

Sayeed, Shri P. M.  
 Sethi, Shri Ananta Prasad  
 Shahabuddin, Shri Syed  
 Sharma, Shri Nand Kishore  
 Sharma, Shri Nawal Kishore  
 Shastri, Shri Hari Krishna  
 Shervani, Shri Saleem I.  
 Siddiq, Shri Hafiz Mohd.  
 Singh, Shri Kamla Prasad  
 Singh, Shri Lal Vijay Pratap  
 Singh Deo, Shri K. P.  
 Solanki, Shri Kalyan Singh  
 Sukhbuns Kaur, Shrimati  
 Sunder Singh, Ch.  
 Swami Prasad Singh. Shri  
 Tanti, Shri Bhadreswar  
 Tewary. Prof. K. K.  
 Thakkar, Shrimati Usba  
 Tripathi. Dr Chandra Shekhar  
 Verma, Shrimati Usha  
 Vyas, Shri Girdhari Lal  
 Wasnik, Shri Mukul  
 Yadava, Shri D. P.  
 Zainul Basher, Shri

NOES

Abdul Hamid, Shri  
 Acharia, Shri Basudeb  
 Banatwalla, Shri G. M.  
 Chowdhary, Shri Saifuddin  
 Hannan Mollah, Shri  
 Hansda, Shri Matilal  
 Iyer, Shri V. S. Krishna  
 Malik, Shri Purna Chandra  
 Masudal Hossain, Shri Syed  
 Misra, Shri Satyagopal  
 Ramashray Prasad Singh, Shri  
 Rryan, Shri Baju Ban  
 Roy, Dr Sudhir  
 Roypradhan, Shri Amar  
 Saha, Shri Ajit Kumar  
 Saha, Shri Gadadhar  
 Sait, Shri Ebrahim Sulaiman

Soz, Prof. Saifuddin  
 Tiraky, Shri Piyus

MR. CHAIRMAN : Subject to correction, the result\* of the division is :

Ayes : 103

Noes : 19

*The motion was adopted.*

SHRI BASUDEB ACHARIA : We walk out in protest.

16.25 hrs.

*Shri Basudeb Acharia and some other*

*Hon. Members then left the House.*

16.27 hrs.

DEMANDS FOR GRANTS, 1988-89  
 MINISTRY OF HUMAN RESOURCE  
 DEVELOPMENT.

[English]

MR. CHAIRMAN : The House will now take up discussion and voting on Demand Nos. 46 to 49 relating to the Ministry of Human Resource Development for which six hours have been allotted.

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

\*The following Members also recorded their notes :

AYES : Shri Laliteshwar Prasad Shahi, Shri Ramswaroop Ram; Shri Haribar Soren, Shri Ram Singh Yadav and Shri Simon Tigga.

NOES : Shri Mohd. Mahfooz Ali Khan.

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

Motion moved :

“That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the

fourth column of the Order Paper be granted to the President, out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1989, in respect of the heads of Demands entered in the second column thereof against Demands Nos. 46 to 49 relating to the Ministry of Human Resource Development”.

*Demands for Grants, 1988-89, in respect of the Ministry of Human Resource Development, submitted to the vote of Lok Sabha*

No. of Demand	Name of Demand	Amount of Demand for Grant on Account voted by the House on 18th March, 1988		Amount of Demand for Grant submitted to the vote of the House	
		Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.
	<b>Ministry of Human Resource Development</b>				
46.	Department of Education	261,85,00,000	12,00,000	1319,27,00,000	62,00,000
47.	Department of Youth Affairs and Sports	15,74,00,000	47,00,000	78,73,00,000	2,11,00,000
48.	Art and Culture	25,57,00,000	3,42,00,000	81,82,00,000	17,08,00,000
49.	Department of Women and Child Development	44,06,00,000	--	205,40,00,000	

**DR. T. KALPANA DEVI (Warangal) :**  
Mr. Chairman, Sir, I thank you for giving me this opportunity to participate in the debate on the Demands for Grants of the Ministry of Human Resource Development.

The basic idea behind the creation of the Ministry is laudable. I am happy that the Government has realised that the human factor and human context is of supreme value. We have sufficient technical manpower, but we have not been able to fully

utilize this manpower for nation building and for making the country self-reliant

The objective of this Ministry is to bring about coordinated and integration of various programmes like education, nutrition, child development and women welfare, which are very important for the progress and development of the nation.

If we look into the activities of this Ministry relating to the women welfare, I

feel that the Ministry has not given much attention to this aspect. Women are considered to be universal teachers. Educating a woman means educating a family. Education is a major tool for improving the status of women in the country, thus leading to their overall welfare. The uplift of the women must come first and only then, there can be any real good for the country.

In the 7th Plan document, the Government have stressed the importance of human resource development. but if we look at the budget allocations, it is only Rs. 235 crores, a meagre amount for this. If the development is basically about the people and more than sixty per cent are women and children, how do the Government propose to achieve the development with just Rs. 235 crores ?

Though in the last forty years, there has been a marked improvement in the field of women's education, yet the problem of women illiteracy is still very grave. The number of illiterate women in India in 1971 was 215.3 million and the figure has gone up to 241.6 million in 1981. It shows the number of illiterate women is proportionately increasing with the growth of the population. Again, there is variation in literacy rate among rural women, which is below 10 per cent and further low in the case of scheduled caste and scheduled tribe women. I think the main reasons for women illiteracy are as follows.

Firstly, the non-availability of schools in the localities they live or in the villages they live.

Secondly, the dropping out from the schools to assist their parents to earn their livelihood.

Thirdly, the socio-economic conditions of the family.

Fourthly, the lack of adequate awareness and motivation on the part of their parents.

Keeping in view this background, special efforts should be made by the Government by allocating more funds to fill up the gap

between the rural and urban women literacy by creating more primary schools in the rural areas. This will help in decreasing the illiteracy rate.

Our Constitution also guarantee equal right of education and property to men and women. I do not understand why the Union Government is hasitating to bring amendments to Hindu Succession Act, 1956 to give equal rights on property along with the men ? The Telugu Desham party in Andhra Pradesh had taken the decision to confer equal rights on Hindu women along with the male members so as to achieve the constitutional mandate of equality by suitably amending the Hindu Succession Act, 1956 in its application to the State of Andhra Pradesh. I feel it is the time to review the provisions of Hindu Succession Act, 1956 by the Parliament for the benefit of entire Indian women. I request the Hon. Minister to take up the issue. If women are educated and if they have socio-economic status, most of their problems like dowry deaths will be solved.

If we look into women employment position, according to 1981 figures, in the organised sector women workers constitute only 13.3 per cent. The latest employment exchange figures reveal that 51 lakh matriculate girls are unemployed and only 994 women are holding Administrative posts as against 15,993 men in similar posts. There are only 21 women officers in Indian Police Services as against 2,439 men, i.e. 9 per cent. In Indian Administrative Services there are 339 women as against 4209 men, i.e. about 7.5 per cent.

