democratic values and secularism, concerned with the emergence of a nation united in purpose from amongst people speaking different languages, professing different religions, pursuing a variety of life styles. It would be imperative to devise system a under which all educational endeavour is fully integrated with the socio-cultural milieu and aimed at development of the full potential of the individual.

In Government's view the time has come when we should conceptualise the roles of the different stages of the educational process not in isolation but as integral parts of one single, all-inclusive movement of human resource development.

15.00. hrs

Although it is difficult to say where exactly the movement begins, we may perhaps begin with the pregnant mother and the ante-natal care which she receives. When the baby is born, it gets full immunisation and the benefits of nutrition programmes. Then it enters an Anganwadi and the pre-primary stage of education. Two years later, the child enters the Primary School and continues until the age of 14, as envisaged under the Constitution. During this time, he gets the benefits of the School Health Programmes which would ensure full coverage. On the education side, those who drop out of the formal school would be served by the non formal network which is so devised as to enable lateral entry into the formal stream. The formal and non-formal systems open up

[Shri P. V. Narasimha]

into the vocational stream, properly graded so as to make him fit for a vacation and to provide for vertical or lateral entry, based again on merit, into the higher education net-work, literal or technical. Those who cannot take advantage of institutionalised education would be welcome to enter the Open University or Distance Education system, for whatever purpose they have in view, at their own pace and convenience. Thus the portion of the individual's life-span, from conception to graduation, upto the highest Degree, and inclusive of continuing education, would be informed by the principle of affording full and equal educational opportunity to all those who desire and deserve. The package will naturally contain the important factors of culture, physical fitness and kindred values throughout. It is equally important that keeping in view the priorities in our national development, all educational programmes are suitably coordinated, such as agricultural education, medical education, education of para medical and health workers and workers' education with a principal focus on the clientele groups upto 35 years of age.

In view of the fact that the bulk of our children enrolled in schools are first generation learners, and since the bulk of the country's adult population in the productive age group of 15-35 are illiterate, the accent in our development effort should be on promotion of universalisation of elementary education removal of illiteracy. Also, investment in female literacy is the best way of improving quality of life as it motivates the adoption of the small family norm and leads to better health and nutritional standards and better family rearing patterns. The integration of programmes of adult education with other related schemes like integrated Child Development Scheme, Development of Women and Children in Rural Areas, promotion of literacy through NSS for NYK would call for special emphasis.

The educational process is also expected to provide knowledge and skills for solving problems of development besides enabling the learners to develop an understanding of the physical and social environment. Such a process appropriately cannot remain confined to the portals of the educational

institutions alone or to the client groups in schools, colleges and universities. It has to be a life long process. The educational endeavour should, therefore, be addressed to the requirements of continuing life-long education which is receiving increased attention today. Again the thrust towards all round development of the human personality should be in the direction of creation of a learning society in which teaching is assigned the role of the aids in the process of learning.

Our education should equip the individual and the society to face confidently the challenges of the future. But while the future is limitless in its expanse, it begins in the next moment. The future, therefore, starts from now. However, taking a realistic time-frame, the tasks assigned to the Ministry of Human Resource Development call for a planning perspective. Apart from whatever can be assigned in the immediate future, the perspective plan should be approached in the country of the challenge of the 21st century. That challenge has already begun, in the sense that the first graduate of the next century is already in class I in the current year 1985. How we shape this clientele of about 100 million over the next fifteen years would determine the country's future in the 21st century. Needless to say that each succeeding year hereafter would bring a fresh clientele whose number may reach 130 million annually. This huge human mass is to be the main target of the programme of human resource development.

The emphasis on the 21st century so often laid by the Prime Minister is also significant from another angle, namely the qualitative content of the challenge of change. The revolution in the field of electronics, computers, micro-chips and communications is bound to have an all pervading effect on our life styles hereafter. Informatics has emerged as a powerful discipline which call for an effective development of communication support system. In the context of the rapid depletion of non-renewable sources of energy, greater emphasis would require to be placed on development of renewable sources of energy which present, even more than mere technology, a challenge cost-effectiveness, which is really another challenge of technology with more complex ramification

All this would require evolving a new and dynamic education policy rivetted on the future, yet rooted in our values.

As of now, a nation-wide debate is in progress on the contours of a New Education Policy. A status paper: Challenge of Education A—Policy Perspective, has been published by Government. It contains an over view of the state of education and some pointers to possible future initiatives based essentially on the views and suggestions from educational planners, teachers, students, parents, intellectuals—in short all those who are interested in education. The Paper is intended to provide the basis for an indepth debate which would facilitate the formulation of the New Education Policy. While the policy would emerge out of a broad consensus, I would like to briefly outline some initiatives and priorities which Government considers necessary to achieve within a realisable time frame :

- (a) universalisation of free elementary education; women's education to be free upto and including Higher Secondary;
- (b) removal of illiteracy amongst people, through functionally relevant programmes of Adult Education, in the age group 15-35;
- (c) widespread dissemination of knowledge of India's history, culture and destiny and inculcation of values underlying the Indian Constitution;
- (d) strengthening of existing institutions and, where necessary, the establishment of new institutions of excellence for R and D and Man-Power Development for the future scenario of economic progress;
- (e) providing a vocational thrust to education to fulfil developmental needs as well as enhancing employability;
- (f) taking up a massive, long-term, nation-wide programme of school improvement and to support and stimulate it by starting a fair number of quality institutions which endeavour to serve as the catalysts of the above-mentioned

long-term programme. The main characteristics of these institutions are :

- (i) quality;
  - (ii) Social justice viz. education to be available irrespective of the parents' capacity to pay;
  - (iii) Merit base and cultivation of talent;
  - (iv) Utility and social purpose, conforming to accepted national policies;
  - (v) Having largely rural coverage; and
  - (vi) fostering national integration.
- When and as these institutions are established, an elaborates scheme to radiate quality from them would be formulated and implemented, drawing from experience as we go along.
- (g) delinking degrees from jobs where possible and establishing greater relevance and complementarity between the content and processe of education on the one hand and the requirements of different client groups on the other ;
  - (h) enhancing general access to education through use of mass media and setting up institutions for Open and Continuing Systems of Education.

The process of drawing action plans, and target setting has already been initiated concurrently with the Seventh Five Year Plan exercise.

With this brief outline, I request the House to commence discussion.

MR. DEPUTY-SPEAKER : Motion moved :

“That this House takes note of the status paper entitled “Challenge of Education—a policy perspective” laid on the Table of the House on the 20th August 1985.”

SHRI P. KOLANDAIVELU (Gobichettipalayam): Mr. Deputy-Speaker, Sir I am thankful to you for giving me the opportunity for taking part in the discussion on the Education Policy of the Government. Since the other Opposition

[Shri P. Kolandaivelu]

Members have staged a walk out, I have got the first chance to speak on this subject.

AN HON. MEMBER : You should thank them.

SHRI P. KOLANDAIVELU : Supposing they do it everyday I will get the chance to speak first every day.

MR. DEPUTY-SPEAKER : And also on every Bill, I think....

SHRI P. KOLANADIVELU : Sir, education is a very important subject and education is the only media by which we become civilized. If one is educated, we say that he is a civilised person. If one is uneducated, we will say that the person is not a civilised person. So, in the modern world, education has got an important role to play. Even our hon. Prime Minister wanted a re-thinking on the education policy. That is why, as soon as he occupied the office of the Prime Minister of this great country, he merged education and Human Resources Development; now the education has got a new trend because of the Prime Minister's new policy. Of course, the new education policy, has a wider perspective. Even though I welcome the policy, I have to make certain points with regard to the education policy.

Firstly, they want to have model schools in each and every district in all the States. But what would be the medium of instructions in the model schools? As far as the medium of instructions is concerned, I would say that mother tongue is the best language to teach a child. If the mother tongue is not given the first preference, automatically the education policy will fail. The Father of the Nation, Mahatma Gandhi, said that the teaching should be done only in the mother tongue. Mother tongue, therefore, must be given the first preference and next comes English. But in the new education policy, you are adopting a 3-language formula. We are dead against this 3-language formula as far as Tamil Nadu is concerned. We are adopting only a two-language formula; that is mother tongue, Tamil and next English. If you are going to adopt this method of 3-language formula, Tamilians as a whole will oppose this education policy itself.

Mr. Deputy-Speaker, Sir, as you know, Tamil is a renowned language and we have got a rich literature in Tamil. Even Hindi language has got no grammar at all.

SHRI SHYAM LAL YADAV : Who says ?

SHRI P. KOLANDAIVELU : Tamil is a rich and renowned language. That is why we insist upon two-language formula with regard to Tamil Nadu.

SHRI A.E.T. BARROW : Have not the other States got two-language formula like U.P? They have got Hindi and English.

SHRI P. KOLANDAIVELU : Further education is a concurrent subject. We want to have it in the State list instead of the concurrent list. Only if education is in the State list, more opportunities will be there for the State Government. Our hon. Chief Minister has introduced the scheme of nutritious meal for children. For the last three years, the scheme is being implemented successfully and 83 lakhs of children are getting a full square meal. Why should such a scheme not be implemented in almost all the other States? Why should you not come forward to help? We requested the Government of India to give some grant for this scheme, the nutritious meal scheme, but you have not given. What actually is the Government of India doing directly to the people? I want to ask the Government. You may be drawing so many schemes, but you have to see whether the benefits percolate to the people or not. You are not seeing that at all. You are only drawing up schemes and keeping it in your files. The State Government is nearer to the people; there is a communication system between the two. The State Government is looking after the interests of the people directly. The State Government is the custodian of the people; automatically, the State Government takes interest in order to help the down-trodden, the poor people to lift them from below the poverty line.

So, the State Government of Tamil Nadu thinks that Education should be in the State List and not in the Concurrent List. I also wish to inform this House that the rate of literacy in Tamil Nadu is 47 per cent and ours is the second highest literacy rate, next to Kerala which is the first. Now you are bringing this Educa-

tional Policy. After ten years what will be your literacy rate? Are you going to increase it or are you going to decrease it? Even the curriculum mentioned in the Education Policy is the same as the curriculum which is now adopted in Grade VI. There is no change. So, what is new about the policy that you are bringing in now? May be, the name of your Department has been changed from 'Education' to 'Human Resources'. That is all! As we see it in the book form, there is no change in the policy.

I would like to say something about the model schools. On 14th November, which happened to be the birthday of our first Prime Minister, Jawaharlal Nehru, two model schools ought to have been inaugurated. Why did the Government of India not inaugurate the schools on that day? Has it been postponed to some other birthday? I suppose the best reasons are known to the hon. Minister. Let him reply to this also.

Then with regard to merit, even in the model schools what sort of standards are you going to adopt? What will be the criterion for your selection tests? I would like to know whether rural children will get the first priority when the selection tests are conducted. So many private schools and institutions are being run by so many Christian people and many others. They get funds from even the foreign countries. If good standard is maintained in these model schools and if the rural children get priority and are given preference, then only this Education Policy becomes important and it will be welcomed by all. Enrolment of rural children is very important because most of our children live only in villages.

Most of the children, who are studying in schools are very poor and they all belong to families which live below the poverty line. Have you introduced any scheme for such children? You have stated in your Policy Document that as soon a baby is born, you are giving aid to the mother as also to the baby. What sort of nutrition are you providing? You are giving just 15 paise worth of nutrition. It is useless. The Government have to take care of all the children. When a baby is delivered, it becomes the state property and so it is the

responsibility of the Government of India. You have to shoulder all the responsibility. Then only each and every child will grow up properly and just as you wanted, then only it achieves the all round personality.

This Educational Policy has so many defects. This policy has been discussed by so many delegates in various Seminars and Conferences. These defects have to be removed and a new policy must be brought about.

[*Translation*]

SHRIMATI KRISHNA SAHI (Begusarai): Mr Deputy Speaker, Sir, a ray of hope and excitement has entered the grim atmosphere of education field since the announcement of revolutionary changes in the education system made by our Hon. Prime Minister Shri Rajiv Gandhi. This has aroused a feeling of confidence in the mind of the people. A new department has been created. I hope this new department will be helpful in all round development of children in future who are our hope for India of future. The effective steps already taken by the Government in this respect are very commendable.

The Education Department has prepared a document to which the hon. Minister has made a reference. The Department has done a commendable job and they deserve our gratitude for it. But there is apprehension in our mind which is based on our past experience. Our past experience has been very bitter in this respect. We have fear in our mind that all these efforts may not materialise at all and the draft schemes formulated by the Department may not be implemented. These efforts may not remain a dream only.

