

(iii) In accordance with the provisions of sub-rule (6) of rule 186 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to return herewith the Appropriation (Railways) No. 3 Bill, 1988, which was passed by the Lok Sabha at its sitting held on the 21st March, 1988, and transmitted to the Rajya Sabha for its recommendations and to state that this House has no recommendations to make to the Lok Sabha in regard to the said Bill.

12.38 hrs.

DEMANDS FOR GRANTS, 1988-89—  
*Contd.*

[English]

Ministry of Human Resource Development—  
*Contd.*

MR. CHAIRMAN (SHRI SHARAD DIGHE) : Next Item. Further discussion and voting on the Demands for grants under the control of Ministry of Human Resource Development. Dr. Sudhir Roy.

DR. SUDHIR ROY (Burdwan) : I rise to oppose the Demands for Grants made by the Minister of Human Resource Development. This is a large umbrella and many small Departments have been kept under this umbrella but allocation is so poor. It has been found that during the Seventh Plan period only 1.8 per cent of the total outlay has been allocated for education. This shows the concern of the Government for education. It is a proof. There is a programme called Operation Blackboard. There are programmes like National Literacy Mission, Eradication of illiteracy etc. But with this paltry sum how can the Government reach the goal of universal education? Therefore, I demand that the Constitution should be amended and right to education should be made a fundamental right because unless there is a justiciable right, there will be only pious platitudes on the part of the Government. There is little prospect that we shall reach this goal of universal education. If there is no universal education, how we can expect that democracy would have sturdy growth, how we can expect

that people would have developed scientific attitude, how we can expect that children would be strong and healthy. Therefore for an all round development of the country, universal education is a must and for achieving this, Constitution should be amended and it should be made a fundamental right.

As regards secondary education, I beg to submit that instead of concentrating on Navodaya Vidyalayas, we should lay emphasis on Neighbourhood Schools where the sons of the rich and the poor living in the same locality can get themselves admitted. If this neighbourhood school concept is developed, then even the rich and the influential persons living in a locality would pay attention to the development of the schools, because this Navodaya Vidyalaya continues the same elitist bias of our education system. Specially I find that never before had we laid so much emphasis on the public school system. Unfortunately, since our Prime Minister came to office, the Doon School is being depicted as the most ideal school of the country, and all are singing in praise of the public schools. Therefore, these Navodaya Schools are being set up. It will simply strengthen the elitist tendency of our present education system.

In this connection, I would also say that sports and games should be compulsory in schools and colleges. When the Soviet Festival was inaugurated, we found that ten crores of people, out of 26 crores daily take part in physical exercises, sports and games in that country. In China also, crores of young men and women regularly take part in physical exercises, sports and games. But in India, there is little facility; and there is too much of politicking in the sports boards and the cricket boards. So, for a sound education system, sports and games should be made compulsory in schools and colleges.

It would also point out that teachers should enjoy the same pay scales in all schools, irrespective of their type or category. But unfortunately, the recommendations of the Chattopadhyaya Commission have been shelved, and they are gathering dust.

It has also been pointed out to us that 30,000 teachers serve in Kendriya Vidyalays, but these teachers do not have an adequate mechanism for settling their grievances. There is no sound policy for promotion or transfer; and often, the leaders of teachers' organizations are victimized; and, therefore, I would request the Minister to look into the affairs of the Kendria Vidyalaya Sangathan.

As regards higher education, I would like to point out that Dr. Kothari or Mr. Gajendragadkar, all laid emphasis on democratic management of the educational institutions, and said that teachers, non-teaching employees, students and guardians should run the educational institutions. But, unfortunately, our rulers do not like the idea of democracy in educational institutions. We find that UGC has sent a circular that for getting its grants, the University Courts or Syndicates should consist mainly of ex-officio or nominated members. Teachers must not send elected representatives. Students should have no representation. Not only this. The Vice-Chancellor should be selected by the Chancellor's nominee, UGC's nominees etc. and that the Chancellors should have the over-riding power of vetoing any resolution passed by the University authorities. Because the Vidyasagar University at Midnapore has not agreed to all these conditions, grants are not being released to that university, though the State Government has spent more than Rs. 3 crores for that university.