Taking into consideration all these factors in employment, there must be reservation in the employment for women as the Government of Andhra Pradesh has given 30 per cent reservation in employment.

The Plan should pay special attention to rural women who are doubly discriminated. Unless women are educated and economically independent, our country would not progress.

Keeping all these factors in view, the Government should plan in such a way to

provide women the educational facilities in urban and rural areas. Vocational education should be emphasised. Economic status should be improved by amending the Hindu Succession Act, 1956; by increasing employment opportunities by reservation of jobs; by proper training and supportive services for improving womens' productive capacity and by encouraging the voluntary organisations working for women upliftment.

I think, I will not justify if I do not ask the reservation for women in the politics also because we constitute 51 per cent of the total population.

There must be effective implementation of all the women welfare programmes and monitoring of the programmes is very important. But one should not think that it is the duty of the Government alone. Unless there is the involvement of the people, it is difficult to achieve the results.

As it is, we have good infrastructure on the paper. But lack of funds and lack of thrust to implement the programmes in the concerned officials and lack of the peoples' involvement are to be examined seriously for the better and successful implementation of the programmes.

Lastly, regarding the women welfare, I request the Hon. Minister to ban the Amnio-Centesis tests for the sex determination.

Regarding child development and the ICDS programme, it is a fact that human resource is a key factor in development. The National Policy of Children describes the country's children as 'a supremely important asset'.

The objective of ICDS programme is to improve the nutritional and health status of children in the age group of 0 to 6 years to reduce the infant mortality rate, malnutrition, etc. But the infrastructural network that we have today is inadequate to serve the purpose. During the year 1986-87, the number of centrally sponsored projects was 1480 and during the year 1987-88, only 40 projects are added, which is almost a negligible number to cater to the needs of the children,

constituting 272 millions. Out of these, one third of the children are socially backward and below the poverty line. I do not think, these projects can cater to the needs of the children. To achieve better results, the number of these projects should be increased greatly.

Looking at education, real education is that which enables a man or a woman to stand on his or her legs. The education that we are receiving today in schools and colleges is only making a race of dyspeptics. I regret to note that only 3 per cent of the national income has been allocated for education to which top priority should have been given, next only to Defence. Then alone, the objectives of the Human Resource Development can be achieved and thereby the prosperity and progress of the nation.

If we look into the various aspects of education, primary education is the sector which needs more and more attention of the Government because primary education alone can help in achieving the literacy rate to some extent in rural India.

The scheme of 'Operation Blackboard' was formulated to achieve the goal of universalisation of elementary education. Its aim is to bring about substantial improvement with regard to facilities in the primary schools where we have no basic infrastructure even today. One hundred crores of rupees were provided for this scheme during the year 1987-88. I would like to know as to how much of these funds have really been spent gainfully by the Government. I understand that due to lethargy on the part of the officials, the programme has not been implemented successfully. It also came to my knowledge that even the funds allotted are not spent fully. Then, how would they spend the proposed demand for Rs. 219.19 crores for this project during 1988-89? The scheme is still on paper only and the fruits of the scheme are not noticed so far and the actual improvement in the infrastructural facilities in rural schools is yet to be seen.

Coming to introduction of computers in schools, on the one hand the Government admits that there are not even black boards in schools in rural India, and on the other,

the Government is encouraging the urban students to use computers. This shows a dichotomy in the thinking of the Government. I feel that thus the Government wants to widen the gap between the urban elite and the impoverished students of rural India. This is nothing but gross injustice.

I appreciate the Government's stand to start Navodaya Vidyalayas to provide good quality modern education to the talented children from rural areas. I hope the Navodaya Schools would help to fill the gap between the rural students and the elite urban students. But the number of Navodaya Vidyalayas opened upto the year 1986-87 was only 83 and the number of these schools sanctioned during 1987-88 is 126. If we are to progress at this slow pace, we cannot bridge the gap between the rural and urban students in the short period of 12 years before we enter the 21st Century.

So, I request the Government to take up education as a priority sector and allocate more funds and monitor the progress so that the funds allotted are spent in time to achieve the desired goal.

Regarding higher education, I would like to mention one thing. In a country with 50 per cent of population below poverty line and a huge unemployment problem, expansion of higher education in pure sciences, arts faculties is a national waste. Already we have about 130 universities in the country. Out of that only 24 universities are agriculture universities. These Universities produce only the graduates which increases unemployment and underemployment.

16.41 hrs.

MR. DEPUTY SPEAKER *In the chair* :

I think we don't need such universities any more but we need more agriculture universities and medical universities.

I am happy to note that during 1987-88 four universities were established and out of them one was a Medical University. It was established in Andhra Pradesh. Two agriculture universities and one academic university were established in Gujarat.

Regarding vocationalisation, I would say that we must give more importance to the vocationalisation of education. It will help us in solving, to some extent, the unemployment problem in our country.

Last year, while replying to the Demands for Grants the Hon. Minister stated that in reality an amount of Rs. 351.71 crores was sanctioned. It was not made available to us. Out of the amount sanctioned, as much as Rs. 36 crores went as a cut. This is the way the Government is encouraging education by cutting the allotted funds. I request the Government that they should not do so in the near future. They should not make it as a habit.

Regarding sports, I want to mention some points. So far as sports is concerned, the Government is only trying to develop sports in urban areas. No efforts are being made to identify the sports talents in rural areas and also for encouraging the rural sports talents. So efforts are not being made to identify sports talents in rural schools.

Efforts should be made for providing fund for developing the play grounds and acquiring minimum equipment or sports aid in all the schools in rural areas.

Efforts should be made to organise sports activities at village level, taluq and district levels. A proper balance should be made in the allocation of funds for rural sports. A large number of people are living in rural areas. In spite of that, 70 per cent to 80 per cent of the funds are spent for urban areas. This increases the gap between urban and rural children and the youth. This imbalance should be corrected.

The Government's much publicised priority to Human Resource is an empty talk. It can be seen from the Finance Minister's Budget Speech that no reference had been made regarding human resource development although there were increases in the outlays of the various other Ministries, such as Defence, Agriculture and Cooperation. They have Rs. 1550 crores only for education. For women's welfare they have given only Rs. 235 crores. The total comes to Rs. 1785 crores.

Sir the Government should have a strong will to implement the things in time and must have time bound programmes for implementing all the schemes, for achieving better progress.

With these few words, I conclude my speech.

**SHRI MUKUL WASNIK (Buldhana) :** Sir, I rise to support the Demands of the Ministry of Human Resource Development. This Ministry has been formed to develop man as a whole and not in pieces and fragments. Therefore, this Ministry has brought together several Departments—the Departments of Education, Youth Affairs.