Mr. Deputy Speaker, Sir, in what position we find ourselves today since independence and the framing of our Constitution in 1950. The importance given to education and adoption of education policy in 1968 has led us to the present situation. Although I have not studied much the present situation, but what I feel is that our social and spiritual level has gone down considerably. Lawlessness is rampant all around. Due to communalism, terrorism, violence, unemployment and corruption, the moral of the people has degraded. Not

[Shrimati Krishna Sahi]

only the moral and social level have gone down, the values in life have been degraded. All these things show that we have failed to achieve the aim of our education policy of 1968.

Mr. Deputy Speaker, Sir, at that time what was our objective and what is our achievement now. Even now the hon. Education Minister has made reference to very good objectives of the education policy. In 1968 our objective was :

[English]

“To produce young men and women of character and ability for economic and cultural development of the country for national integration and for realising socialist pattern of Society.”

[Translation]

But the question remains whether these objectives would be achieved? Therefore, our Hon. Prime Minister Shri Rajiv Gandhi got anxious and he made an announcement on 5th January, 1985, bring about changes in our education system. The changes have been made keeping in view the future requirements. But the rate at which the literacy as well as the population of our country is increasing, we cannot say what will be the position in 2000 A.D. At that time 50 crore more uneducated or illiterate persons will be there in the country. Sir, this contention is based on the newspapers' reports. According to an estimate of the World Bank about 54 per cent of our people, who will be in the age group of 15 to 19 years, will be illiterate by that time. So the new education policy, which the Government of India is introducing, should be comprehensive in every respect. It would have been better if the views of all the people would have been heard before preparing the fresh draft for education policy.

Mr. Deputy Speaker, Sir, I know that this document is not going to be implemented just now. A document has been put forward and all of us have to consider it. It is in the consideration stage. The contents given under four items should have been made more comprehensive. Separate chapters should have been devoted on subjects like purpose of education,

eradication of illiteracy and women education. There should be separate arrangement for imparting training to teachers. Similarly rural education, medical education, engineering, technical education should have been dealt with separately.

Discussion on education policy has been going on since the time of Lord Macaulay. Then Maulana Abul Kalam Azad was our first Education Minister. But no significant changes have been brought about in the education system. I was reading a book in which Norman Douglas has said that today our education system has been reduced to a mere factory of woes and echoes. Majority of the people, i.e., 72 per cent of the people live in villages. Only 44 per cent of the total budget allocation for education is spent on education in rural areas. How long such attitude of negligence towards education will continue? It is very necessary to pay attention in this respect.

All the while we have been caring for the colonial and formal education introduced in the beginning used by a tiny minority of our country. Programmes like Adult education, TRYSEM, community education polytechnics are very necessary for rural areas, but actually what is being done in this regard?

Hon. Education Minister also comes from the countryside and he is also a people's representative. By paying Rs 50 to Rs 100 to an instructor, it is expected of him that he should not only make the adults of 15 to 30 years of age literate in ten months, but also develop among them practical ability and social awareness. Crores of rupees are spent on this scheme, but the responsibility, with which we have entrusted the instructor cannot be discharged by him due to the stranglehold of bureaucracy.

The present day Secondary education does not provide vocational training to the students. It is making students lethargic and fatalist. We hope this type of education will end which teaches students to pass examinations by cramming only.

Now the question is as to what changes should be effected in the education system so as to fulfil our aspirations? Firstly, we should pay attention towards primary

[Shrimati Krishna Sahij]

education in the villages whether it is run by corporation, zila parishad or autonomous bodies. There the schools have no proper building and equipment. Maps of pre-Independence time hung there. I have seen in the villages of my constituency that the same old maps are hung on the walls of the schools which show Bangla Desh, Pakistan as part of India. What knowledge the students will acquire from it. Instead of attaining upto date knowledge, they will collect wrong information.

In our villages there are no buildings for the Primary Schools. The schools are closed for 4 months during rainy season. Such schools are situated in my own constituency. I have been raising this matter for the last 4 to 5 years, but in this bureaucratic system files go on moving from one department to another, but no building comes up. The matter remains where it was. There is a river there, but it has no bridge over it. Due to the river and in the absence of bridge and building the condition of the primary level schools in villages has deteriorated.

Regarding teachers, I would like to say that they neither want to teach nor they feel their responsibility in this respect. The trade union movement is gaining ground these days. How will the hon. Minister control it? The aim of the trade unions is to serve their own ends only. The unions of teachers are interested to get their demands accepted. Do the teachers ever think that children are the future of India and we should acquaint them with the culture, civilisation and our ancient history. In the village schools, the students are not taught about the social values, national character and secularism. The boys of the schools in villages are sent for grazing the goats of teachers and girls are called to help the lady teachers in cooking meals at their homes. If there is *bhajan kirtan* at the house of teacher, then students of the schools are called in the evening to take part in chorus. They have to bring *kheer* and *roti* from their houses. There is no provision for any orientation course to the teachers which is quite necessary in the changed circumstances. The student is beaten mercilessly. We have seen in our area that the child is beaten with palm stick.

This creates a feeling of terror in the mind of child. How can development of such children take place? God only can save such children. The future of children, who live in villages, cannot be secure unless their personality is developed. For the better administration, we appoint I.A.S., I.P.S. and I.F.S. officers and for getting higher education and doing research work, we have universities but you know what is happening there. Students are using narcotics etc. You should arrange orientation programmes especially in villages. In villages, even today, obsolete and crude methods of teaching are being used. The teachers are imparting wrong education and in an incorrect way. Leave aside teaching of English, there are several mistakes even in Hindi teaching. We have seen that there are at least 15 to 20 mistakes in a single page of application of the teachers which they submit. There is neither proper arrangement of teaching nor any means therefor in villages. You will have to look into it thoroughly. You will have to bring improvement in the primary education. It would be better if orientation course for teachers is arranged. Presently, education is being imparted on the basis of old books with oft-repeated passages. We will have to look into all these things, 76 per cent of our population live in villages.

'Education' has now been included in the concurrent list. On the one hand we leave it to the State Governments to take care of the education and on the other, we say that we want to build character among our children and want to take the country forward. Mere utterances will not suffice. We will have to bring about a uniformity in it. You have to see that the State Governments implement the Central Government Schemes. In its absence, the education imparted is full of superstition and discrimination. This is the reason that we hear of Shiv Sena in Bombay and similar other organisations in other States. You will have to see as to what type of education is being imparted these days.

The books published by N.C.E.R.T., U.G.C. and N.I.C. do not reach the villages. What will they read without books? 200 history books have been written in different languages.

**SHRI P.V. NARASIMHA RAO :** You are explaining as to what sort of education was being imparted till now.

**SHRIMATI KRISHNA SAHI :** For this we will have to take care of the feelings of all. In history books written in different languages, superstitions and communalism have been encouraged. In this connection attention of the Hon. Minister had been drawn, but no action has been taken in this regard. Many things are said, but they are heard only inside this House. No one implements them outside.

In the book titled as 'History of India' written by James Smith and P.S. Smith which is still prescribed in the syllabi in our country, Hindus and Muslims have been shown as two separate nations. Why such books are allowed to be published ?

Similarly, in his book 'History of Freedom Movement' Romesh Chander Mazumdar has written that 1857 Movement was the movement of goondas and ruffians whereas it was the first step towards the national movement for freedom.

Last year I had stated during the discussion on Budget in this very House that 2.1 per cent of the total Budget has been earmarked for education, but it is quite insufficient, whereas our population is increasing by 2 to 3 per cent. The provision made for education in the Budget is quite insufficient. The field of human resources is very vast and many things can be covered under it. We should, therefore, spend the maximum amount on education. Even at present we are spending only 3 per cent of our GNP on it whereas earlier it used to be 7.2 per cent of GNP. Other countries spend 6 to 8 per cent of their GNP on education and we spend negligible amount. I hope that even at this late stage something will be done, because it is better late than never. In conclusion, I would like to quote Tennyson :

[English]

"The deep moans round with many voices, my friends,

It is not too late to seek a newer world."

**SHRI D. P. YADAVA (Monghyr) :** Sir, I am one of the lucky persons today to

speak on the paper entitled 'Challenge of Education—a policy perspective' which was tabled in this House on the 20th August, 1985.

The basic issue before the country is that we should change the system, but to my experience and knowledge, I personally feel that this slogan of changing the system is somehow a misnomer. Misnomer, I will say in the sense that had education been...  
(Interruptions)

[Translation]

**SHRI RAM NAGINA MISHRA (Salempur) :** If Members from Bihar do not speak Hindi, what will become of Hindi ?

**SHRI D.P. YADAVA :** Mr. Chairman, Sir, according to the wishes of the House, I speak in Hindi.

I would like to submit again that today in the entire country a general feeling has been created that there is going to be a change in the education system and the ordinary people are going to get benefit from it. I have been Deputy Education Minister for six years in this Ministry. I have both sweet and bitter experience during that tenure and on that basis I can say that with a cool mind we should think as to how much meaningful this slogan is. The Hon. Minister, Sir, when you were reading out your explanatory note, I was going through the document 'Challenge of Education—a policy perspective' and I was feeling that you too were reading the note in the same manner in which we have been repeatedly stating for the last many years as to what change should be made in the education system and what should not be made. There is one organisation attached to the Education Ministry, i.e., the Central Advisory Board of Education. The people may consider it as a meeting ground. During my tenure, 38 to 39 meetings of the Central Advisory Board of Education were held and after that at least 10 more meetings must have been held. In this way the Central Advisory Board of Education must have met 48 times. If you read extensively the minutes of these meetings, you will find that in the matter of education certain people who are expert in drafting, includes very good points in the reports and less

[Shri D. P. Yadava]

educated people like us read out their reports on radio and seminars or meetings or press conferences. I do not agree to this point of view that whatever draft is given to us, we should accept that. Many big things have been said, Leaving aside all those things, what we have to do is to go deep into the problem. A radical change should be brought in the education. In 1974, 1975 and 1976 a big agitation was started for this and slogans appeared on the walls that radical changes should be brought about in education. I used to think as to what should be the change ?

I have seen that the people who had removed us from the power by giving slogans had also to vacate seats of power after disappointment and frustration I feel that this Ministry should tell the people what has this education given to them so far and what we have to achieve from it in future. I am not among those who say that this education has ruined us and has not given anything to us. I do not agree to this view. Is it not a fact that in 1950 and 1951 the foodgrains production in our country was 55 million tonnes and today it is 155 million tonnes. Whom does this credit of producing 155 million tonnes of foodgrain go ? The credit goes to the Indian scientists who have been educated under the present education system. The credit of the green revolution will go to the Agricultural Research Institute, Pusa and all other research Institutes .....(Interruptions) credit will go to farmers also. The farmers and the scientists and all other people have been educated under the present education system and have increased the foodgrains production from 55 million tonnes to 155 million tonnes. It is not confined to merely production of foodgrains. Today, in hybrid seed science we are third or fourth in the world. It is one above or one below, but it is third or fourth position in the world. India is far advanced in hybrid technology, plasma technology, molecular bio-technology and agriculture technology. Wherefrom they have come ? They are the people who have studied in high schools, primary schools or the universities of this country itself. Therefore, I do not agree to the views that nothing is being done in the field of education.

Take the case of the industries, I

would like to give the example of steel in the industrial sector. At the time of independence we used to produce 1.3 million tonnes of steel and what is our installed capacity at present. At present our installed capacity is 11.4 million tonnes. Who are the people engaged in the production of steel. These are the people who have passed out as mechanical engineers from IITs, they are the metallurgical engineers from Dhanbad. They are all engaged here. You have also been a Defence Minister in the past. You know it fully well whether defence laboratories have done excellent job or not. The Defence Research Laboratories, the laboratories of CSIR and other laboratories have all done a good job. India is today not only self-reliant in the field of small arms, but in the field of big arms, field guns also, no one can compete India. I can say it with pride that we have reached a stage in our research work where we are in a position to manufacture even Pilotless Target Aircrafts and this is all being done by the people who have been educated under this education system.