Now, I do not understand the logic. The Chancellors should have the overriding powers of vetoing any resolution adopted by the university authorities. But unfortunately, we find that the Chancellors are simply political nominees of the Central Government. They should have overriding powers of vetoing any resolution passed by the academic body.

I would request the hon. Minister to see why the Vidyasagar University at Midnapore is being refused grant year after year?

Regarding autonomous colleges, I am a college teacher myself. We college and university teachers are dead against autonomy, because we find that good colleges

like Calcutta Presidency College or St. Stephen College Bombay or Delhi are granted autonomous status. Then what will follow? The degrees of the universities will be devalued and the students reading in other colleges will not find employment opportunities. Not only this, taking advantage of these autonomous colleges, some academic record holders will start new colleges; they will charge high tuition fees and the academic standards would be diluted. I have been told that in Madras a reputed commercial college has been granted the autonomous status. Four-five students used to get First Class from that college when it was under the Madras University. But last year 70 students appeared and 69 students got First Class. Not only this, in the autonomous colleges, our UGC Mughals have laid down their rules that there would not be any election of representatives. The governing body should consist of teachers' representatives who would come on rotation. There would be so many ex-officio members. Therefore, we are dead against autonomous colleges though the UGC has fixed up the target that at the end of the Seventh Five Year Plan, there would be 500 autonomous colleges, but only 67 colleges have got the sanction. I find that most of these colleges are situated in Tamil Nadu.

I would also like to point out my opposition against scheme introducing IES that is Indian Education Service. It would concentrate powers in the hands of the Central Government and this would distort the delicate Centre-State relations. At the same time, we are opposed to the proposal of national recruitment of college and university teachers. College and university teachers should be recruited only on the basis of merit and experience. We accept this. But let there be State Service Commissions as there is one in West Bengal; let this Service Commission appoint college and university teachers only on the ground of merit and experience; but there should be no national recruitment because it would distort the delicate Centre-State relations.

As regards development of major Indian languages, the amount is not at all very much rather the government spends much on the development of Hindi. We are not opposed to the development of Hindi; we

[Dr. Sudhir Roy]

do accept that Hindi should be developed as a link language, but, at the same time, government should spend for the development of major Indian languages which are included in the Eighth Schedule.

Last year, all over the country, there was an unprecedented strike launched by college and university teachers. It continued for 32 days. And in this august House members belonging to all the parties supported the case of the teachers and there was an accord between the Government and the teachers' leaders on the 4th September, 1987. But, like all accords, for Punjab Accord etc., this accord had a similar fate because till now no G.O. has been issued by the Government and therefore the State Governments have not been able to introduce the scales. Only Punjab which is under the President's rule has introduced the scales, apart from Manipur and Goa. But no other State Government has introduced the new scales. The Central Government has not issued the G.O. and it has not issued the necessary funds. I would request the hon. Minister to issue the necessary G.O. so that the State Governments may implement the recommendation.

Lastly, I would like to extend my support to my hon. friend Mr. Mukul Wasnik who demanded that students should have representation in all educational managements. I may point out that in West Bengal in the universities and in the colleges the students have elected representatives on the boards of managements and we believe that each student body should have elected representatives. Then there will be cordial relationships between the students and the teachers. Then much of the problems will be solved, because Sir, you know, Chanakya Pandit has said :

“Prepte tra Sarosha Barshe Putrang  
Mitra Badacharet.”

That is, students who are adults, slowly they should be looked upon as friends.

DR. PHULRENU GUHA (Contrai) :  
Mr. Chairman, I stand to support the Demands for Grants under the control of the Ministry of Human Resource Development. There are number of departments

under this Ministry. So, it is not easy to cover all the departments. Even a few departments will take a long time. It is known to you that I always take my seat before you ring the bell. Today I may take a few minutes more.

It is difficult to select from which point I shall start. I shall take some points, which most probably will not be taken up by my colleagues in this House.