Sports, Woman and Child Development, Culture and Arts. But in the limited time available to me to express my opinion, I feel that I do not have the time to cover or to say even a few words on the various Departments of this huge Ministry of Human Resource Development and therefore, I will try to express only a few points regarding the Department of Education which I feel is one of the most important Departments of the Ministry of Human Resource Development. We have accepted that upon the education of the people of this country, the fate of this country depends. And, therefore, we thought that this important resource, the resource towards which we had not given adequate attention in the past, needed more attention. So, we announced that the nation would be given a New Education Policy, and that education policy would try to imbibe into the minds of the student community the moral, ethical, social and spiritual values of the Indian society. After a lengthy discussion in Parliament and outside, and lots of debate in various sections of the society, which included students, teachers, and parents, we gave to the nation the National Education Policy, and we raised hopes—because this Policy was full of innovative ideas, programmes and schemes. We raised the expectations of the people of India that this Policy would start immediately, and it would give results immediately, and show to the country that it has started yielding results. What happened? We saw that the Policy in reality, as it is, is not a policy which will bring immediate results, and that it cannot bring immediate results.

The results will come only after ten or twelve years from now. But various commissions and committees had earlier also given several recommendations for the development of education. They had good intentions in their minds; but what happened? Whenever we discussed here the performance and implementation of those recommendations—whether they were of the Radhakrishnan Commission or those of the Kothari Commission or the Committee of Members of Parliament—we all were of one opinion, namely that most of the recommendations were good, except that the implementation was not proper.

This New Education Policy is also good. It was welcomed by all. But what happened? We saw that the way in which the New Education Policy should have been implemented in the very first year, it was not implemented in that manner, as was expected by the people of India, and as expected by me also in this House. We felt, happy that there was a rise in the allocation from Rs. 352 crores to Rs. 800 crores, a rise of nearly 124%; but what we saw this year was that the Department of Education could utilize only Rs. 700 crores, and Rs. 100 crores were left unspent. It is said that this was so because the Department was late in finalizing the various schemes and programmes which were given in the Programme of Action. So, the money which was allocated for the implementation of the Policy in the last fiscal year could not be utilized *in toto*; and Rs. 100 crores had to lapse.

The other Hon. Member who had just now spoken, had said that in the Hon. Finance Minister's Budget speech, there was no mention of the human resource development. But I feel that either the Hon. Member did not go through the speech of Mr. Tiwari or else she might have just overlooked the section where the Hon. Finance Minister has made a mention of human resource development. We have seen that a similar mention was made in the Address delivered by the Hon. President at the joint session of both the Houses, just before our Session started this time.

But even though there have been certain schemes which have been launched—

Novodaya School, the Operation Black Board or vocationalisation and literacy mission—I feel that the amount of thrust which should have been behind all these programmes was missing; there is a need to have a bigger thrust behind all these programmes or after a few years we will again say that the policy was good, but it was not properly implemented. It is not the government only which should be blamed for the improper implementation of policy. I will say that there has been a consistent effort from some people to sabotage the implementation of the policy. We launched a policy last year and we saw that simultaneously there was a launching of the teachers strike at the national level; there used to be a strike from the teaching community, but it was restricted to one university, two universities or 10 universities. But this time when we launched a national policy on education simultaneously there was a launching of the teachers' strike at the national level. I feel that the teaching community is a community which is an example to the students. The students are to learn from them and if the teachers are to teach to the students community, that this is the way to fight for the demand, this is the way to keep the institutions closed, this is the way to harass the government, this is the way to waste the finances given for running the institutions; if this is the example which the teachers are to set for the students community of India. I fear that no policy will succeed and if the policy has to succeed, it can only succeed with the coordinated efforts of the students, the teachers, the government and the university authorities. If the teachers are to teach the students the way how to go on strike, there is a fear that no policy, whether this policy or any other policy, can succeed and therefore I feel that, if on the appeal from the government side or the university authorities—the teachers do not call their strike back, then the government should make a provision to make education an essential service and bring it under ESMA. Otherwise, you would go on wasting the resources given for education. When the teachers were on strike, there was a thinking among the leaders of the teaching community that they were powerful, and that they had all the strength behind them. But the strength behind the teachers was not the strength of the number of teachers involved in the strike but it was the public sympathy

behind the teachers; it was not the number of teachers who had gone on strike. The public sympathy is not an inexhaustible commodity; it can exhaust any time and it has already started exhausting. Therefore, I will appeal to the teachers community that they should not resort to such means, the means which will keep educational institutions closed; and at the same time I will appeal to the Hon. Minister that a provision should be made to ensure that the teaching community do not go on strike.

It has always been said by member in the house as well as in the meetings of the Consultative Committee of Human Resource Development that education is for the students, and this education which will decide the fate of the country will at the same time decide the fate of the generation which is going under education in the present system. Therefore, it was always urged that the students community should be given an opportunity to voice their opinions in various forums of decisions making in the universities, colleges and other educational institutions. I had felt that when All India Council of Technical Education Bill was passed in the House, the representation of the student's community will definitely be there on the Council of Technical Education. But it was very unfortunate to notice that there was no representation of the student community in this Council. I appeal and again request the Hon. Minister of Human Resource Development that this matter should be gone into again. It should be studied in detail again and the student community should be given effective representation in not only this Council but in various bodies which are the decision making bodies in the universities and colleges.

It has been pointed out that the students, who will be most affected by the educational system, are not experienced, they are not old enough to give opinions in various forums, and therefore even if they are full of strength, they should not be given representation in these bodies. And, what we see, as a result? We see, as a result, that there are student protests everywhere. They protest on the streets because they have been denied their rightful place of representation in these bodies. If you involve them in these bodies, if you give them a chance to

represent their views in these bodies, then do you not think that they will not go on the roads to shout for their demands? If they are given these opportunities, I feel that they will not go on the roads to shout slogans for getting their demands sanctioned.

The students protest not only at the provocation of an incident or two or three incidents, but as many scholars who have gone into this, have pointed out that the students protest because of several reasons which include unwieldy type of universities, the social and psychological distance between the teachers and the taught, the deteriorating standards, the outmoded system of education, thanks to the Government that they have brought in a New Education Policy, the growing unemployment—which has not yet started declining, it has to decline—the erosion of the hierarchical structure of society and the inter-generational gap. I request that these things should also be gone into. A major mission has been launched, the literacy mission. I will request the Hon. Minister that it is a Herculean task, the goal which has been set is not an easy goal to achieve because there are at least 243 districts in the country having literacy rate below the national level and there are about 193 districts with female literacy below 20 per cent. These are the figures given by the annual report 1984-85 of the Ministry of Education itself. Also, it has been found that literacy among women too is very low and though efforts have been started to promote education among girls, still—more efforts should be made. It should be seen that proper hostel accommodation, if necessary at every taluka should be made to see that girls go in for education not only till the primary level but to the secondary and higher secondary and college levels of education.

The availability of primary schools in rural areas for 1000 girls between the age group of six to eleven years was only 37 schools.

No one can say that this is satisfactory. It has to be made satisfactory because if the girls' education suffers, then the whole education system will suffer.