Now have a look at the power and energy field. In this field we used to generate only, 1,712 megawatts of power in 1947 and 1950, our engineers, brought up under the present education system, have made it possible to generate 42,440 megawatt power today. Therefore, I am not ready to agree that present education system, has not given us anything. We have launched Aryabhata, Bhaskara-I and Bhaskara-2, Rohini, APPLE, Insat-1A and Insat 1B in the space. Who has done this ? There are a number of space laboratories located at many places right from Sri Harikota to Ahmedabad and at other places also. Scientists of our country have developed indigenous science and brought fame to our country in the world.

Similar is the position in respect of Oceanography. A very great achievement of our country in this field is extraction of polymetallic nodules. It shows the telemetric and seismological capability of our scientists. Our scientists have developed this nodule and after having been processed in our laboratories, it is being used in our factories to produce metal. This is our history. This is our geography. We have been able to make so much achievement on the basis of this very education.

Hon. Krishnaji has said that we should provide more funds out of Gross National Product for education. I would like to humbly submit to Krishnaji that I fully agree to it. If resources are more; more, provision must be made for education. But if there are no resources or scarce, the limited resources available with us should be fully utilised and a review should be made on regular basis in this regard.

The facts and figures pertaining to the education field should be placed before the country. We have done a lot of work in the field of education. In 1947 there were only 7,300 high schools in our country, whereas their present number is 52,279. Is it not an achievement? The number of technical institutes was 325 only, whereas their present number is 515. The number of Engineering Colleges is 200 at present as against only 40 previously. The number of degree colleges was hardly 125 or 150. Now their number has risen to 5,246. Previously, the number of universities was only 30. Now their number is 140. At that time total number of students in the country was 1.5 crore whereas their present number is 11 crores. Similarly, the number of teachers was 7.5 lakhs earlier whereas their present number is 35 lakhs. At that time we used to spend hardly Rs. 100 crores on education, but now we are spending Rs. 6,000 crores annually on education. These are our figures. The country should also be told that we have made a provision of only Rs. 2,524 crores for education in the Sixth Plan, whereas in the Seventh Plan we have made a provision of Rs. 6,382 crores for education. This is the condition of education in the country and on the basis of this very education, the scientists of our country have made this achievement in the field of technology. We should consolidate the position if there are 35 lakhs teachers and 11 crore students in our country. We should work for consolidation and not for total change. It will be more practical.

Sir, I have mentioned physical figures just now. Now, I would like to humbly submit in a very few words as to what action we should take in regard to our physical targets. We should have practical approach with regard to education. There

is no need to have emotional thinking in this regard. The loopholes should be plugged. We should put in more resources where we can achieve more. In the document titled "Challenge of Education" the condition of that elitist class has been described which has made use of education properly for themselves, for their families and for the society. That is why I would like to thank those officials of the Ministry, who have tried very honestly and diligently to include these facts in this paper. In this paper it has written about that very education—

[English]

"Universities and colleges are becoming notorious for rampant casteism, regionalism and inbreeding. These institutions, barring a few honourable exceptions, have become virtual battlefields, in which political and other factions, backed by teachers and aided by other staff, often fight pitched battles for power and supremacy.

"Some Vice-Chancellors spend their entire term of office behind barricades, operating as well as they can, from their houses. The achievement of a university is judged not on the basis of the quality of its research or the competence of its students, but by its adherence to the schedule of examinations and the prevention of forced closures.

"The number of effective working days in a year even according to the schedule is far below desired levels. The internal efficiency of the higher education system is extremely low. This is evidenced not only by the poor quality of courses, but also by the large number of drop-outs and failures which together account for more than 59 per cent of the students enrolled, representing a colossal waste of resources."

[Translation]

This is the challenge before us. How will we improve the conditions? If we are able to improve the conditions, we will be able to meet this challenge of education.

[Shri D. P. Yadava]

In the end, Sir, I would like to put forward a few suggestions. When a student is given admission against reservation in the Engineering and Medical Colleges, people say that standard of intelligence would be affected and therefore, there should not be any reservation. How far is it justified if a student getting 35 or 40 per cent marks is given admission after taking donations? Mr. Rao, I, therefore, would like to submit that a legislation should be passed and rules framed to ban schools and colleges as well as Engineering and Medical Colleges getting donations. In this way 'quality' goes down. Besides, rich persons are able to get anything easily. It means that the rich persons having resources can enjoy every facility and the poor having no resources become helpless.

The second thing that I would like to say is that many government schools do not have even blackboards and many others do not have any building. Many schools do not have drinking water facility and many others do not have any lavatory. I mean to say that if we talk of bringing about radical changes in the education system without ensuring the minimum requirements in government schools, it may be a good subject to be written in flowery English or Hindi by our officers, but practically you will be only disappointed. Perhaps after a period of 2 to 4 years you may also be disappointed in this country like Shri D.P. Yadav, Shri K.C. Pant and Moulana Azad.

In the end I would like to say one thing more. The Scheduled Castes and the Scheduled Tribes have a definite reservation in government services, but when the question of getting enrolment in a university or a college arises, why the reservation formula is not implemented in a proper manner? The University Grants Commission, which gives grants worth lakhs and crores of rupees to them but has no control on the admission of students of the Scheduled Castes and the Scheduled Tribes. There is no check to ensure their admission in proper ratio. What is all this happening? It is nothing but arbitrary manner of functioning in the big institutions. The Scheduled Castes and

Scheduled Tribes are not being given reservation. The reservation formula should be implemented in a proper manner.

I would also like to add that you should go ahead very cautiously in respect of adult education and non-formal education. I cannot say anything about other states, but I would like to say about Bihar where provisions regarding adult education and non-formal education are on papers only. The implementation of these provisions is confined to purchase bulbs durrees etc. and submission of the report. Government should pay attention towards this aspect also.

I would like to take one minute more and it will be my last point. Sir, instead of making changes in the education system, the system should be strengthened. Strengthen the system. Simply changing the policy will not do. . .

**SHRI RAM NAGINA MISHRA :** Besides strengthening the system, changes should also be made.

**SHRI D. P. YADAVA :** Changes will come automatically as and when science will advance and science will come automatically in the pipeline. Many of our institutions will take care of it. That is why education system should be strengthened. Education should be such as may give equal status to the pen and pickaxe. With these words, Sir, I thank you for giving me an opportunity to speak.

[*English*]

**SHRI JAGANNATH RAO (Berhampur) :** Our education system so far has not been successful in building up all-round personality of the students. The objectives laid down in the Constitution have not been applied at all. Nothing has been achieved. This system has no relation to social development or to the natural environment.

Sir, the main purpose of Education is not only to get a degree or a diploma but to see that the person develops his personality in all spheres, so that he can feel proud that he is a human being belonging to independent sovereign republic and he has a right to live, though

he may be poor, as citizen of a free country. The present education system has no relation to all these factors. We are grateful to the Prime Minister for bringing Human Resources Development under one umbrella dealing with all allied subjects which is very necessary for a young man to develop his full personality. Sir, there is no better choice to head this Ministry than the present incumbent Mr. P.V. Narasimha Rao who is a literary figure and a master of so many languages. Therefore it is a good augury and I am sure that this new Department set up at the Centre by Prime Minister will certainly succeed in its aims and objectives.

The system today is haphazard; only by memorising things and passing examinations, degrees and diplomas are obtained. Now, take Elementary Education. What is being taught has got no relation with nature and surroundings of the young boy, nor that of the national interest or national development which are very necessary. The type of schools that we have are ill-equipped. Trained teachers are not there. There is only one teacher in some schools, for all classes. The teacher sometimes sub-contracts to another to teach, who has neither the experience nor the qualification to teach. There are no laboratories. There are no blackboards. What do you expect the young child to learn from such schools? The first thing we should see is to ensure that these schools are well equipped. All the tools should be there for teaching the students. That is very necessary. If the Government of the State is not able to do it, then, the local community should come forward and aid the Government to see that proper buildings are provided for the schools and if any repair is needed, those repairs are carried out to the building. If blackboard is needed, they should be provided. If text books are needed, these should be given to the students. In other words, the village community should identify with the development of Education in rural areas. It is the duty of the community as well.

Sir, the Constitution itself speaks of Secularism, Socialism and Democracy. But no lessons are given in such subjects; no attempts are made to inculcate these

values in the minds of our students. No attempt is made to teach them that in a democracy decisions are taken by consensus and by majority; no attempt is made to teach them about the values of secularism and how violence has no place in the scheme of things. We have got so many religious communities and so many different faiths in our country. Students should be taught about toleration but this is not done. This aspect is totally ignored. We have to teach young students many of these things because these years 7 to 14 years are the formative years. This is the period when they should be given the foundation on all these aspects so that they can prove themselves to be worthy citizens of our great country. An atmosphere should be created in this regard. I am sure this new policy statement will help us to implement these objectives.

Our Constitution speaks of equal status and equal opportunity. All people have equal status and equal opportunity, which is the basic principle of Socialism.

16.00. hrs.

As a citizen of the country—he may be poor—he is entitled to the same privileges and same rights as any other person who is better placed in life. This fraternal feeling brotherhood is also to be taught. Young boys who are born now do not know the freedom movement, about the leaders who had sacrificed their lives, who had got freedom for the country by the weapon of non-violence, Satyagraha. They should be taught these lessons what Gandhiji stood for what he preached and what Nehru practised and how he wanted the country to develop. He wanted India to develop on modern lines, on the lines of science and technology. Science and technology should be given a pride of place, even in the school curriculum of elementary education. Lesson should be taught on science and technology. They should be taught lessons in agriculture, pisciculture and cattle breeding because these are the vocations that are available in the rural areas. Everyone should not be made to think in terms of jobs, employment because employment is not possible to everyone. Therefore, this vocational aspect of education should also be given a stress to include it in the curriculum,

[Shri Jagannath Rao]

Therefore, the lives of greatmen who led the freedom movement should also form the subject of education at the school stage.

16.01 hrs.

[SHRIMATI BASAVA RAJESWARI  
in the Chair]

About universalisation of education, article 45 of the Constitution has not been given effect to. At least, I am sure that now in the Seventh Plan, every State would strive to see that all children up to the age of 14 years are given free education. To prevent dropouts, incentives should be given such as uniform free mid-day meal, supply of text books and so on so that there will be incentive for them to remain themselves in the schools and not to drop-out. These are some of the measures which are to be taken in education so that it becomes a success. This is about elementary education.

At the secondary stage of education, 10+2 stage they should be taught vocational courses in agriculture, veterinary science, cattle breeding, pisciculture and so on. These are the vocations that are available in the rural areas. It is because every boy who comes from an agriculturist family must know something of agriculture, something of pisciculture, something of cattle breeding so that he can be useful to his own family and to the community.

At the college and university level, science and technology is to be imparted to the students. We are in the age of science and technology. We can ignore it only at our peril. Therefore, they should be given lessons in science and technology so that scientific temper which has been created in the country by Panditji when he started a series of laboratories all over the country is developed so that the country can proceed and develop on scientific and technological grounds. Otherwise, there is no scope for further development. We are in a fast moving world. What is valid in technology today becomes obsolete the next day. Therefore, you have to be in tune with these recent, latest innovations

and discoveries so that we are not left behind.

So, in the education system, it is not that we are changing the pattern. But we are only changing the curriculum, syllabus and the mode of teaching. Shri D. P. Yadava said, there is no point in changing the system. We are not changing the system. We are imparting certain values to the students which were not given to them earlier. It is because, we have to build up character of an individual. Nothing has been taught about character. Therefore, the lives of greatmen like Gandhiji and Nehru are taught in schools so that they will learn from them and try to become as good individuals as those leaders were. Therefore, the paper has brought about all the salient features of the type of education that the country needs today and the changes that are required to be introduced in the present system. I am sure, this system will come into force during the Seventh Plan all over the country and will bring about a revolutionary change in the system of education.

We must bring about new, dynamic and young persons with good character who can see the 21st Century. Moral values have gone to the winds. Moral values have fallen more steeply than money values. Unless a man has character and is morally strong, the education has no meaning. Therefore, we have to build up the personality of the individual, all round personality, so that he can be a useful citizen, useful to himself and to the community and to the country.

This is the vision of Pandit Jawaharlal Nehru. That is why he created all these things from the womb to the grave. He has laid down formative schemes included the Plan documents and they have been implemented all these years. But now with greater vision, education should form the core of the Plan along with other important subjects. 3% allocation of GNP is not sufficient. It should not be less than 6%. Every rupee that is allocated should be spent properly to achieve the results expected.

I congratulate the Prime Minister for the initiative he has taken in creating this new Department and also I complement the Minister Shri P. V. Narasimha Rao who is

competent to see through all these plans which are envisaged in the document.