It is known that the West Bengal Government did not agree to start Navodaya Vidyalyayas. I know from my personal experience that if opportunity is given to a boy from the street, he can develop in a wonderful way. I can give you hundreds of examples from my personal experience of my long life. But I will give you one example. Perhaps you know that there was a man-made famine in Bengal—not West Bengal, before the partition—in 1943. At that time there were a large number of people who were on the streets. We picked up a few boys and girls from the street and kept them in our house for some time and we opened a number of children's homes in West Bengal. And, with reference to this I am telling you about the Home of Calcutta. One boy was a little boy when we picked him up. We thought that he was a boy of seven or eight years. But after some time, when he stayed with us, after he was fed well, we realised that the boy was not less than 12 years old. Gradually, we could realise that he is not only good in education but he is a wonderful singer and a good painter. A few years later, we took the painting of that boy to no less than a person, a famous painter.

Abanindra Nath Tagore of Santineka-  
than. You will be surprised to know that the boy was not educationally very sound but he took the boy in his institution at Santi Niketan because of his painting. You will be surprised to know that after 1947, when different colleges wanted a painting teacher, Abanindra Nath sent that boy to a college. This is just one example. If my friends want, I can give hundred of examples to show how a street boy or a girl can be developed as an asset of the country.

Now, I request through you, Sir, that the West Bengal Government should start this scheme. How they are denying the

people; they do not know. I do not want to go into that controversy. I request them to think over it. In this connection, I would like to point out that in 1942 movement, they did not agree, but later on they said, it was a mistake. In 1947, they said 'this independence is false', but later on they said, it was a mistake and they are taking advantage of independence'. So, they will come down. But I would request them to come quickly and without waiting for a long time:

Sir, I would like to suggest that a special programme should be introduced for girls in sports. Usually our parents are not coming forward to send their girls for sports. Special efforts must be made so that the girls could come to the sports.

I would like to point out that the scheme of stadium must be helped in the sub-division and even in the villages. In this connection, I would like to submit that I have tried my level best to get some money for the stadium in Contai Sub-division, but I was not successful. I hope I will be successful later on.

As far as I know, tribal dances are not included in the Dance Degree Course. It must be introduced and tribal people are to be appointed as tribal dance teachers. It is not that a person from outside should learn and come to the University or colleges. Tribal people should be trained and appointed as teachers.

Development of folk dance must be looked into. In this connection, I would like to submit that collection of folk stories and themes are to be planned from the remote corners of our country because as you all know, if those can be collected, we shall have a real treasure in our country.

I would like to suggest that 'yatra' is to be revitalised with patriotic and development themes. Teams can go from village to village to spread the message of secularism, national integration, womens' equality, etc. I may say that patriotic yatra in my early life helped me to develop myself.

There are a number of very good schemes under Department of youth Affairs, Sports and Women Child Welfare, but I am sorry to say that delay in releasing grant

spoil everything. I am forced to say that delay in release of grant gives scope of false accounts and even the situation makes for a few organisations not to use money properly. If money is not released for months, how the teachers are to be paid, how children are to be fed, how medical care can be given and where is the money for medicine.

13.00 hrs.

The policy of our Government is to help voluntary organisations. But I am sorry to say that sometimes many voluntary organisations do not get proper treatment. After the applications from voluntary organisations are sent, they are kept pending for a long time. My request is this. If the Government cannot give grants, let them say that for certain reasons, they are not able to give them the grant. Do not keep them pending and keep them hanging. Then money is not released in time. Of course, must say that I am the last person to suggest that the Government should assist voluntary organisations without proper enquiry. I further suggest that some organisations which get money from various foreign organisations Government should keep proper vigilance so that the money is spent properly according to the budget. In this connection I would like the Minister to take note of this and do the needful.

Government have decided that if no application for adult education is forwarded by the State Government within three month the Central Government will examine and release the grant directly. In this connection I suggest that the Central Government should extend this procedure for other schemes also. I am sorry to say that a number of schemes are not forwarded by the State Governments for years together. I request the Government to consider this suggestion of mine. I say this because of my personal experience not of one State but of different States. The schemes remain pending for a long time with the State Governments. So something should be done. The money is there. Why should the voluntary organisations suffer and the people should not get the benefit of the money which is already allotted ?