SHRI NARAIN CHOUBEY (Midnapore): He is frustrated. Mr. Mukul, you are frustrated today. (*Interruptions*)

17.00 hrs

SHRI MUKUL WASNIK: I am not frustrated. I am just giving my opinion. (*Interruptions*). Saying the facts is not frustration. I am saying these facts only with a hope and confidence that these facts will be looked into and proper action will be taken. If frustration is there, then this is not the remedy. I would not have said whatever I have said if I was a frustrated man. (*Interruptions*). I would like to draw the attention of the Hon. Minister that the norms for setting up the central schools in our country are very rigid and because of the rigid norms, the central schools are not coming up in the rural areas and in the backward Districts of our country. The Government employees tend to run away from the backward areas because their children do not get opportunity for uniform education in the rural areas. Therefore, efforts should be made to relax the conditions for setting up central schools in the rural areas and backward Districts of the country. Many programmes and many schemes have been relaxed for backward areas. Industrially backward areas have been given several concessions. Similarly for educationally backward areas some concessions should be given. It should come up by way of relaxing the conditions for setting up central schools in the rural areas.

Sir, a problem which has surfaced in the newspapers these days is about fake degrees and diplomas given by bogus institutions. Recently, in Nagpur, an institution had given Diplomas of Sanitary Inspector to about one hundred and twenty students by taking two thousand rupees from each student. This Diploma is not recognised in the State of Maharashtra. A complaint had been made by the local Member of Parliament Shri Banwari Lal Purohit to the Commissioner of Police, and no action has been taken till now. This is one incident. There are several bogus institutions which are giving fake Degrees and Diplomas, and urgent steps should be taken to close down these institutions, because they just invite the students whoever are in search of good education and they are befooled by these



bogus institutions. Therefore, immediate action should be taken against them.

I would like to point out that though we have started the implementation of the policy, it needs further vigour and thrust. I am hopeful that under the experienced Minister, Shri Narasimha Rao, proper action will be taken and it will be seen that whatever we had left behind in the last year will not be left behind again, and we will march ahead with the proper implementation of the policy in the coming year.

At the end, I would like to say that only the educated are free and the uneducated will always be slave. Therefore, all efforts should be made at the earliest to give educational opportunities to all, and then only we will make all the people of India free citizens of this free country.

SHRI G.M. BANATWALLA (Pannani) : I beg to move :

“That the demand under the head Department of Education be reduced to Re. 1.”

[Failure to grant the status of a full-fledged University to Jamia Millia Islamia.] (1)

SHRI RAMASHRAY PRASAD SINGH (Jahanabad) : I beg to move :

“That the demand under the head Department of Education be reduced by Rs. 100.”

[Need to open a Navodya School at Bakhtiyarpur village of Patna district in Bihar which consists majority of Harijans and backward classes.] (2)

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

“That the demand under the head Department of Education be reduced by Rs. 100.”

(Need to rearrange priorities of the National Education Policy because of inadequate funds. (3)

“That the demand under the head Department of Education be reduced by Rs. 100.”

(Need to review the functioning of the University Grants Commission.) (4)

“That the demand under the head Department of Education be reduced by Rs. 100.”

(Need for concrete strategies for the improvement of education in Colleges.) (5)

SHRI SYED SHAHABUDDIN : (Kishanganj) I beg to move :

“That the demand under the head Department of Education be reduced to Re. 1.”

(Failure to grant the status of a statutory university to Jamia Millia Islamia, New Delhi.) (6)

“That the demand under the head Department of Education be reduced to Re. 1.”

(Failure to implement the Three Language Formula in the Central syllabus for secondary schools.) (7)

“That the demand under the head Department of Education be reduced to Re. 1.”

(Failure to manage the Bureau for the promotion of Urdu efficiency and productively.) (8)

“That the demand under the head Department of Education be reduced to Re. 1”

(Failure to protect the rights of linguistic minorities in education all over the country.) (9)

“That the demand under the head Department of Education be reduced to Re. 1.”

Failure to implement the Operation Black-board to a meaningful extent.) (10)

"That the demand under the head Department of Education be reduced to Re. 1."

(Failure to purge school text books in languages, literature, history and social studies from objectionable content which impair the process of national integration) (11)

"That the demand under the head Department of Education be reduced to Re. 1."

(Failure to achieve any significant progress in education in respect of religious minorities even in the areas of their concentration.) (12)

"That the demand under the head Department of Education be reduced to Re. 1."

(Failure to implement the report of the Gujral Committee on Urdu) (13)

"That the demand under the head Department of Education be reduced to Re. 1."

(Failure to ensure the proper functioning of Aligarh Muslim University and to prevent the erosion of the authority of the statutory bodies of the University.) (14)

"That the demand under the head Department of Education be reduced to Re. 1."

(Failure to restore the right of worship in the protected mosques, subject to appropriate conditions, as agreed to in March, 1984.) (15)

**SHRI V. S. KRISHNA IYER** (Bangalore South) : I am very happy to participate in the discussion on the Demands for Grants of the Ministry of Human Resource Development. I do realise that it is one of the most important Ministries of the Government where the progress of the

country depends on the progress made in education. Unlike my friend, who just preceded me, I am still having faith in the Ministry because it is headed by a competent Minister ably assisted by a lady Minister. If Mr. Narasimha Rao and Mr. Alva are failed, I think, this Government will completely fail in its efforts. Since they are still in the initial stage, of implementation we still have faith.

After the advent of Independence, we had appointed several commissions. Immediately after independence, we had Dr. Radhakrishnan's Commission. Later on in 50s we had Lakshmanaswamy Mudaliar Commission. In 1965-66 we had Kothari Commission. But unfortunately, the recommendations of these Commissions were not implemented because the Central Government had not taken up the question of education seriously as it was not in the Central List. It is when it came to the Concurrent List that some attention is being paid.

The entire House has accepted the new education policy with one voice and welcomed it. This was approved by Parliament on 8th of May, 1986 and again the Programme of Action was approved by Parliament on 22 August, 1986. It is but natural that the whole country is anxious to know what progress this Ministry has made in respect of the new education policy.

I would like to take up only a few points. Just now, one of the Hon Members while speaking, said that out of Rs. 800 crores that were allotted during 1987-88, nearly Rs. 100 crores were not spent.

**THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P. V. NARASIMHA RAO)** : I would like to save a lot of effort on the part of the Members who will be speaking subsequently, by pointing out that since the Finance Minister made his speech in Parliament, much water has flowed down the bridge and the figures just quoted by our friend Mr. Mukul Wasnik and by you, are no longer valid. In my reply I would like to say how much more has been spent during the last one month and there is really nothing more to

spend. This is the position. So, please take it as a new piece of statistics that our expenditure is almost 99 per cent of what has been allotted. On this basis if further criticism is to be levelled or comments to be made, they are welcome. I am just correcting these figures because many, things have been in the pipeline. And since most of these things have been disposed of, all the programmes are now in the field and money has been spent and usefully spent.

SHRI V. S. KRISHNA IYER : I am glad that you have given this clarification. I will easily skip one or two paragraphs.