**SHRI A. E. T. BARROW** (Nominated Anglo-Indians) : Madam, I would like firstly to draw your attention to what I consider a glaring omission in the document and then, if time permits, I will deal with the document itself. The glaring omission in the document is the omission of any reference the educational rights of minorities.

In the 1968 National Policy on Education I was a Member of the Committee which drew up that policy—special mention in that policy statement has been made of the educational institutions conducted by minorities. The policy emphasised that minorities have a special place in the national system of education.

That statement referred to the special safeguards provided in Articles 29 and 30 and also made special reference to the directive given in Article 350A of the Constitution.

It also referred to certain resolutions and statements laying down the administrative procedures to be adopted in respect of minorities and made special reference to the Provincial Education Ministers Conference in 1948 laying down the provision for imparting education at both the primary and secondary stages.

It also emphasised that in a memorandum laid on the Tables of both Houses of Parliament in 1956, after taking into consideration the report of the States Reorganisation Commission, certain other safeguards should be provided. This document has completely omitted any reference to minority institutions.

I wish to emphasise that educational protection given to minorities in the Constitution has been done with a very good reason and I will, with the permission of the House, go into the background of this.

**SHRI. P. V NARASIMHA RAO** : There is no need of that. You can go on to the next point. It is well taken. It is not a policy document. You need not discuss about it. We have accepted it. It

continues. If you wish to say more on that, I have no objection. But I would like to save time.

**SHRI A. E. T. BARROW** : It would like it to go on record in the House. I want to go on record.

**PROF. N. G. RANGA** : It is a question of time.

**SHRI A. E. T. BARROW** : It is my time and I want to emphasise this point. I want it to go on record.

**MR. CHAIRMAN** : Please continue.

**SHRI A. E. T. BARROW** : It is not to have a pampered and privileged section of society but to give to minorities a sense of security and a feeling of confidence.

It is an internationally accepted principle to protect the educational rights of the minorities. In 1921, Albania, after joining the League of Nations—subsequent to its joining the League of Nations—signed a treaty for its minorities. In 1933 Albania wanted to do away with all private educational institutions on the ground that it was doing away with the majority as well as minority institutions. This was referred by the League of Nations to the Permanent Court of International Justice at the Hague.

The Court with laid down two very important principles—the principle that the minorities have the right to preserve their language, script and culture and the important principle that the minorities are to be given a differential treatment so that they will have equality in fact and not only equality in law. These two principles have been accepted by the Supreme Court of India : in the 1974, in Ahmedabad St. Xavier's College Society vs the State of Gujarat case, Mr. Justice Mathew, on behalf of the 9-member Bench—there was a dissenting judgment—stated.

“Equality in law precludes discrimination of any kind; whereas equality in fact may involve the necessity of different treatment in order to attain a result which establishes an equilibrium between different situations.”

If you go into the history of what happened in the Constituent Assembly, you will see that Sardar Patel propounded thi<sup>s</sup>

[Shri A.E.T. Barrow]

before the Advisory Committee on Minorities in 1947.

“...It has been claimed on behalf of the British Government that they have a special responsibility, a special obligation, for protection of the minorities. They claim to have more special interest than we have. It is for us to prove that it is a bogus claim, a false claim, and that nobody can be more interested than us in India in the protection of our minorities.”

Prof Ranga may remember that Shri K. M. Munshi and Shri Mahavir Tyagi wanted that the special safeguards which were then in Clause 18, our present Articles 29 and 30 of the Constitution, should be referred to the Advisory Committee because they wanted to see what Pakistan was going to do. Dr. Ambedkar said this :

“Now, Sir, with all deference, I must deprecate any such idea. Rights of minorities should be absolute rights. They should not be subject to any consideration as to what another party may like to do to minorities within its jurisdiction.”

“We have said that no minority shall be precluded from establishing any educational institutions which such minority may wish to establish...”

I will not go into this any more. I only wanted to add, for the record that there have been a catena of cases decided by the Supreme Court laying down certain principles which should govern the control and regulation of minority institutions. But I say with regret that, in spite of these judgments by the Supreme Court, the minorities have still to go to court to have their rights vindicated—with the whole series of judgments, with this background...

MR. CHAIRMAN : Please try to conclude.

SHRI A.E.T. BARROW : With all this, where do we stand ? The minorities should not have to go to the courts to have their rights vindicated. I have pleaded in another forum with the Minister and I plead again over here that in our policy statement we should ask every Ministry of Education in the States and at the centre—

it is happening, in the Union Territory of Delhi that regulations are passed, orders are passed and in the States, Acts, Bills are passed and the minorities have to go to court. Cannot this be vetted by a legal cell in the Ministry to see that the minorities are not subjected to harassment ?

I would like now to turn to the document itself. The document, I want to point out, has admitted certain failures. These failures are ; it failed to implement the 1968 policy, the enrolment at the primary stage itself has little significance as the drop out rate is 77%, in 1981 there were 437 million illiterates and that by 2000 AD there will be 500 million illiterates, when we became independent, we had 300 million illiterates. I know that there has been a population explosion.

[Translation]

SHRI RAM NAGINA MISHRA (Salempur) : What was the population at that time ?

[English]

SHRI A.E.T. BARROW : That is what I am saying. I am not citing this to criticise the Government. I am citing this to show that the finance available for education is not sufficient for us to have an effective educational system. What are we getting ? From the 7th Plan we are getting 3.4% for education, Sports, Culture and what have you ? You are getting about 6000 crores of rupees. It will take over Rs. 6000 crores if we are to implement the promise that is being given to the people that by 1990, there will be a Universal Elementary Education.

In the Plan, as far as I know, only Rs. 2000 crores has been earmarked for universalisation of Elementary Education, some is expected to be done in the non-formal sector. But with this finance how can we implement any effective educational policy ? We must have other sources of finance. They may be marginal, but they will help. Here are some sources Can't we have the income tax act amended ? I am speaking from the memory, I think it is Section 80-G of the Income Tax Act. This Section gives remission of tax for donations to family planning. Why can't that Section

be amended to give a 100% remission for donations to education? Why can't a special tax be levied on Commercial houses, Multi nationals which give big dividends to their shareholders? These are organisations which draw heavily on personnel from our universities, let them be taxed and let that money go to the universities.

**PROF. N.G. RANGA :** For elementary education ?

**SHRI A.E.T. BARROW :** Whichever stage you want to give it. I am trying to be reasonable ; they get our graduates from the universities and they don't spend a single paisa on them.

In America the commercial firms spend money. They have to spend money to train people to come and work for them. Here what happens ? Our students are trained and these commercial firms take them over, let us impose some sort of a tax.

In my budget speech I had highlighted the need to harness industry to give technical training ; to enact legislation which would make it compulsory for every industry to have a technical training institution, financed by it, manned by it and to give the training which it will require for that industry. These are sources of finance for education and it will benefit our youth as far as employment is concerned.

As far as the delinking of degrees from jobs is concerned, this is an old concept but it has never been carried out and I agree with it a hundred per cent. But you have to take into consideration that we have got thousands of colleges which are ordinary degree colleges and I believe there are over 211,000 teachers in these colleges. So this will have to be a very slow process because these teachers will have to be catered for; they cannot just be thrown out of employment. If we are going to delink degrees from jobs and I agree with the principle let it be a phased programme. It cannot be a programme that can be carried out overnight.

Then I wish to emphasize that the quality of our teachers is very hopelessly inadequate. In another forum I have

advocated that by a gradual process the present B Ed course should be phased out and a four year integrated course leading to B.Ed in science or B.Ed in Social Science, etc should be introduced so that we have our trainees make up their minds at the plus two stage that they are going to be teachers and we do not get persons who because they do not get any other jobs come into the teaching profession by just going through the one year B. Ed course which is entirely the suitable to make them proper teachers.

I want also to deal with improvement of the quality of education. Now the Minister will be one with me that we must have considerable and drastic changes in our Examination System. I am not going to go into it at any length. But I think he will agree with me that this must be done.

There is one thing about which I feel very strongly. Unfortunately these benches are empty, because—They will oppose me on this. We must divorce politics from education at the University stage. I have nothing against university students...

**PROF. N.G. RANGA :** It will never happen.

**SHRI A.E.T. BARROW:** It can happen, we are old—you and I. Let us look to the future. Anything can happen and nothing can happen. As I was saying when I was interrupted, let our young men study the ideologies of the different parties let them form their own judgment, don't cramp them, but don't have elections in Universities; elections of teachers, elections of students to university bodies.

In the Visva Bharati Bill we have ensured that there will be no elections. Let the teachers be there by seniority and rotation, let the students be there by virtue of merit and I hope that the Government will come forward with a Model Education Bill for our Universities. Once this is done, I think...

**MR. CHAIRMAN :** Please now conclude.

**SHRI A.E.T. BARROW :** One point more and I will finish. We want the 10 plus 2 system to continue, but can't we ask our

[Shri A.E.T. Barrow]

Universities to change to 3 year course and to upgrade their syllabuses. I am connected with the schools and schools have reorganised their syllabuses but most of the Universities have done nothing. The result is that the standards in the Universities are low. We get teachers from the Universities for our schools. Unfortunately, we cannot get them from any other source. What is the result? Teaching in the schools is deteriorating.

Madam Chairman, you have been very gracious to me and I thank you.

[Translation]

**SHRI DHARAM PAL SINGH MALIK (Sonepat)**: Madam Chairman, today we are having discussion with a view to give a new shape to the education system. What should be the shape of the new Education Policy and to what extent the society can help in making that policy a success and how this new policy will be able to meet the challenges of the future? We have to consider all these things.

Before I speak something on the shortcomings in the existing system, I would like to go into its background. You know that our initial education system was Macaulay type education system. It has been in existence in the same condition since 1881 till now except for few minor changes. Before this discussion the new Education Policy was adopted in 1968, but neither adequate funds were made available to make it a success nor any special changes were made to modify the education system. I have not studied the paper presented in House, but I would like to say one thing of which I have had the practical experience or which I have felt even after student life. Under the existing education system a small child just admitted in a school for the first time has to carry a heavy load of books. The child is unable to carry his heavy school bag. The number of subjects is also very large and the subjects are such as will have no use throughout his life. I would like to inform you that I had learnt Algebra in X class. I knew nothing about it even at that time and I do not know anything about it even now. It did not prove to be of any use to me throughout my life. In this regard

I would like to say that the study of psychology should be made compulsory from the very beginning under our education system so that the teacher is in a position to know the subjects in which the child has the aptitude and, therefore, the stress laid on those subjects only and he should be taught only those very subjects so that he could get expert knowledge about them and get proficiency in them.

Besides, I would like to state that in the field of education, many persons have invested their private funds and have set up educational institutions in Haryana State and they are earning huge money by running them. What I mean to say is that many people set up educational institutions and earn a lot of money thereby and have made education a business. They charge capitation fee and get donations from people. The country suffers a lot as a result thereof. They go on building their assets and they run these institutions in the name of their castes such as a Jat school, Gaur Brahmin school or a Vaish School. I would like to say that the students and teachers of these institutions should not be compelled to study and teach respectively on the basis of casteism from the very beginning. In addition, I would like to say that there are a number of shortcomings in the present education system. If these shortcomings are removed, we will be able to formulate the new education policy properly.

The greatest shortcoming in our educational policy is copying by students in examinations. You see that at many places, copying is allowed on a mass scale. Our examination system should be changed in such a manner that students are unable to resort to copying in the examinations. The students, who do not indulge in copying, cram the lessons. It is also a shortcoming in our education system. Education is meant to develop the mind of a child. Passing the examination by cramming the lesson for a while does not help impart good education.

Besides, we also see that at present education is very costly. The wards of ordinary farmers and petty shopkeepers are not in a position to get education in good institutions. When they are not in a position to get

admission in good schools, how will they be able to stand in competition with the students getting education in good schools. That is why they cannot make much progress in the life. We see that the students of ordinary schools are not able to show good performance in universities. They feel some sort of inferiority complex in themselves. The mind of a child develops as per the standard of the educational institute and the education which he gets. When these children are not able to get good higher education also, they are not able to qualify the competitive examinations. There are many institutions in our country where education is very costly. Huge fee is charged. Ordinary people are not able to pay so much fee for their wards. How can a student born in an ordinary family compete with a student, born in a family where even the midwife speaks English and who has been brought up and imparted education in a proper manner? After doing graduation the children of well-to-do families appear in competitive examinations like I.A.S., I.P.S. etc. I do not think that a child getting ordinary education will be able to compete with a child getting extraordinary education.