Now, I would like to point out certain

[Dr. Phulrenu Guha]

things about the State Social Welfare Advisory Board. The Central Social Welfare Board is to nominate half of numbers of membership of State Boards. I am not talking of the membership which are nominated by the State Government but of the membership which are to be nominated by the Central Board. Before nomination the Central Board should go into the details about each member. These members must have a good base of social work and some members must be village level workers. Workers of different types and categories must be selected so that the State Board can deal with different types of applications.

Lastly, I would like to point out that a number of laws have been passed, but they are not as effective as we want them to be. The status of women may have been raised a little bit, but it is far from satisfactory. Unless women are educated and they have economic freedom, it will not be possible to raise the status of women as much as we want. Through education we have to change the attitude of all the people, both men and women. Society should accept that women have equal rights in home and in society and in every sphere of life. In this connection, I request all the friends in this House to take a vow that women in their houses and areas are treated equally, because many people talk many things outside but inside their houses, women are not given equal opportunities. This is my personal experience. I request the Ministry to bring the report on the Status of Women in India upto date. We have to make it up-to-date and print it, as there is a demand for this Report. It is not available because it is out of stock. I hope, all the schemes, such as, the new Education Policy, Mass Literacy, etc., adopted by the Education Ministry, will be taken up with right earnestness and their implementation will be taken up very seriously.

As the time is short, I thank you, Sir, for giving me the time and I support the Demands for grants of the Ministry of Human Resource Development.

[Translation]

SHRIMATI PRABHAWATI GUPTA

(Motihari) : Mr Chairman, Sir, I rise to support the Demands for Grants of the Ministry of Human Resource and oppose the cut motions.

Mr. Chairman, Sir, the new education policy was formulated in early 1986. The Ministry of Human Resource Development comprises departments like education, culture, art, sports, youth and women. As Shrimati Phulrenu Guha pointed out every thing cannot be discussed in detail here, but I would like to highlight some salient features. With the introduction of new National Education Policy a new chapter has begun in our education. Human Resources Development has been given a new direction in the Seventh Five Year Plan and a national debate has started on it. Our young Prime Minister Shri Rajiv Gandhi has rightly pointed out in his foreword to Seventh Five Year Plan document that the construction of dams and roads might be helpful in the development of country but actual progress cannot take place without giving proper consideration to the various aspects of the development of human factor. Because man is the only medium through which work is accomplished. National Education Council consisting of nine sub councils has been set up to implement the National Education policy. It has already held several meetings. We are thankful to the State Minister of the concerned Ministry, who hails from Bihar our native land. He is an experienced man in this field and we hope him to do well.

I would like to mention some important points. Since National Education policy has been launched emphasis has been laid on making education compulsory, easily available and providing primary education to the children aged between 5 and 14 years. The target has been to make education compulsory by 1990 for children between 6 and 11 years. We are glad that after making a survey NCERT has stated in a report that 100 per cent success will be achieved within three years, as far as boys are concerned. But in case of girls the Central Government has decided that so far as admission is concerned the ratio between boys and girls at the primary level would be 5 : 3 and at middle level it would be 2:1. In spite of all these efforts and strict instructions by Government, admission

of girls has been quite low. 40% girls have been admitted for primary education in the last two to three years. I would request the hon. Minister to ensure compulsory education for girls, otherwise the target of educating all girls and boys by 1995 will not be fulfilled. Therefore, I request you to pay attention towards the reasons. The New Education Policy has been evaluated. The Hon. Prime Minister along with the Human Resource Development Minister—who is also the Education Minister—has been vigilant in this regard and have evaluated whether we have progressed in the past two-three years or not. The conclusions of the evaluation should be implemented. We should ensure that all are educated. I want to discuss many point, the Chief being the need to pay special attention towards the education of girls.