In the education policy, there are a number of schemes. I had a glance over the implementation portion of the education policy which was given to us only yesterday. I would like to know whether all the schemes which are enumerated in the education policy are being implemented because I read in the newspapers that due to severe drought conditions the Secretariat of the Prime Minister as well as the Ministry of Finance asked you to cut down the expenditure on education by Rs. 300 crores.

SHRI P. V. NARASIMHA RAO : I am only submitting that in respect of whatever has been allotted in the current year i.e. 1987-88. In 1987-88 when the Finance Minister allotted Rs. 800 crores, it was said that only Rs. 700 crores were spent and Rs. 100 crores were left unspent. I just wanted to correct that figure giving the latest position, and that latest position happens to be that this Rs. 100 crores leeway is no longer there. For the next year, of course, whatever comments the Hon. Members want to make, they are welcome. I will certainly respond to those comments later.

SHRI V. S. KRISHNA IYER : Very well, Sir. I may now come to some of the main points. The main thrust of the New Education Policy was on elementary education, on primary education. In the Plan of Action, one of the most important schemes which they have undertaken is the 'Operation Blackboard'. A sum of Rs. 100 crores was provided for that. Now, according to them, and also according to the implementation report which we have just received, they have spent that amount, over-spent, even

Rs. 10 crores more than the amount allocated. I will be very happy if that has been done... (Interruptions).

SHRI P. V. NARASIMHA RAO : Yes, it is.

SHRI V. S. KRISHNA IYER : It is all right. Sir. I have seen the newspaper reports and also I have seen the proceedings of their central body. According to that, many of the States have not taken up this scheme enthusiastically. This should be taken up as a movement. If the New Education Policy were to be implemented faithfully and in good spirit, all the States must take up this scheme with enthusiasm. Not only all the States should provide funds but also there should be enthusiasm to implement it because it is a new scheme in which people of our country have full faith. So, I would like to know from the Hon. Minister in his reply whether the States have given their share. Of, course, in the implementation Report which he has given to us, he has said Rs. 250 crores States' share has been given. So, according to the New Education Policy, for Operation Blackboard you have to cover 20 per cent of the Blocks during this year, another 30 per cent in the next year, and the remaining in the last year of the Seventh Plan, for which you had provided Rs. 100 crores in 1987-88 year and Rs. 130 crores you have provided now. But I would only like to know from the Hon. Minister—of course, we are on the 29th today; there are still two more days for him—whether they have released the money for all the States. The pre-condition for them to release any money is that the infrastructure shall be provided by the State, that is, if there is one room, another room should be provided; if there is no school room at all, then one school room is to be provided. You are providing the equipment and one extra teacher, preferably a lady teacher. So, at least let us know because I could not find out the progress (interruptions).

SHRI P. V. NARASIMHA RAO : I will give you Block-wise details—the number of Blocks and the names of the Blocks taken up for this programme in each State. In fact, I wanted the Members to have this list. You

will have this list and you may kindly check up at the field level and let me know.

**SHRI V. S. KRISHNA IYER :** Sir, I went through your performance Budget only last night. The success of the New Education Policy depends upon its implementation. This is the elementary thing, this is the base, this is the foundation of the New Education Policy. So, I would like to know whether this has been implemented faithfully. In the press reports, in the Ministers' Conference report and in the speech of the Hon. Minister, everywhere what is said is that they have told the States that they are not implementing it. Some of the States say: "We do not have funds. You give us funds, then only we will implement it." All that has happened. That is why it is our right to know the exact facts with regard to the Operation Blackboard Scheme.

Just now the lady Member who spoke, said—of course, I do not want to elaborate on that—about the women education. What has been done on that? Are they still on the pilot projects or are they extending the Scheme to various institutions? How much money has been provided separately for the women's education because the thrust of the New Education Policy is also on the development of women's education?

Sir, as you are aware, the literacy among women, according to the 1981 census, is 17 per cent whereas it is 47 per cent among the males. Sir, as a part of this elementary education or primary education, when you were replying to the debates in the last two years, I was keenly observing that you said that the main object will be the all round development of the child. You were then holding the Health portfolio also. You were saying that not only the teaching 3-Rs. in the class room, but also Government will take care to see that the health of the child is also maintained and the child is also given nutritious food. May I know whether it is only on paper or whether it is being implemented in all the States? If it is being implemented, who is going to finance that scheme? So far as my knowledge goes, most of the States cannot implement that, they are not able to do that. You find today that even the ordinary medical examination is not being conducted

in many of the schools. That is the position. So, what you stated on the floor of the House then and now, how are you going to implement it? When I asked some of the people in my State, they said, Whatever the Government pays is just sufficient for our salary. How could we give mid-day meal or nutritious food to the children? Leave alone nutritious food, they are not even getting their wards medically examined at least once in a year. That is also not being done. So, this is very important aspect of NEP and I request you to go into it.

So far as non-formal education is concerned, you are giving 100 per cent assistance for voluntary organisations. Even there I could not find out in the books supplied to us how many centres are there who are implementing this programme. Are you satisfied with the success of the non-formal education in the schools? It is because we find not much progress in the field of non-formal education, which has become necessary because we have a number of drop-outs in the schools. According to a recent survey, I find that out of 10 children that go to the elementary schools or that are enrolled in the elementary schools, only two go up to the Eighth Standard. Even now the drop-outs are so many. Another important point which we should bear in mind is—the Hon. Minister knows it—that now in the field of child labour in our country—that is also in the survey which I mentioned—one crore children are employed in various factories and other fields, and nearly two crores of children are engaged in the family work, as members of their family assisting their parents. So, nearly three crores are there, that is two-thirds of the children are engaged like that. Of them, how many are you able to attract to join the mainstream, I mean, take up the primary education? Those figures are very important because I know very well, you have already stated in one statement somewhere that the year 1987-88 has been spent on endless preparation for various things. I know you have appointed a number of committees, one press report says that you have got 100 Committees to look after one facet or the other of the new education policy. So, all these figures are very necessary for us because we want to appreciate, because we want to know

how NEP is progressing. I am sure the Hon. Minister will supply to us all these things.