I have seen that this type of education proves harmful in future life also. When a son born in a well-to-do family, receives higher education and then is appointed as an I.A.S. officer or an I.P.S. officer, he is not aware of the difficulties being faced by the common man as also how the people live in the villages and he is not able to remove the difficulties of those people. If such a person is appointed in a far flung village, how would he be able to serve the people? When he does not know their difficulties, how could he serve them? Would the children of well-to-do families, who get education in good institutions be able to serve the people well?

Our teachers are also not fully educated. The persons who obtain the degrees of B.Ed. or are appointed as T.G.T. are those who are unable to get any other good service. If they get even a clerk's post having extra income by way of bribes, they would prefer to be clerks rather than teachers. The persons appointed to I.A.S. and I.P.S. posts get handsome salaries and that is why

intelligent students try to get entry into I.A.S. or I.P.S. The person who are not able to get job anywhere, get admission in B.Ed. classes and are appointed as teachers. I would, therefore, like to submit that if we want that intelligent persons should go in for the jobs of teachers, we would have to make the salaries of teachers more attractive so that maximum number of intelligent persons come forward to accept the jobs of teachers.

In addition, I also understand that our Education system also affects the relation of teacher and students. The relations which were twenty years back have undergone a great change today. There was a lot of difference. Earlier teachers commanded a great respect and honour, but the situation today is that the school and college teachers themselves smoke bidis and cigarettes. They even have drinks with the students...

SHRI BALKAVI BAIRAGI : They indulge in *satta* also.

SHRI DHARAM PAL SINGH MALIK: Yes, they also indulge in *satta*. That is why, they do not command much respect. What I mean to say is that until the status of the teachers is raised, the teachers would not command full respect from the students and you cannot expect good and cordial relations between students and teachers. Until the student has a feeling of respect towards his teacher, until he considers him to be his ideal, he would not follow the lessons and teachings imparted by him. With this view I would like to put before you two or three more points. One point is about common courses. There are separate courses in each state. The Central Board of School Education has its own courses and the Board of each State has its own separate course. Attention needs to be paid towards this. How could the students get equal opportunities to rise, when common courses of education have not been devised for them. Today if a student comes to Delhi from any other city and if he wants to take admission in Delhi, he finds it very difficult and he has to face many difficulties. Such practical difficulties could be removed only when there is, in my view, a common education policy at national level and it is made applicable to all the States. In addition, I also support some of the views expressed by Yadavji. I do not

[Sbri Dharam Pal Singh Malik]

say that all the shortcomings in our Education System have been removed after independence of India, but we have also made progress in some spheres. He has rightly said that with the help of present education system, we had been able to produce so many engineers etc., but even now we are far behind in many spheres. Our Government should give serious thought to it and until we change this system, I think we will not be able to make much progress. There are many students who are intelligent, but they are not able to take admission, because they do not have money to pay, they are not able to pay capitation fee or they are not covered under quota system. In this way there are unequal opportunities instead of equal opportunities. Until this system is changed, an ordinary child would not be able to make progress. With this end, I have put before you some of my views on this education system. I would like to express my thanks to you for giving me an opportunity to speak.

**SHRI MAHENDRA SINGH (Guna) :** Madam Chairman, the Hon. Prime Minister had assured the people that Government would reform and to strengthen the education system of the country and he has made serious efforts to fulfil the assurances which he had given to the people of this country in this regard. The document which has been presented by the hon. Education Minister before us is one such effort in this direction.

Madam Chairman, a need is being felt in this country for the last many years to bring about a reform and change in our education system and many educationists of the world have expressed their views as to how revolutionary changes and reforms could be brought about in our education system. The famous educationist Mr. Ivan Ellich has given the slogan of freeing the society from schools. He has written in his book 'Deschooling of Society' about education and he has given the slogan that society be freed of schools. He has propounded a new principle. Similarly, Mr. Paul Pflizer has propounded new ideals in his book 'Pedagogy of the oppressed and cultural Action For Freedom', which has been referred by famous educationist Mr. V.V. John as participation revolution.

Famous Nobel Laurate, winner of Nehru Award of our country and famous economist Mr. Gunnar Myrdal had gone through the problems of the education system of our country and had thrown light on the shortcomings of the education system. He has written a book 'Asian Trauma' in which he has called for doing away with the colonial system of education.

After going through all these books, a necessity to change the system was being felt. Macaulay, the founder of our current education system, while expressing his views on the Indian System of Education had said in House of Commons as follows :—

[English]

"Having become instructed in European language, they (Indians) my, in future course, demand European institutions. Whenever it comes, it will be the proudest day of English History."

[Translation]

The Education System, which was initiated to produce clerks in India, needs to undergo a revolutionary change and our Hon. Prime Minister has given a direction to that change. Why should we take inspiration from foreign countries only? What Mr. Ivan Ellich has said is not so important as the views of Gandhiji. The principles of basic education propounded by Gandhiji are not much different from those referred to by Mr. Ivan Ellich, Paul Pflizer or Gunnar Myrdal in 'Asian Trauma'. If one intends to use Gandhiji's principles honestly with a view to bring about a change in the education system, there could definitely be ample scope for doing so.

[English]

I would like to quote from Gunnar Myrdal :

"Importance was placed on passing examinations and acquiring status, while practical training for life and work was ignored. The Indian Secondary Education Commission noted that our Educational System was 'examination ridden' and that the dead weight of the examination tended to

curb the teacher's initiative to stereotype curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on wrong or unimportant things in Education."

[*Translation*]

I am happy to note that in the document prepared on our education system, the shortcomings of our education system have been admitted with utmost honesty. This is not a first attempt to bring about a change in our education system. Earlier also in 1966, the Kothari Commission had stated as follows :

[*English*]

"What is needed is a revolution in Education which in turn will set in motion the much desired social, economic and cultural revolution.

The social distance between the rich and the poor, the educated and the uneducated is large and is tending to widen. Education itself is tending to increase social segregation and widen class distinctions."

[*Translation*]

I would like to submit that the education system should reduce the evils in our society and should not increase them. The gap between the rich and the poor should also be reduced. The poor, the backward and the oppressed people should come forward and they should get an opportunity. Such an education system is required for our country. It is a matter of great pleasure that efforts are being made to delink the degrees from the jobs. It is a very welcome step. The open University which you have started would be properly utilised only when requirement of degree for a job would not be so much as it is today, otherwise there would be so much rush of students that it would be difficult to manage such a huge rush. We should make serious efforts to reduce the race of people for degrees. The Text books have been prepared in accordance with the policy of 'Divide and rule' of Britishers and accordingly efforts have been made to widen the differences between various religions and various classes. Concerted efforts have

been made in our education system so that there may not be much cordiality between Hindus and Muslims. The Minister Incharge of India affairs. George Francis Hamilton had written to Curzon "The scheme of text books for education should be formulated in such a way that the difference between one community and the other community are widened more." This letter was written by Hamilton to Curzon on 26th March, 1888. As a result, the facts were distorted in such a manner that the differences between one community and the other continued widening. For example, Aurangzeb has been depicted in our test books as a cruel ruler, whereas he was a fanatic ruler. There are temples of Mahakal at Mandu, where Aurangzeb had allotted land to some PUJARIS so that they could worship their gods. This fact has not been depicted in our text books so that our students could not know about it. Shivaji has been depicted as a Hindu ruler. It has not been mentioned that his secretary was Sheikh Hyder Kazi and his personal bodyguard as also Navy Chief was also Muslim. He never differentiated between Hindus and Muslims. Similarly the battle between Rana Pratap and Akbar has been depicted as a battle between Hindus and Muslims. Whereas the fact is that there were forty thousand Rajputs in the army of Akbar under the command of Raja Man Singh. In Rana Pratap's army, a very large group was working under the command of Hakim Khan Sood. All these facts should be taught to the students. I feel that it would have a salutary effect on them and they will not pay any heed to the communal forces which are trying to disintegrate the country.

The text books tell us that Tipu Sultan was a Muslim ruler, but we should not forget that his Prime Minister was a Brahmin and his army Chief, Krishna Rao, was also a Hindu. Not only this, he used to give grants to 156 temples every year and he had even allotted 'Jagirs' for their maintenance and management. Today's the communal forces are working within the country to disintegrate it and they have vitiated the atmosphere. I am not saying that all Hindus were not fanatics but they had some virtues also which should be stressed and highlighted to the children in order to avoid any adverse effect on the minds of the children.

[Shri Mahendra Singh]

Madam, I would like to point out that we have been benefited very much by Central Schools. When the employees are transferred they do not face difficulty on this account. There is need for opening more Central Schools in the country so that those who are transferred, do not face any difficulty.

Madam, per head expenditure on education in the country is very low, particularly in the backward states. In the document titled 'Challenge of Education', it has been pointed out that there are 5 lakh primary schools, 1.25 lakh middle schools, 11 crore students and 13 lakh teachers in the country today and Education gets maximum allocation after Defence in the Budget. These figures look to be attractive, but according to a recent survey conducted by the National Council of Educational Research and Training, 95 per cent of amount allocated for education is spent on salaries, 2 per cent on administration and only 3 per cent on improving the quality of education and its expansion. To improve the quality of education and for child development, it is necessary to increase this percentage. Otherwise, the plight of our schools, which is bad due to lack of even minimum equipments and buildings, will further deteriorate.

I am happy to note that the document 'Challenges of education' has depicted the factual position and it refers to fourth All India Survey in this regard, according to which there are no schools in 1.91 lakh villages, 10 per cent of the schools are held in the open, 40 per cent of them do not have permanent buildings, 40 per cent of schools do not have even black boards, 60 per cent schools do not have clean drinking water and 35 per cent of should are such where one teacher takes three to four classes together. As a result of this, whereas 100 children are admitted in primary classes, only 23 reach the middle class. Therefore, immediate attention needs to be paid to all these things.

In the end, Madam, I would like to draw attention to what the Hon. Minister said about the per capita expenditure on education during the year 1984-85. According to him, whereas the per capita expenditure on education in Chandigarh

was Rs. 295, in Andaman Rs. 267, in Sikkim Rs. 238 and in Nagaland Rs. 234 : it was only Rs. 62 in Madhya Pradesh and Rs. 52 in Uttar Pradesh. One is distressed to learn that even though Uttar Pradesh and Madhya Pradesh are the two largest States in our country, yet the per capita expenditure on education is the lowest. There is need to allocate and spend more funds on education in the States where the population is dense.

**SHRI BALASAHEB VIKHE PATIL** (Kopergaon) : Madam Chairman, I am grateful to you for giving me an opportunity to express my views on the new education policy. It is an important matter and we cannot forget the fact that when the late Prime Minister Shrimati Indira Gandhi brought forward the 42nd Constitution Amendment, it was strongly opposed by many states. Not only this, even the people who were closely associated with the educational system as also the educational experts had opposed it. Later on, when it was included in the Concurrent List, we came to understand its importance for the sake of country's unity and integrity, though during the A.I.C.C. session some persons had openly raised their voice against it. Today, as it is on the Concurrent List we have been able to discuss the country's education policy. We have recently constituted a new Ministry, i.e., the Ministry of Human Resources Development, and the matter is being seriously thought over. I would like to thank the Hon. Minister for placing before us this paper and would like him to ensure that the new education system is developed on democratic, socialistic, secular lines which is guaranteed under the Constitution. Only then it would help in proper development of all children.

Though different parties of our country have their own ideologies in this regard, but as the Constitution guarantees egalitarian society and advocates socialism irrespective of caste and creed, there is need to ensure it as well. We can enter the 21st Century only if we move in that direction and the new education policy has to play a decisive role in ensuring social justice and economic parity when the new technology is introduced. The economic policy and the education policy should go hand in hand. If both of these are formulated separately,

it would not be in the interest of the country.