It is a matter of great joy that the number of women getting education has increased under the Seventh Five Year Plan. The number of women getting higher education has increased from 11 lakhs in 1986-87 to 14 lakhs. Even then the ratio of girls is quite less. The country cannot make progress until every child is educated. Mother is the first teacher. The Vedas say—

*“Matrivaan, Pitrivaan, Acharyavaan.  
Shiksha Deva Purushovdeshat.”*

A would-be-mother has to become a teacher first. This requires special attention. The target of achieving 100 per cent success in providing compulsory education should be ensured by 1995. I am saying this because I do not think your evaluation will help much in achieving this target.

As far as adult education is concerned, laudable steps have been taken. A few schemes in this regard existed earlier also. A Literacy Mission has been set up at the national level and its meetings have been held on various occasions. Rs. 550 crores have been allocated for it and it is expected to be set up in every State. Every block is a unit. The evaluation report reveals that the target has not been achieved. Therefore, I would request you that in order to achieve the target of Literacy Mission it should be set up in every State by 1995. Not only this, if need be other schemes should also

be extended through this network. Attention has to be paid to all these things. Implementation of the scheme should be done in letter and spirit so that the evaluation report does not go waste. We hope that evaluation will be done in future also.

Operation Black-Board has been launched for providing education to all. It is a good effort. The number of primary schools should be increased to two in place where there is only one and two teacher including one lady teacher should be provided there by 1995. I urge the Government to follow the footsteps of Orissa Government and entrust primary education in the hands of women, because it has been felt that they can teach in a loving manner. Therefore, I propose that the Government should entrust teaching work at primary level to the women and girls. Besides, their pay-scales should also be revised and housing facilities should be provided to them wherever they go so that they may teach the children will full devotion.

I want to discuss one point regarding Navodya Vidyalayas. Central schools are already there, but the target would not be fully met with the help of these schools alone. This is because rich families admit their children in public schools. All the hon. Members present here, including the Ministers send their children to these Public Schools. How long will both these schools function simultaneously? I want to submit that as long as these two types of educational institutions are there two types of citizens will continue to be produced. We are the citizens of free India and therefore, we want that uniform education should be provided so that all of us are equal. I would urge the Government to stop privatisation of education and ban capitation fee which is being charged by Public Schools in Darjeeling, Shimla and Mussourie. All these institutions should be closed down and if need be, the funds allocated for educational schemes should be raised. Last year while presenting the Budget, the Hon. Prime Minister raised the allocation for education to Rs. 800 crores from Rs. 352 crores in 1986-87. But only Rs. 700 crores were spent. The remaining Rs. 100 crores were not spent. Why did the Government not spend this amount?

[Shrimati Prabhawati Gupta]

This year's Budget is an ambitious one. The amount allocated for Department of Education in 1988-89 is Rs. 1550 crores as against the Revised Estimate of Rs 1185 crores for 1987-88. This is a good sign. There is no doubt about the Government's good intentions. I know the Government is willing to do this, but a lot of dedication and devotion is needed for that.

Now I want to say something about Navodaya Vidyalayas. The Government aims at opening 'Navodaya' Vidyalayas in 442 districts of the country. 83 such vidyalayas were opened in 1986-87, 126 in 1987-88 and 50 more are planned for 1988-89. I want to know how the Government will go about realising this concept of Navodaya Vidyalayas. The funds earmarked for this purpose should be increased. I would also like to request that when the selection process for opening a Navodaya vidyalaya is set in motion, the Member of Parliament from the district should also be taken into confidence. The concerned M.P. should be consulted on the selection of site. The work can be done in a better way if M. Ps are inducted into the Governing Bodies and also involved in selecting teachers. The target for admission of girls to Navodaya Vidyalays is 33%, only 18% girls have been admitted so far. The Government's principle of keeping aside 80% of the seats in these vidyalayas for rural children is followed more in theory than in practice. May I know how many of the students in these vidyalayas are Harijans, Adivasis or of rural origins? When city-bred children fail to get admissions to schools of their choice, they declare themselves as residents of rural areas and get admission in these vidyalayas. Therefore, I want that the admission process in Navodaya vidyalayas should be streamlined.