Then, I come to vocational education. That is a very important thing. The thrust of the new education policy is again vocationalisation of secondary education. In that scheme, I should admit that you have failed. You have not reached the target there and I should say, if at all anything is done so far as vocational education is concerned, you might have done only something during this month, the month of March. Even the amount of Rs. 60 crores that was allocated for that, you have been able to spend only Rs. 32 crores. I do not know whether you would be able to reach 10 per cent of the schools by the end of the plan period. At this rate it won't do, unless you do something. So, I do believe in vocationalisation. But one thing, I do not know whether the Hon. Minister has observed. This has not yet become popular because parents are still attracted to degrees. You have said in your education policy that degrees will be delinked with jobs. You have a scheme for that. You have some training scheme. But that has not been implemented. That has not still come about. So, from my point of view, the vocational education will become attractive only if you assure jobs for those persons who are trained vocationally. So, you should have a dialogue with the industry, inter-action between industry and education authorities. You should find out what type of people they want—civil engineering, mechanical, people etc. That type of inter-action must be there and the parents and the students must come to know that this vocational education will be useful. In this connection, I will give one instance. Till yesterday Karnataka had not received even a pie for this vocational education. I come from Bangalore only yesterday. They have sent a scheme for Rs. 7 crores. Even before the new education policy came into force, Karnataka had started it. I think, the Hon. Minister knows it very well. We are now imparting vocational education in 200 institutions and our Government has submitted a scheme for 7 crores, for the Seventh Plan period. I do not know whether you will release it tomorrow because some of the officers had come here to

get sanction to this scheme. Even yesterday, one officer had come here. I will request the Hon. Minister to see that at least tomorrow that amount is released. I am sure you will do it because you have provided Rs. 36 crores in the current year as expenditure.

About the adult education, not much is said here. We have heard about so many schemes and the technical mission. Even there, I am not happy about it. Our State is a pioneer in the area of adult education. Adult education started in Karnataka when a European professor Eagleton started in Karnataka 50 years back. Even now we have got so many schemes like *Akshara Sena* etc. But somehow it has not been working well. You have also so many schemes. You have given the figures saying about 90 lakhs have become literate from this scheme. Who is monitoring the whole thing? Are you satisfied with it because statistics can be easily produced. We do not see the movement at all. We should see that adult education is taken in right earnest and people have become earnest about it. It is very necessary because we have to eradicate illiteracy in our country because ours is the second largest illiterate country in the world. I do not know whether it is still second or otherwise. I would request the Hon. Minister to see that the schemes which are formulated for this purpose are implemented effectively. I know, you alone cannot do it. The States must also do it. I request you to monitor it. You are holding so many meetings with the State Ministers. I request you that you should have a separate meeting with the Ministers with regard to adult education and see that the scheme is implemented effectively.

About the examination reform, it was expected that the UGC should submit a scheme. But I find from the report that till today they have not come out with a scheme. It does not cost anything. I do not know why this scheme has not yet been implemented. I request you to find out this.

About the three-language formula, yesterday also I spoke about this. I have seen this 3-language formula scheme. You

have provided funds for the development of Hindi, English and Sanskrit. But funds provided for the development of regional languages, I should say, are very meagre and disappointing. I draw the attention of the Hon. Minister to the importance of development of regional languages. What you have provided is very meagre and you have not made any attempts to improve them. You have made attempts to develop Hindi. We welcome it; it is a link language. But what attempts have you made? What provision have you made to teach any of the South Indian languages in the Northern States? Nothing. I can understand and speak Hindi but can the other Members understand if I speak in Kannada language?

**SHRI P. V. NARASIMHA RAO :** We are talking about primary education, not about adult education.

**SHRI V. S. KRISHNA IYER :** I repeat the same argument which I made last time with regard to the Navodaya schools. In the Navodaya schools, you pick up students from the Sixth Standard. When they come to Navodaya School, they forget the regional language. You should make some provision to teach the regional language also in Navodaya schools. In the Navodaya Schools, the curriculum is in English and Hindi. That is why, many of the States are opposing it, though we are implementing it in Karnataka,

There are a number of women voluntary institutions in our country. There are also a number of Mahila Samajams engaged in the service of women and children. You are giving financial assistance to these institutions but it is only token assistance. You must give full financial assistance to the organisations engaged in the service of destitute women. There is one Institute for boys in Bangalore which is run by Shrimati P. R. Jayalakshamma which is doing very good work. All these Homes engaged in the service of women and children should be given funds in time.

I request you to see that sports are extended to the rural parts also. It should not be mere lip sympathy. Please take action.

I hope that when the Hon. Minister replies, he will answer all these points.

[Translation]

**SHRI RAM SINGH YADAV (Alwar) :** Mr. Deputy Speaker, Sir, I support the Demands for Grants of the Ministry of Human Resource Development. Sir, our Human Resource Development Minister, Shri Narasimha Rao is in himself an institution and a great scholar. He is a source of inspiration to the students and educationists not of any particular region but the entire country. We can very well see the results of his inspiration throughout the country. I thank the Hon. Minister for his taking various steps for making the education a strong medium for promotion and propagation of education. We also welcome the national policy of education formulated by him. He has also given concrete shape to it.

Sir, first of all, I thank him for his achievements in the propagation and expansion of education.

His Operation black-board policy has provided great encouragement. The Hon. Minister has paid special attention towards providing school buildings, trained teachers and teaching materials at places where they were lacking.

This scheme benefited the field of education and more particularly the students receiving education in the primary schools. It is hoped that we will be able to achieve the objectives of the education policy that we had set in 1986 through this special scheme by 1990. In the meantime we can provide admission to children between the age group of 6 to 14 years and impart them free education. In this way, we will be able to achieve the objectives we had set in this regard.

Sir, here I may refer to the recent announcement made by the Hon. Minister of Finance that some more money will be provided through the budget for the current year viz 1988-89 but I would like to draw his attention to the fact that less money has been allocated for Primary Education in comparison to Higher Education, despite the thrust of the Government on the primary education. The Hon. Minister can himself

observe the figures that more money has been allocated under plan expenditure. For the year 1988-89 for school education Rs. 413 crore has been allocated under plan and Rs. 132 crore under Non-Plan and for University and Higher Education Rs. 148 crore and Rs. 454 crore have been allocated under Plan and Non-Plan respectively. It means that less money has been allocated for payment of salaries to the teachers teaching in primary schools under Non-Plan and higher salaries are paid to Teachers of Universities and colleges. In the National Teachers Report—Teachers and the Society and The Report of National Commission on Teachers—Volume 1—grades given in respect of Primary and Higher Secondary Teachers are for less than the Grades of University Teachers. In fact, primary school teacher is supposed to lay good foundation for the development of the child Swami Vivekananda, said the exposure of the talents inherent in the man starts from Primary School Education and if the Government also expects of any Teacher to build the foundation of students, then it must look after him. Therefore the credit and the facilities should be given to Primary Teachers because even today they are underpaid in relation to the labour done by them. Although their contribution in teaching and difficulties faced by them during postings in rural areas are enormous. There is neither any provision for payment of some village allowance to them nor any medical expenses reimbursement allowance. Even after great efforts they fail to get medical, travelling and other allowances from Panchayat Samitis. Therefore, if we really want to give priority to elementary education as we should because it is the base which must be strong then we will have to review our options and remove the anomalies. I except the Hon. Minister who has been closely associated with the rural life and knows the difficulties of the teachers working in Primary Schools there, to do something so that maximum needs of the teachers of Primary Schools could be met after seeking more allocation of funds from the current budget.