Sir, many Commissions and Committees have been set up in the country to bring about improvements in the education system like the Kothari Commission and Dr. Hussain Committee, but they have not been able to achieve the desired results. The 10+2+3 system is in vogue for the last 10 years in this country, but it took more than 5 to 6 years for all the States to switch over to it. Despite this, all the states are not in a position to provide vocational education under this system even now for want of funds. But, sir, unless we introduced vocational education in our schools, it is useless to talk about dropouts because we are unable to impart education to hundred per cent children and even if we may consider delinking of degrees, we should not discontinue the same. However, efforts should be made to help those who are young or are less educated through self-employment and other schemes. The employment should be such as may help raise the standard of living of the hungry, the poor or the persons living below the poverty line. Serious thought should be given in this direction. They should be encouraged to join technical courses. There is no provision for technical manpower in our planning, therefore, we should seriously think over it in relation to the new education policy because we cannot make progress and our productivity will not increase unless our children know about advanced technology, Germany made progress and developed at a fast pace because they trained their workers and artisans and thereby increased the productivity. In the new education policy we shall have to think as to how we can increase our productivity?

Sir, in this regard, due importance will have to be given to 'dignity of labour' along with education. If a poor worker goes to a rich man's house or a Government office in search of a job today, everyone stress at him as if he is a foreigner. Therefore, we shall have to ensure that while getting education under "While we are learning, we will be earning" scheme, one is able to earn something. The new education policy should provide for job-orientation in some sort of production for at least one hour

daily in order to enable the student to earn while he is learning.

Sir, I am running a college where the scheme of providing employment under 'While we learn, we will earn' is continuing for the last 10 years. Many students, whose parents could not provide food and education to them come to my college and they earn while they learn and they have successfully passed out and are now looking after their parents. About 100 to 125 of them have become doctors and Engineers.

Sir, one thing more, about technology. It is very essential that our rural children are exposed to technology. Urbanisation has resulted in population problem in the villages and this problem is getting acute. The new education policy should ensure introduction of modern technology in education in remote areas and for that there is need for decentralisation. Its decentralisation is necessary. Therefore, more and more centres should be opened in the villages to impart training in new technologies. For this, community polytechnics should be set up and other schemes formulated in the education policy should be implemented to the maximum extent.

The infra-structure at present is available only in cities. The big officers will live in cities and no one will go to villages to impart education. No new schools will be opened there.

I am talking of the model schools. Model schools should be of good standard, but unless we arrange for equal opportunities of education for all, socialism is not going to come here, and prevailing disparity is not going to end. There should be a uniform system of education for all—whether one is poor or rich, whether one is the child of a Minister or the son of an ordinary citizen. All the children should go to the same schools. At present, the rich by paying more money, send their children to good schools. But when they will be taxed more they will not be able to do this. Therefore, the big schools which charge large sums of donations and say that they are functioning better will not be in a position to say so on the other hand, if the Government schools are also provided with adequate

[Shri Balasaheb Vikhe Patil]

funds by taxing the rich who pay huge donations to private schools, then they too will have a strong infra-structure. Also, the system of running private schools should be gradually removed.

Expansion of women education should also be encouraged. About the women education, Mahatma Phule, a revolutionary of Maharashtra had said that with the education of one woman, the whole family is educated. Therefore, women education should be expanded immediately. Unless you pay attention to this aspect, it will be difficult to make progress.

We are running women polytechnics in our area. Initially many educated people objected to this, but now 50 girls have become engineers there and are working in the factories in the villages. But this women education should not be confined to only academic schools, not merely for producing teachers. I have seen abroad that there are many industries, not merely electronics industries, where 80 per cent of the units are being run by the women. Therefore, women education is a must. Unless we do this we will go on doing injustice to the half of our population.

I do not insist on documentation. On the other hand I would like to say that in our country something good is being done. Recently 40th anniversary of defeat of fascism was celebrated in USSR. They prepared a document which says that they had done a good job against fascism. The Government should, on its own, go in for documentation of those people who have done service to the nation before and after the independence and that should be sent to the schools and other educational institutions so that people might come to know about them. Presently we are short of money, but we will have to resort to nationalisation slowly and steadily, there is no other alternative except this.

**SHRI GIRDHARI LAL VYAS** (Bhilwara): Mr. Chairman, Sir, I want to express my views on the document 'Challenge of Education—a policy perspective' presented by the Government and presently under discussion.

16.59 hrs.

[MR. DEPUTY SPEAKER *in the Chair*]

I would like to submit that with this a process of bringing a big change in the education policy of India has started and it is a welcome step. Under the leadership of our young Prime Minister and the scholarly Education Minister a process has started for bringing a change in the education policy which will usher in a new atmosphere. I would like to submit that the most important segment in the field of education is primary school. The present condition of the primary schools is no secret.

17.00 hrs.

The document reveals extensively that there are untrained teachers in these schools. We have to see as to how a change can be brought in it. When we want that the primary education should be compulsory, we should provide the requisite number of teachers in these schools. In certain States primary schools have been opened, but there are not sufficient teachers in proportion to the number of students. The condition of the States is known to you. The States can neither spend much money, nor create new posts. That is why the primary schools in villages are lying closed. The first step you should take is to appoint teachers in proportion to the number of students in the schools. The target fixed for education can be achieved only by doing this. You should create teachers' post at the earliest and appoint teachers in primary schools. Many schools are lying closed due to shortage of teachers. We have seen that at certain places, teachers do not come to schools and the schools remain locked. You should consider all these things seriously. You see the situation in foreign countries. There the best teachers are provided in the primary schools. They are trained and qualified. This is the reason that the children educated in foreign countries come out as very good citizens. We should bring a change in primary education. You cannot bring a large scale change, but that needs improvement. You have handed over the primary schools to Panchayat Committees and district councils, and those schools are without black boards, floormats and even buildings. There are 40 to 50

per cent places where these facilities are not available.

On the other hand we see that the children of the big people in society study in the public schools. We have to see as to what type of primary schools should be made available to the 80 per cent of population, living in villages. The children in villages do not get even books in time. That is why they are backward. I would request the Hon. Minister to pay special attention to the primary education so that we are able to prepare brilliant students. For this more and more funds need to be provided. There are certain States which do not have funds and which cannot spend much on primary schools. The Centre should come forward to help those backward States which have financial constraints. You have included 'Education' in the Concurrent List. Therefore, it is your responsibility also to see that this system is strengthened and such a system is developed for the primary schools that the children coming out of them have sound background.

In public schools, all kinds of facilities are available; they have good trained teachers. This is the reason that they come out as talented persons and become I.A.S., doctors or engineers, but the children in villages become merely school masters or 'Patwaris'.

They have no further scope. Therefore, it is imperative to change this system. You should either close down the public schools or provide for competition for admission in those schools and whosoever qualifies in the competition should be eligible to study in them. You should also reserve in them a certain percentage for the Scheduled castes, the Scheduled tribes and rural areas so that they too can get a chance to study there. The expenditure for their studies should be borne by the Government. When the poor students get opportunities to study in the public schools, only then can the sense of equality come, otherwise you can never bridge the gap between the public schools and the Government primary schools. Howsoever hard you may try, you cannot otherwise end the difference because on the one side are the children whose parents pay monthly

fees of one hundred or two hundred rupees in public schools and on the other hand, there are primary schools where no facilities are available. Therefore, first of all, you should pay special attention toward this problem.

Secondly, I want to draw your attention towards trade unionism amongst the teachers. As I am myself a trade unionist, I do not consider it bad but the way they work only for money and they talk only of their rights and not of their duties, that is not proper. The Government should ask the trade unionists that along with their rights, they should pay attention to their duties also. I do not advocate that the trade unions be banned, but the Government must take definite steps to improve this situation. After discussion with the trade unions, the system must be streamlined.

Now I will like to say something about the middle schools, secondary schools, higher secondary schools and vocational studies. In many States upto now vocational education has not been properly implemented. Even in States like Maharashtra, this scheme could not be implemented for 4 to 5 years, then what to speak of a backward State like ours. Due to lack of funds, the vocational education has not commenced there properly till date. When you want to impart vocational education, want to link it with vocations, it is then necessary to make them available adequate resources so that this education is imparted to them properly and they are able to get employment.

I also submit that college education should be restricted. Presently the students getting 45 per cent marks are able to get admission to the colleges, but I am of the view that there is no need to get the colleges so much crowded. You can impart education through correspondence. You are setting up a university for this. You can open such universities in every State so that after higher secondary education, the people, may get higher education from these universities while they are employed. The college education should be restricted to the highly intelligent students so that the country gets talented and scholarly persons who may take the country forward in every field. It is only due to bad elements in the colleges, that the strikes

[Shri Girdhari Lal Vyas]

and politicking are resorted to there. Only third class students, who are not bothered about their education, indulge in such activities. They are interested only in strikes and leadership. Therefore, college education should not be allowed to such people. You should spread education through correspondence. No one need to be stopped from getting education. One can pass B.A., M.A. etc., but college education should be restricted to only brilliant students. Because of this the talented persons would be able to look after the administration of the country ably and would be able to contribute in the field of science and technology. There is a great need of such an arrangement. I, therefore, request that you should take definite measures to strengthen these systems.

One more suggestion I would like to submit to the Hon. Minister. We have big industries of steel and other metals, textiles or cement. We should open and attach one engineering college each with such large units. As Shri Patil was also saying, the dignity of labour should be established. The students of these colleges will study there and will also work in the industry to which these colleges are attached. They should get money from that industry, whether they have to work as apprentices or in any other capacity. Thus, he will be getting technical education without spending any money on it. I feel that such type of technical education will definitely be successful. In this way we will be able to prepare efficient and skilled engineers and technicians who will ably run the industries in the country. This system should be enforced properly in whatever field this is introduced—be it power sector, coal cement or steel sector.

One suggestion is that after Higher Secondary Education, there must be one I.T.I. technical school at Tehsil level. Along with industries, big colleges should be opened, but I. T. I. schools should be opened for providing minor technical education so that the students who want to take training in the trades of Wiremen, Electricians, Fitters etc, could get the training and could take up small jobs. In this way, the requirement of technicians would be met and the industries would be run properly.

Mr. Deputy Speaker, Sir, through you

I would like to make a submission to the Hon. Minister. In the countryside, agriculture is the main profession and therefore, it is absolutely necessary that agriculture is prescribed as a subject at Higher Secondary level so that agriculture could be improved. At least one or two Agriculture Universities must be established in each State. Agriculture is our main profession and the greatest source for earning our livelihood as also eighty per cent of our population depends on agriculture. Therefore, such facilities should be provided to our students so that they could make progress in their life. Our agricultural production is 155 million tonnes at present and with the current rate of growth of our population, it is likely to cross 1000 million by 2000 A.D. For them, agricultural production would have to be increased. Therefore, there is an urgent need to increase our agricultural production in a proper way.

In the end, I would like to make a submission to the hon. Minister about Rajasthan. Rajasthan is a backward State. There is lack of education. The education of girls is negligible.

SHRI MOOL CHAND DAGA (Pali) :  
It is only 5 per cent.

SHRI GIRDHARI LAL VYAS : Dagaji is saying that education among girls is only five per cent. Unless maximum funds are made available to this backward area for compulsory education, college education primary education, middle school education, our state would continue to remain backward. Either the state government or the Central government would be entirely responsible for this lapse. I would, therefore, like to request you to provide maximum assistance to Rajasthan to enable it to march forward.

With these few words, I conclude my speech.

THE MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION AND CULTURE (SHRIMATI SUSHILA ROHATGI) : Sir, sometimes such moments come in the history of a country, which have a great bearing on the entire nation. The subject which is being discussed in this House and which has been a topic for the last few months is now being discussed

in this supreme body of the people and the highest forum. It is very important subject to all the members whether they belong to any party, any religion or any faith or whatever might be their own ideology or their party's ideology and we had expected and we still expect that all the hon. Members would have placed or would place their suggestion without any fear about the shortcomings or the achievements in their area, constituency or their State, so that our policy could be decided, which might yield good results in future. I would like to submit that after independence, it is for the first time that so much material has been collected on education in such a short span of time and this task has been accomplished with a true sense of dedication. We have to see as to what have been our achievements during the last 20 or 30 years and what basic changes or reforms are required to be made in our education system. Through this system we may set a target so that our own people could become ideal citizens and whatever shortcomings are there, could be removed. If there is any such shortcomings in our education system which is causing damage to our society, it should be removed totally and a new education system free of shortcoming should be developed, under which ideal citizens could be developed, who could help others. The intelligence and the talent inside the man should be given all the opportunities and the scope for development. In addition, such changes should also be made in the society in which a person lives, which may help develop his talent. Also, his talent should be given recognition in the State in which he lives and one may not say that a particular person had the talent and the capability, but as he did not have the opportunities or due to lack of resources he or she could not rise. We have to see as to what can be done at the national level. It is an open secret that the Indian citizens, if they find an opportunity with ease or with difficulty, make an important place for themselves abroad and show a new direction to the entire world. Whether they are doctors, Professors or technocrats all of them have brought honour to India. If our people are provided the facilities, the feeling of inferiority could be removed from their minds.