I shall take one minute more. I want to say something about pre-primary education. A child's first teacher is mother. She gives the child the first taste of learning at home. To strengthen the foundation of children the Government should open Kindergarten and Montessori schools in

villages and cities. Montessori schools can be opened on the lines of Kendriya Vidyalayas and Navodaya Vidyalayas.

The Government has plans for vocationalisation of education. 20% students will be admitted to these courses under the 10+2 system till 1990. I welcome the funds set aside for this purpose. The basic schools which used to function earlier have closed down. Shri Manot Pandey is present here. The school in Kumar Bagh has stopped functioning. The Government has not been able to achieve the targets in this regard. Kindly check the assessment report of the department in this connection.

I want to say something about sports. Our performance in the field of sports has been very poor. Who is responsible for this? The people who are responsible are those who are at the helm of sports affairs. They do not select the right sportsmen and women. How long will this continue? Only brilliant and talented sports persons should be selected.

I welcome the guidelines and policies formulated by the Ministry of Human Resource Development in this regard. Only by following these principles will the country make progress and a revolutionary change come about on the economic and social fronts.

You have started ringing the bell when I have not even consulted my papers.

I want to say one thing about my constituency Motihari.

[English]

MR. CHAIRMAN : It will not go on record. Don't record.

(Interruptions)\*\*

[Translation]

MR. CHAIRMAN : Whatever you are speaking how is not being recorded.

\*SHRI M. MAHALINGAM (Nagapattinam) : Hon. Chairman, sir, I feel extremely glad to participate in this discussion on the demands for grants relating to the Ministry of Human Resources Development.

\*\*Not recorded.

\*The speech was originally delivered in Tamil.

Sports activities must receive proper attention. Health education is vital for the development of a balanced personality. Hon. Dr. MGR gave due importance to the development of sports. Sports education is a basic education for the youth. I, therefore, request that a sports University must be established in Tamil Nadu. As a mark of tribute to the departed leader of Tamil Nadu, I would like to request that the University may be named after Bharat Ratna Dr. MGR. When the Hon. Minister Mrs. Maragaret Alva visited Coimbatore, she promised to set up a sports college in Coimbatore. I urge the Minister to adhere to her commitment.

About the development of languages in the country, Mr. Chairman, Sir, I would like to emphatically state that the people of Tamil Nadu will stubbornly resist all attempts of imposing Hindi. These Navodaya schools which you propose to establish are going to serve as centres for propagation of Hindi in Tamil Nadu. Therefore, I would like to request the Minister that Navodaya Schools should be established in Tamil Nadu only if these schools play a vital role in the development of regional languages. You are spending crores and crores of rupees for these schools and this money should not be wasted for imposing Hindi on unwilling Tamil people. You must give adequate importance to all the 15 languages included in the 8th Schedule to the Constitution. The assurances given by late Prime Ministers Jawaharlal Nehru and Indira Gandhi should not be flouted and the assurances should be implemented in letter and spirit.

About women education let me state frankly that this field requires improvement. As men move out of the villages to urban areas for education, women do not go. Unless you provide hostel and other facilities including concession in educational fees, these women in rural areas will not move to urban areas for study and will remain illiterate. Alternately you can improve the conditions in villages and set up standard educational institutions in villages.

Unemployment is a serious problem in Tamil Nadu. You must set up more industries. Stress must be given on vocational education. Millions graduating out of colleges and Universities do not get employ-

ment. They must be provided with necessary monetary assistance for starting their own ventures.

The conditions of teachers should be improved. The teachers placed certain demands before Dr. MGR Government and we accepted many of the demands. They have submitted a memorandum containing fresh demands to Hon. Ministers ND Tiwari and PV Narasimha Rao. Their demands should be agreed to. The recommendations of the Chattopadhyaya Committee on the pay scales of teachers must be implemented in it to.

For removing unemployment in Tamil Nadu, the Centre must set up more industries in the State. By setting up more industries the backward State should be helped to limp back to its original position.