Here, I would also like to mention that in accordance with the education policy 1986, our first and foremost objective was to spread elementary education everywhere by enrolling the children of the age group of 6 to 14 years, Second objective was to provide buildings to primary schools in

addition to teaching material. Third objective was that the teachers appointed should be trained one and who should have self-confidence about their teaching capabilities because a teacher can be a person who has self-confidence and knows that he can satisfy the curiosity of the students and answering their questions likely to be raised in the class on the basis of his knowledge and experience. For this purpose, teacher himself should be well trained. This also has two stages—first is the same that one gets training before joining service and then a refreshing course after joining the service and through other media. I appreciate the target fixed by the Government for training five lakh teachers every year which in itself is very commendable. Besides, Teachers Commission has submitted his report. All the Commissions appointed present different view points and create more ambiguity. They have stated that in some States XI passed candidates are appointed teachers and given one year training. In our State XI passed candidates are given two years training. This Commission's recommendation is that X passed candidates be given four year's training which is impracticable because there should be no training lasting more than two years. Therefore, we should not give importance to such things which are not practicable. But in addition, it is necessary to see that if some one wants to become doctor he must acquire MBBS degree. For becoming engineer, B.E. or Polytechnic degree is a must, but for becoming teacher any body can go and join school. Right to teach in a school should not be granted to everybody as long as one not trained upto a national level because if right to teach is granted to an untrained person who has no knowledge of teaching then it will mean that Government is not serious about nation building. Due to this faulty system, nobody from rural areas, not a single child comes upto the high national level, viz., IAS, IPS, Indian Education Service, Indian Engineering Service, Indian Medical Service and other services. Students of only selected educational institutions succeed in the competitive examinations. As a result of this, a vested interest has been developed in the country that only students of selected schools and colleges succeed into important services. In order to bring an end to this practice, Government must consider the question of academic level of teachers

and the training given to them.

Now I would like to dwell on new education policy. Under new education policy, we hope that Government will make the education job oriented and in addition to this more and more technical knowledge will also be imported. But today, the Hon. Minister...*(Interruptions)*. You are disturbing me unnecessarily. I want to give you some useful information, please listen. It does not behave an Hon Member to disturb others. They must understand these things. We have been elected to this august House, time has been allotted, we are educated people and want to place our point of view, please listen to me. It is up to the Government to take any action on our proposals or not...*(Interruptions)*. I was expressing my views on new education policy. The thrust of new education policy which has also been discussed in detail in the House and you had also studied it. The main reason was that common man wanted a change in education and education policy. The common man, teachers and parents expected that new education policy should help the children studying in schools and colleges to achieve something in life and should not become liabilities on their parents. With this end in view Government resolved to make education job oriented. The Government wants to give importance to technical education instead of general education, which has also been adopted by some western countries. The students do not become liability on their parents if they have vocational education, I request that emphasis should be laid on setting up Industrial Training Institutes, Polytechnics and other such institutions for promoting technical education in the country. In this connection, my suggestion is that polytechnics should be set up at block level and there should be a phased programme for it. Several difficulties especially shortage of resources can arise in this task. But atleast this should be the approach of Central Advisory Board of Education and they should let us know as to when they can set up Polytechnics at block level—by 1990 or 1995. Up to what year the Government plans to set up Industrial Training Institutes at Panchayat level in the country because these institutions are the only source of providing technical know-how. This is the only alternative in the technical field which can help the students at the regional level. But

the Government has not resolved to give it a practical shape in any of its papers, performance Reports or Implementation Programmes. I feel that the Government should think over it and consider it an issue of national importance. I agree that the Centre cannot accomplish this task on its own and co-operation of States is necessary for its implementation. Education Ministers of States are members of the Central Advisory Board...*(Interruptions)*. I shall take five minutes more.

Another question arising in the field of technical education is how to vocationalise it. As the Hon. Members who spoke before me also said, it has not been clearly spelt out how to go about achieving this objective. It is very important to clearly define the steps to be taken. My constituency of Alwar has an industrial area. But there is no coordination between the high schools, higher secondary schools, colleges, polytechnics or Industrial Training Institutes with the industry. The Government should think about the manner in which industry has to co-ordinate with the educational sector, Although the New Education Policy lays a lot of emphasis on this aspect, but this has not been made clear towards which we should have paid maximum attention. Expenditure earmarked for technical education in the Plan is Rs. 141 crores while Non-Plan expenditure is Rs. 104 crores. This is quite insufficient.

Besides this, the curriculum or syllabus evolved for secondary education under the New Education Policy has no provision for teaching commerce subjects in classes IX, X, XI and XII. Commerce subjects are taught in the college and primary levels but not to classes IX, X, XI, XII in secondary schools. This is certainly a great lapse and an improvement is asked for. One faculty is missing for four consecutive years. The new prospectus and syllabus which has been prepared should be reconsidered.

Similarly, a standard should be set for teachers. There is no need for options. Non-matriculats should not be appointed as teachers. Such people can be given the option of passing the class X examination and an in-service training within two



years, failing which their services should be terminated.

Another thing I want to say relates to the National Council of Educational, Research and Training's (N.C.E.R.T.) project in our state of Rajasthan. Under this project opportunities are proposed to be given to students who have passed class VIII and live in the same village to work as teachers just because other well-qualified teachers do not reach there. It is also said that regular teachers who are already there may be withdrawn. This is totally against the Education Policy. The Education Policy says that an untrained teacher going to a Government school is a trespasser. Such a person has no right to assume the role of a Government teacher unless he is trained for the job. Page 49 of the Report of the National Commission on Teachers says ;

[English]

“Considering that the elementary is so crucial a level we are strongly of the view that the professional training for the elementary should begin only after the twelfth class and the training should be of at least two years duration.”

[Translation]

When the Government expects teachers to have read up to class XII and then gone through a two year training, how are boys who have passed class VIII appointed as teachers ? Can there be any greater injustice to the children of those schools ? The Government should not sanction such projects. This particular project in the State of Rajasthan is very much in violation of laws, the Constitution and the Education Policy. Only vested interests launch a propaganda that teachers are not available in Rajasthan. Because one can see thousands of trained teachers in Rajasthan ready to offer their services. They are in search of a job but do not get it. They do not want to offer them a job but want to send students who have passed class VIII to teach in primary schools. The Government should be wary of such vested interests. Projects which actually seek to degenerate the standard of education must not be approved.

At places which Inspectors do not visit, education should be freed from the clutches

of local panchayats and municipalities. Education in every State should be brought under the Directorate of Education. The Centre should advise the States on these lines, only then can primary education come up to the right standards and education can be imparted in a proper way. It is wrong to say that teachers do not reach the schools. Some people talk in these terms deliberately. Supposing a teacher is transferred 50 kilometres away. The 'Pradhan', Members of the Panchayat Samiti or the 'Sarpanch' of the area will certainly be angry with that teacher. Therefore Education should be brought under the Directorate of Education.

I suggest that the new project proposed to be started in Rajasthan should not be approved by the Government.

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

SHRI VIRDHI CHANDER JAIN (Barmer) : Mr. Deputy Speaker, Sir, first of all, I thank the Hon Education Minister for the commendable steps taken under the New Education Policy.