I would also like to add that as soon as

our Hon. Prime Minister assumed office and addressed the nation, he first of all told the country that education would be given the highest priority. It is such a medium as can bridge the gap between the old generation and the new one. We all are proud of our India culture and the capability of our people. We have held our head high for the past 5,000 years and we have always provided lead to the entire world and India still has the capacity to provide lead even in the technology of the modern era. It has been our continuous effort to keep the country alert and vigilant. That is why so much importance has been given to the education system for the first time and after reorganising various Ministries, a new Ministry of Human Resources has been created. In addition to education, health has also been taken care of and our hon. Minister has organised a meeting and he has given a new slogan in his speech "From conception to graduation" when a Women is going to be a mother and she is going to give birth to a boy or a girl, her child would not be healthy if the mother does not get nutritious food. If the mother is not getting the vitamins in time, the child may be blind or handicapped. There is no fault of the child or the mother in it. If mother is deprived of certain things which are absolutely necessary for the health of the child, the child would not be in a position to get all the comforts and pleasures of life. Do we have a right to give birth to a child who cannot be saved from the disease, or who and his mother can not be kept healthy by us by providing them nutritious food and good education? It should be the efforts of all of us that the child who is going to take birth should be able to get nutritious food in time and he or she should be a happy child.

Besides, education should not be an end in itself. When we go abroad, we forget that we are Indians. We Indians use our mother tongue rarely. I have myself observed that our people are less informed about our country and the history of the nation. We have less information than it is expected. Perhaps it is very essential for us to have knowledge about our history when we go abroad. Whatever knowledge we might have, it is always insufficient. We should always try to increase our knowledge. We acquire knowledge through education.

[Shrimati Sushila Rohatgi]

In fact, what is education ? Should we impart such a education which may not have any utility ? Does a person become a good human being if he or she speaks English or Hindi or any other language ? The person, living in the countryside who do not have any opportunity for education come out with brilliant success in life simply through hard work and dedication. But they are deprived of the pleasures of life, though they have the capacity. Is it socialism or is it that ideology for which Gandhiji had given us inspiration to achieve ? Is it that which Swami Vivekanand had preached us ? Can we bring politics in it ? Do we have in mind as to what we want to make our child ? Would we be looking towards this also from political angle ? Should we not see from this angle as to what we can give today to our citizens, to the child who is taking birth today or would take birth tomorrow or after one year or as to what we have already given them ?

I would like to submit most humbly that this is a historical moment when we are having a thorough discussion on our education policy or our education system. We have to be very vigilant that our education should have a very good effect on the human beings and it should produce good citizens. With a view to produce good youths and good citizens, we would have to do a lot of work from the very beginning.

If the set up of the society is such that people are living in poverty they have to work as bonded labour, and there is dirt all around, then can we expect the children born in such circumstances to have their full mental development ? Hon. Member has rightly said that we should strive for bringing about equality between the poor children and the children who have studied in big schools and have been born in big bungalows. Monetary policy, fiscal policy financial regulations etc. in our society remain static. But with the passage of time expenditure is increasing.

My point is that our Indian citizens are very much respected today throughout the world and people are also aware of their capability. But our students who go abroad are attracted by the glamour there

and decide to stay there. But due to situation prevailing in our villages, cities and the country, when they try to come back here, they find it difficult to come back. With a view to making things attractive for them, we should bring about improvement.

Also, are we able to assess the needs of our children properly ? Even our young generation is not able to make self-assessment properly. If a child asks her mother to give him or her milk and that mother does not have resources to provide even milk, not to speak of fruits and dry fruits, when the question arises about providing education to such a child what education would he be able to get ?

We are making efforts these days to bring the people above the poverty line in our country. There is dense population in our country. Despite that, we are making efforts for the last many years to have a check on population and we have moved in this direction through Five Year Plans.

Fair distribution of income and wealth will take time. The 'Challenge of education' indicates as to how we can increase the pace of this work and as to how the gap between the rich and the poor could be bridged. It continues to be a big challenge before us even today. I congratulate the officers of the Ministry for burning mid-night oil and putting in sincere efforts in presenting all the aspects so clearly in a short span of time. The Parliament also has some duty. It is being seriously thought over continuously at all levels for the past many months. Discussions have been held among experts, intellectuals and a cross section of society comprising men, women, students, parents on the national, State, regional and local levels and the conclusions and minutes were sent to the Ministry, from time to time which considered them and presented those deemed proper. This is the highest forum of the people in the country and we have representatives from all parts of the country, who can ensure its implementation and suggest ways and means for further improvement in it. A policy to ensure it will have to be formulated. As I said in the beginning, there are historical moments in the country and the present moment is one such

moment when the people will be benefited by your suggestions. I would request all the hon. Members, whether they are present or absent, that they should give suggestions irrespective of party affiliations and politics should not be brought into it. The children of today will be citizens of tomorrow and every parents want that their children should make progress. All of us are aware of the plight of rural areas. We have tried to improve it to a large extent—I would give the figures later on—but it has been my sincere effort as a Minister, as a mother and sister to see as to how these requirements could be urgently met. Everybody wants that this should be done.

Many of our shortcomings have been pointed out and we admit that there are shortcomings, because had it been otherwise these would not have been highlighted. The most important thing in this regard is that these shortcomings have to be removed and you should put forward your suggestions to remove them. There is need to formulate a policy and adopt a new strategy to remove these shortcomings. We would welcome any practical solution or suggestion which could be applicable to the cities as well as the rural areas. We shall have to seriously think the way by which the gap between the rich and poor children could be bridged.

The standard of education is very low particularly in schools which are housed in temporary structures and, therefore, there is need to provide them with sufficient resources. This does not mean that I am against public schools. Irrespective of party affiliations we have to work together to raise their standard, this is a common goal for us. I would like then hon. Members to give constructive suggestions which may indicate the shortcoming in the policy and put it back on the rails so that we could move faster. Very little time is left for the arrival of 21st century but it does not mean that we would make a leap and reach there. The implementation of these decisions will take a long time and prior to that we shall have to seriously think on these matters and ensure whether it is for the good of the country or not and to what extent we could implement them. Which class would be benefited most as a result therefore and whether the weaker

sections too would be benefited from it? There is need to review it in the light of the policies and plans of the Government, the party as also socialism to which all of us are committed. I was putting forth some points before you. I am aware of certain matters. Before touching the degree stage I would like to start at the school level. Small children are forced to carry a big load of books. I would just say that it is a sorry state of affairs. Innocent smile on their faces and mischievous looks in their eyes is gone. They continue to carry heavy load on their backs. We have made the children prematurely old. The curriculum should be formulated in such a way, that they are made to study lesser number of subjects and thereby carry lesser load of books. The money they thus saved could be used for higher education. To make these institutions of higher education, temples of learning, necessary provision should be made. Besides we have the problem of dropouts. There are many reasons for it, one of them being economic reason. The parents do not bother much for girls. They are forced to fetch water and firewood from long distances and have to face many other odds. That is why, there is widespread illiteracy among them. There is need to resolve their economic problem and raise social consciousness among them. Immediate attention should be paid to dropouts in rural areas. I would tell you about the target of enrolment also. It has increased by four to five times in the schools with the increase in population. If the dropout rate continues to increase, this target of enrolment will never be met. Besides, there is need to look after adult-education. Once someone asked me at the Rotary Club.

[English]

What is the fastest means of communication? Some people pooled their heads together and one of them, a very wise man, said: "Well, the fastest means of communication is the telegram." And the other said, "No, the fastest means of communication is a telephone." The wisest of them said "No, tell a woman."

MR. DEPUTY SPEAKER : Tell a women ! Women will convey everything still faster !

SHRIMATI SUSHILA ROHATGI : Well, you may take it in a humorous mood ; I did not really mean it...

(*Interruptions*)

[*Translation*]

I would like to say that give education to one woman and she would spread it to her family. Educating the family means educating society.

[*English*]

THE MINISTER OF ENERGY (SHRI VASANT SATHE) : What she means is, teaching a women.

(*Interruptions*)

SHRIMATI SUSHILA ROHATGI : I think that it is a pretty job. You understood it rightly and I do not want to confuse the interpretation.

[*Translation*]

If a woman is educated she learns to be hygienic. She learns about malnutrition, disability...(*Interruptions*)

[*English*]

MR. DEPUTY SPEAKER : I think she is already communicating !

[*Translation*]

SHRIMATI KRISHNA SAHI : These things have been already raised by hon. Members. I would request the hon. Minister to say something of her own....

(*Interruptions*)

SHRI DHARAM PAL SINGH MALIK : Agreed, that it should be done, but who will do it ?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P.V. NARASIMHA RAO) : I would tell you, who has to do it and who will do it.

(*Interruptions*)

SHRIMATI SUSHILA ROHATGI : I would like to ask you a question as you have raised this point. Regarding family planning, I would like to point out that you may ask any woman whether she would like to have a big family or not. She has to bear the entire responsibility and burden—both physical and mental.

Though our men may have studied abroad, but are they able to prepare their own breakfast, bring up the children and do other domestic chores even today ?

I would like to submit most humbly that if men cooperate in the Family Planning Programmes...(*Interruptions*)

SHRIMATI KRISHNA SAHI : You have mis-understood me...(*Interruptions*)

SHRIMATI SUSHILA ROHATGI : We should take education very seriously...

(*Interruptions*)

[*English*]

MR. DEPUTY SPEAKER : You address the Chair. Don't try to address the other Members.

SHRIMATI SUSHILA ROHATGI : I am not taking it in a lighter vein, neither have I said it in a lighter vein because this is a serious subject. I am pleading with the hon. Members that in a question like growth of population . . . . .

[*Translation*]

This is a serious problem and the gains of development get neutralized as a result thereof. There are no two opinions about it. If the men have social consciousness...

(*Interruptions*)

[*English*]

If you can educate a woman that way, it will be very useful.

[*Translation*]

Besides adult education, I would like to highlight vocationalisation. It has been observed that when young persons get degrees, they have high hopes and that is but natural. Even today many parents in the villages mortgage their lands in order to enable their children to acquire degrees. Later on the children find that his future is dark. They find that the piece of paper i.e. degree is not able to help them in life. Even if 50 per cent of them get jobs, these have nothing to do with their degrees. As a result a person becomes misfit in his job. I would, therefore, like that degree be delinked from jobs. I would like my colleagues to express their views in detail on

this important matter. When the unemployed youth go in search of jobs, they are much disappointed and this results in resentment among them against the present education system. This causes frustration and leads to violence. The entire society is affected thereby.

Regarding higher education. . . .

*(Interruptions)*

[*English*]

May I request the hon. lady Member to allow me to speak? I would like to be educated by her a little later. . . .

MR. DEPUTY SPEAKER: You address the Chair. Do not look that side.

SHRIMATI SUSHILA ROHATGI. I look at you. They should also look at you.

*(Interruptions)*

SHRI RANA VIR SINGH: (Kaiser-ganj) Sir, put a man between these two ladies. Shri Ghulam Nabi Azad on that side and Shri Nawal Kishore Sharma on this side, both are ineffective, somebody else may be put in between.

SHRI VASANT SATHE: Are you imputing motives to Sharmaji?

THE MINISTER OF STATE OF THE MINISTRY OF PETROLEUM AND NATURAL GAS (SHRI NAWAL KISHORE SHARMA): Why are you bringing me in this?

*(Translation)*

SHRIMATI SUSHILA ROHATGI: So far as the education of women is concerned, our Prime Minister has already spoken about it. You have also seen that we have been making tremendous effort for the propagation of education among girls and we will continue to make efforts in this direction in future as well. This is a very bold step. As Shri Narsimha Rao has said, making provision of money is not in my control or his control or in Prime Minister's hand. So far as the question of spending money, which is collected from the people is concerned, we have to determine the priority. If you look at the priority, you will find that we are laying great emphasis on the education of girls. We want that

they should be provided with uniforms and other facilities. It is expected that provision of about Rs. 80 crores would be made for this purpose.

Similarly, we see that a lot of people are deprived of education. They join the schools but cannot pursue their studies further. They drop out in the middle of studies. Only a few lucky persons are able to pursue higher studies.