Areas of Rajasthan specially the district of Barmer, are way behind the rest of the country in terms of literacy. Only 11 per cent of the population in Barmer, 16 per cent in Jaisalmer and 13 per cent in Jalaur are literate. Of the overall population in Rajasthan 24.8 per cent are literate while the literacy level in Arunachal Pradesh is 70 per cent. Rajasthan comes after Arunachal Pradesh so far as education is concerned. Just 3 per cent of the female population in my district of Barmer are literate. The entire State of Rajasthan, especially my district of Barmer is much behind other States Only 20 per cent of the female population in Rajasthan is literate. Such a low rate of literacy among females does not exist anywhere.

Now the question arises as to what steps the Government has taken in this direction. In 1986-87 Rs 250 crores were provided for education and in 1987-88 Rs. 800 crores have been provided for. The Government has done a remarkable job by spending the entire amount of Rs. 800 crores. The education sector is very much imbalanced. Literacy levels vary from 25 per cent to 33 per cent to 50 per cent. In my district

the literacy rate is 11 per cent. In order to remove these imbalances primary education must be given priority in these areas.

The Government has decided to open 3000 primary schools in Rajasthan. Rajasthan has 200 Vidhan Sabha Constituencies. My Vidhan Sabha constituency covers 90 primary schools. I request the Government to draw up a special programme for the border district of Barmer.

This year Rs. 25 crores have been provided for this purpose, according to the literature circulated by the Government. Today there is heavy demand for primary schools in that area. Ten years before demand of this kind did not exist but today the absence of primary schools is being felt. The Government should open primary schools there keeping in view the necessity. There is ample scope for opening 300 primary schools in Barmer district and 100 primary schools in Jaisalmer district. Each of them could have a strength of 40 students. Therefore, we should lay emphasis on primary education. If the Rajasthan Government cannot make any provisions to this effect then 200 primary schools should be opened for the benefit of students under the Border Area Development Programme. Students have to walk 5-10 kilometres to reach their schools. In these times of drought their health has so much deteriorated that it is sheer torture to traverse that distance on foot. This is also one of the reasons why the attendance of students is so thin. Each Revenue village has spread over a distance of 50-60 kilometres. It is no use opening one school per village as our area is divided into hamlets. One primary school should be opened for every group of 250 hamlets. Revenue villages should not be taken as the basis for opening primary schools. This is because each Revenue village is spread over a distance of 50 kilometres. In view of this such directives should be given to the Rajasthan Government.

The second thing I want to say relates to 'Operation Black-Board.' This programme should also be incorporated in the Border Area Development Programme. This programme should be introduced in all

Block Samitis. At present this programme is going on in only one Block Samiti. The 'Operation Black-Board' programme should be started in every Block Samiti. The people have welcomed this programme and it has proved to be very successful. Therefore, this facility should be provided in all Block Samitis. If there is a shortage of funds then this programme should also be incorporated in the Border Area Development Programme and provisions for funds should be made.

Mr. Deputy Speaker, Sir, I am not in favour of non-formal education programme. There the eighth class pass students are teaching and at certain places seventh class pass students are teaching. Thus the standard of the students is falling. A provision of 38.4 crore rupees has been made for it which is totally wasted, I would suggest that all the non-formal schools should be converted into primary schools. In this manner wastage will be stopped and a living standard of the students will not fall. If the living standard of students falls then it will not be good for the nation. So, I vehemently oppose it. You wish to promote education through this programme but it can never be useful if standard of students goes down. Therefore, this non-formal education scheme should be discontinued.

I appreciate your programme of providing rooms of 25 × 20 feet for middle schools, higher secondary schools etc. I request you to build 25 × 20 feet rooms for remaining schools of the backward border area. Besides this, there is a need for constructing boarding houses because there is no arrangement for the stay of students coming from a distance of 25, 30 or 50 miles. There is a need to construct Boarding Houses in Mohangarh and Nachna of Jaisalmer, where Indira Gandhi Canal has reached. Similarly, there is a need for constructing Boarding House in Chohatan, Maiyajalar. Shiv and Gadara road of Barmer. An amount of 45 crore rupees has been provided for the training of teachers and result of which has been very much appreciated. It has also raised their standard. The programme of establishing Navodaya schools is also a very good as it has provided the people of rural areas the opportunities of making more progress. The lecturers, readers and professors in higher

education are not selected on merit but vice-chancellors and Heads of the Departments behave in arbitrary manner. They select the candidates of their respective universities and appoint them. Whether it is Jawahar Lal Nehru University or any other big university they appoint their own lecturers, as Readers and Professors. No priority is given to the people coming from other places of India and selection is not made on merit. They should be provided with guidelines. At present the situation has so much deteriorated that such teachers are being appointed in the universities who have no publications or literary contributions to their credit and who have never taken part in any seminar or symposium. Thus standard of education is falling. Nepotism is order of the day. A panel of experts should be set up on national level for this purpose and the vice-chancellors and Heads of Departments should ask for those names only and not according to their own sweet will. As a result of the present system, standard of lectures is falling and this is not in the interest of the nation. Therefore, steps should be taken to improve the situation.

I.C.D.S. blocks have been established in Barmer and Jaisalmer districts. They have forgotten Pokhran area of Jaisalmer district which is worst drought affected area. I.C.D.S. block should be set up in Pokhran. Forty-five paise for children and seventy paise for pregnant women have been fixed for food provided to them. It was fixed ten years ago and the same is continuing till today. This food includes gur, wheat and oil. How can the children get all this with 45 paise. They are unable to get any thing especially when area is drought-affected. Therefore, it is of no use. Similarly, 70 or 75 paise have been fixed for the pregnant women. This should be increased keeping in view the high prices. One rupee for children upto six years and Rs 1.50 for pregnant women should be fixed immediately. The C.D.P.O. appointed there is a corrupt man. The honest officer is not sent there. There-

fore, funds sanctioned by the Government are not used properly, they are rather misused. There is no coordination between the Department of Health and C.D.P.O. The doctors are not appointed on permanent basis whereas it should be done. In view of this no useful purpose is being served through this programme. Government should find out the lacunae and try to remove them in order to bring necessary improvements.

Now I would like to say about technical education. Eighty per cent are unemployed among our polytechnic Diploma holders who have passed it in three years. They are not maintaining any contacts with industries, then how will they make use of their study. The technical education used to be imparted in multi-purpose schools, but was not useful from the point of view of earning livelihood. Such education should be imparted which should help them in earning their livelihood. The standard of our education should be high and necessary emphasis should be laid on moral education as no attention is being paid towards it at present. There is no code of conduct at present. Government should evolve a code of conduct and bring an end to tuition-system.

With these words, I support the demands of Ministry of Human Resource Development.

[English]

MR. DEPUTY SPEAKER : The House stands adjourned to meet 11.00 A.M. tomorrow.  
8.03 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, March 30, 1988/ Chaitra 10, 1910 (Saka).*