A large number of people do not get education. That is why we have laid more emphasis on non-formal education. An open university has been set up in the name of Shrimati Indira Gandhi. We are getting very encouraging reports regarding the non-formal education being imparted in our schools. We intend to develop it even further.

There are different levels of our education. In many private schools, capitation fee is charged from the students. The thinking of Government in this regard is clear and our hon. Minister will also throw light on it.

Reference has been made about the model schools of excellence. These things need tremendous efforts. This is not such a thing as to start work on it just for a show and after two months work on it might be stopped on the plea that it is incomplete. We have to start work on it with sincerity, honesty and courageously, which are the main features of our Government. Before taking up the work we will have to satisfy ourselves and elicit the opinions of the people in this respect and then implement the scheme. This responsibility rests on us.

Regarding model schools, I have to say that there are good features of this scheme. Till now good education has not reached the countryside. We are going to open one model school in every district. Thus students from the villages will join these model school in large numbers and take advantage of good education. Beside this, free education will be provided to the poorer children. Hostel facility will also be provided to them. This will improve their standard of education. As there will be a common curriculum in schools, it will help in creating a sense of national unity in the minds of the students. They will

[Shrimati Sushila Rohatgi]

grow as strong and competent citizens. That is why I would like to submit that we have taken a few steps in this direction. Mahatama Gandhi had said :—

[English]

“Mass illiteracy is India’s sin and shame and must be liquidated. Of course, literacy campaign must not begin and end with the knowledge of the alphabet. It must go hand in hand with the spread of useful knowledge.”

[Translation]

It is the question of development of useful knowledge of skills, vocationalisation and polytechnics; our women are taking advantage of the neighbourhood. There is vast scope for it. We have to take it to the lakhs of villages situated in our country. This has shown good results in those areas where education is being imparted in polytechnics. A healthy and good atmosphere is being created and the people are taking advantage of it. Work on all these things is going on in right direction.

Sir, I will not take much time of the Member and would like to request them that if they find any deficiency in the scheme, they should point it out forth with. They should also tell as to how the deficiency could be removed and what alternative arrangements should be brought in its place and what will be its time bound programme. If the deficiency cannot be removed immediately, then they should tell us as to what changes could be brought in it. It is easy to demolish the structure which has been built up over the time, but it is very difficult to build a completely new structure. We have a new stage, a new chapter and a new challenge before us. We have a new slate before us and whatever we write over it will have effect on the future generations. The education, health and all these things will be linked with it. I would, therefore, say only this much that some way out should be found and we should also see as to what could be phased out and what can be brought in its place so that the education might become useful and realistic and it may help in the all round development of a person. Education should be such as to make the person self-reliant and he may be proud in calling

himself an Indian. It should enable him to become self-respecting citizen of India and also be able to synthesize our old traditions with the new sciences and technologies.

MR. Deputy Speaker, Sir, with these words, I express my thanks to you.

[English]

SHRI MADHUSUDAN VAIRALE (Akola): Sir, I welcome the invitation that has been just given by the Hon. Minister of State to give some very concrete suggestions and thought on the paper which has been circulated to all the Members. I am glad that under the dynamic leadership of our Prime Minister this very bold step in the history of our country was taken for the first time and a very important national debate has been started on the subject like education. For the last two days we have been witnessing that all over the country there are symposia, there are meetings and there are discussions which relate to this policy. This document itself—Challenge of Education—I must congratulate those who have prepared it. They have tried to go into details as much as possible. But before giving my suggestions, I would like to point out certain limitations which probably the authors of this document might be having.

Here in this document we have mentioned few things. One is; how much expenditure we are incurring on the subject of education. Fortunately I must admit that the name of the Department has been changed from the Department of Education to the Department of Development of Human Resources which include many more subjects than education alone and such a comprehensive Department was the requirement of the moment in the country and a step has been taken at the right moment.

I am referring to page 24 of the document. In 1982-83 we spent Rs. 5185.9 crores on education. It seems that this is the central figure. The expenditure that is being incurred by the States is altogether different and if we include that expenditure in this figure, the expenditure will be much more and education is our second priority after defence and definitely we must

be proud that we are trying to spend as much amount as possible on this subject. At the same time, because this expenditure is reflected in creation of new teacher who are required to run the system of education—on page 23 the figures have been mentioned—the percentage of trained teachers has increased from 56.1% in 1949-50 to 88.4% in 1982-83. While discussing this I must point out one thing to the hon Minister. Again here I would like to tell that this increased percentage of trained teachers necessarily does not reflect the quality of education and whether the quality of education has improved or not. Fortunately, the hon. Minister who is in charge of this Department happens to be as man of literature himself. He himself is so much connected with the literary activities that we have very high hope from this eminent literary personality in our country.

While describing the deficiencies in this document, they have pointed out quite a few things and I would like to add something to it. While discussing this document—as it is a free debate and there are no party barriers while discussing this subject, I would like to point out that the reality is much worse than that has been reflected in this document. Because this subject happens to be concerning both the Centre and the States, the situation in different States is different. To-day in my State, —though the hon Members from Rajasthan have said that our State of Maharashtra is a very progressive State—let me tell them that we have decentralised the system and we have adopted the Panchayat system where they have entrusted all primary education to the Zila Panchayats. In some States the primary education has been entrusted to Panchayat Samitis and we must remember that primary education is the very basis of the whole policy of education in the country. If the primary education does not have a foundation strong enough, then all the education system is bound to collapse.

What is the situation in the field of primary education in this country today? In my own district alone there are more than 11,000 primary teachers. You can imagine the number of students. Are all these teachers teaching their pupils? Are

all these teachers sitting in their chairs? Are all these teachers motivated persons? I am not trying to blame any body. It is just a description of the situation. I am not trying to criticise because I myself am a son of a teacher. Most of the members of my family are in the teachers' cadre. So, I am not trying to criticise but as my friend has just now pointed out that teachers are also organising themselves in the form of a trade union. They hold symposia on their rights and the pay increase but never about their duties.

In the rural areas there is a substantial percentage of teachers who do not attend their schools. In the season when there is agricultural work they go for a month or two to their villages and in the meantime they put some temporary unemployed fellows to sit in their chairs. I talked to an Opposition member. He also said that in his State the same thing is happening. If this is the state of affairs at the stage of primary education then how can we expect that the foundations of our education will be strong. There are schools but if the teachers are not motivated and they do not want to do their work sincerely or we are not able to give them inspiration to do their work with patriotic spirit then all the schemes will prove to be a failure.

Secondly I would like to point out that we talk of the objective of education. Today really I feel frustrated about the state of affairs in the field of education. As an MP and a public worker everyday I get at least twenty to twenty-five letters from graduates and post-graduates but I find they cannot write even ten to twenty lines correctly.

Sir, what is the system of examination today? We are reading in the newspapers that in one State there was agitation that all the students who have failed should be declared as pass. At some examination hall the students kept knives and daggers on their desks so that invigilators should not catch them. There was a news about two-three years back that just in front of the examination hall they put up loud-speaker on the trees to dictate the answers to the students. Now, how has this happened? We have to find out the reasons and see that something is done to check this growing

[Shri Madhusudan Vairale]

tendency. Many a time when we try to teach discipline it is called undemocratic or or anti-national by such section of people. There is no dearth of leaders in this country.

If the ruling party people do not listen them, they go to some Opposition party and there are so many leaders like me in this country who are always wanting to get some followers on some pretext or other and they come forward to take them because a leader happens to be a person who wants to get publicity and whatever the cause, he starts shouting. Sir, education has also been a victim of this tendency in this country unfortunately. Sir, what is the state of affairs in the universities? You will be shocked and surprised to know that in one Agriculture University—my friend Mr. Vikhe Patil was going to state and because of short of time, he could not do— one student was given Ph.D. on a subject because he wrote a thesis that mixed cropping pattern increase production. The same University after sometime gave a Ph.D. to another fellow who wrote a thesis that because of the mixed cropping the agricultural produce is reduced and both were employed in the same University.

MR. DEPUTY-SPEAKER: There is always for and against on a point. You could have put the argument for or against at that time and they would have accepted your argument.

SHRI MADHUSUDAN VAIRALE: No, Sir, I am talking of the responsibility of the University. That shows the quality of the Education of the university.

Secondly, Sir, it is considered that Education is not a medicine for all our ailments and our hon. Minister would appreciate that education is something different from humanity. A couplet in Urdu says like this:

*Ilm hai kuchh aur shai, aadmiyat hai kuchh  
aur shai*

*Kitna tote ko parahya, par woh ha vaan ka  
haivaan hi rahaa*

Let this not happen in our education system because let that education system create some enthusiasm, some patriotism and some social awareness. Sir, in our country, there is no dearth of social revolutionaries. In Maharashtra, particularly, we can take some names of Mr.

Agarkar, Mahatma Phule and Dr. Karve. There are so many in West Bengal. They tried to bring the education for a social change. Sir, what have all these education factories produced? What is the result today? Everyday we are discussing burning problems like dowry, etc. Those are the educated people who are demanding a price from the girl and if these factories of education, may they be universities or colleges, may they be High Schools, continue to manufacture or produce such people who demand dowries, I think that instead of running such factories we should burn such factories.

MR. DEPUTY SPEAKER: Now-a-days it is not like that. The business people are demanding more because the education is of no use to them. They are feeling like that.

SHRI MADHUSUDAN VAIRALE: Unless they know how to write their accounts, they don't become business people. So, this is the situation. I am trying to do it as self-criticism and as we call it in Sanskrit.

"This is 'atmaparikshan' and not 'atmaninda'" I do not want to do self-abuse but this is self-criticism. This is reflection in our society and that is why the first thing that I would like to suggest is that while drafting the 'New Education Scheme', one thing should be borne in mind. Sir, I have had occasions to visit other countries.

18.00 hrs.

My friend from Rajasthan said that there was a time when there was a premium for failing in the examination. The name of the person who passed the matriculation examination in the first attempt never appeared in the newspaper, but the fellow who failed in the examination for ten times and passed in the eleventh attempt made a news in the newspapers. They would say; Look at his tenacity, he attempted eleven times and ultimately passed the examination. It was indirectly glorified. We should not encourage it.

I am told that in the Soviet Union they take into consideration the inclination of the student right from the primary stage of education and when the student comes to the stage of secondary education, they are in a position to find out, whether

he is suitable for agriculture, whether he is suitable for science, commerce or any other profession. Similarly, person interested in politics need that type of training. In fact, we have now special courses for parliamentary education. We do need education in parliamentary field also. There is no doubt about it.

I would now give one most important suggestion. They do it in China. I do not want the Communist methods to be followed here, but let the students community have a feeling that all these institutions belong to them. When you construct a school, ask the boys of the school to help in the construction of the school. Whenever there is a strike now-a-days, they burn the schools, break windows and do all sorts of things. If they have put one brick in a wall, they would have a feeling that they have constructed the schools and they should not destroy it. If there is their participation like this in the construction of the schools, they would have their affinity, affection with the institution.

I would like to suggest one more thing as they do in the best praised democracy in the world, that is America. We should have some system whereby we make it compulsory at some stage for every citizen, whether he is a son of a millionaire or a poor man, for some service. We must draft him for some service. He may be asked compulsorily to serve the nation, the society for a year or two. He may join, army navy or air force. If financially it is not viable, let us have another development army. Let us send them to construct a dam or a road for six months. As the child need not be taught how to love his mother, similarly the

citizens when drafted for such a service will automatically love the country. Love is there in their hearts, but we have to give them the inspiration. So, there should be an element of compulsion for everybody in the country for compulsory Service for the nation. If such a collective exercise is done, it would create a good social atmosphere and they would have consideration for fellow brothers and they will love their country. The feelings of loving the country, protecting the public property etc. can be inculcated among the people if we have development army as suggested by me.

Sir, I have gone through the goals that have been enumerated on page 67 of the document. I will conclude just by adding that we should concentrate more on Goal (v) regarding fostering a healthy attitude to dignity of labour and hard work and Goal (vii) about dedication to uphold the integrity, honour and foster the development of the country.

We should try our utmost to achieve these two very important goals, while implementing this new policy. I knew that I have said something harsh, but truths should have its say. I thank you for giving me much more time than I could expect from you.

MR. DEPUTY SPEAKER : The House stands adjourned to reassemble tomorrow at 11 O' clock.

18.06 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, December 11, 1985| Agrahyana 20.1907 (Saka)*