With these words, Sir, I thank you for the opportunity given.

[English]

SHRI RANJIT SINGH GAEKWAD (Baroda) : Mr. Chairman, Sir, I thank you for allowing me to participate in this debate. Firstly, I support the grants allotted to this Ministry. I personally feel the allotment is less as the Ministry and the Government are going in for the New Education Policy wherein Culture, Education and Sports have been clubbed together. It is a very big step for the Government and I personally feel that some more time should have been spent on assessing the whole structure and the results before actually put it into practice.

Sir, there are two major things which have affected our education and that is the rural and the urban people have got separated. They have different standards of living. It is one crux of the problem and the gap has to be bridged so that the youth living in the rural areas have equal opportunity, equal standing along with the urban youth and society.

Secondly, educational institutions like any other institution should have autonomy for achieving better standard. Whenever there is competition, there is always an attempt to do better. For that reason, to improve the educational system, to improve



[Shri Ranjit Singh Gaekwad]

better educational facilities, it would be advisable to give more powers to these institutions so that they compete with each other for better results. Further, the role of the Government should be that of an observer and not an active participant as it has been, now. Sir, there is too much of involvement—political involvement which hinders the development of the institutions and also the educational system.

The National Education Policy was adopted in 1986. Unfortunately, we have been having drought for the last three years. In spite of that, I very strongly feel that the allocation of funds for education should not have been cut. For, the education is a very important factor for a developing country like ours, specially where there is too much illiteracy and for development, it is very essential that a new awakening among the masses, specially among the backward people, the uneducated people is important. For that reason, the allocation, as I said earlier, is not enough. It should not have been cut either.

I would now come over to Culture where I want to say a few words. I was referring to the Dictionary to find out exactly what Culture means. It means trained and refined state of the understanding and manners and uptake. There seems to be a certain amount of confusion when culture is referred to especially in the Government. Culture is everywhere in whatever you do—eat, sleep, walk, talk. It is not only an art. Culture has to be inborn. It cannot be implanted into anybody just like you implant education. No doubt, the Government is doing a laudable job in trying to get the massive public interested in culture. But the biggest blunder they made—and I can quote—is the *Upna Utsav* that was organised in Delhi last year. No statement has been brought forward to show how much culture has been created in the city of Delhi. What was the idea behind so much expenditure and so much culture that does not exist? No doubt it was like giving a book on law to a two-year old KG-going student and telling him to study.

Culture can be brought into prominence. But, at first, it is necessary to understand

how much acceptance is there amongst the public. As you travel, you will see that most of the public listens to film music, *ghazals*, *geets*, light music, but suddenly you give them classical music by the top-most artistes of our country. Naturally, they are not going to understand what is happening. It is a gradual consumption which should take place from light music, which can be understood, gradually to better music and better arts.

Same is the case with the folk dances. Now, folk dance is not artistic—not all of them, but a lot of them are not artistically inclined. There are spontaneous activities which take place during festival or during other rites. They seem always right amongst their own atmosphere, their own surroundings. cannot be presented on a stage and ask people to accept them as a form of art.

All this should have been thought before organising these festivals. No doubt it is a very good idea to show what our culture is to other countries where it does not exist or where they don't have. We have a very rich culture in our country—varying culture. Culture is one thing which can replace words. It does not mean any words to convey something which our Government is trying to do.

We have got several museums in the country. All over the world, there are museums which are recognised as educational institutions. I have been shouting for the last five years, why this step has not been taken by the Government where our museums are taken as educational institutions, where our culture is housed. The Government has not come forward with any policy.

Today the museums, especially private museums, are finding it so difficult to maintain their artefacts, their exhibits, because of the heavy taxation that they have to pay. They are not held as charitable or public trusts. If the Government really wants to do something for culture to preserve it, this is one big step they should take. No doubt they should be careful whom they recognise and which institution they don't. But this is something they must encourage, where public autonomous bodies are encouraged to look after the cultural aspects. to look

after their own institutions. Government is not expected to do everything and should not. Even the museums have been allotted very little funds. I happened to be on the Committee. I know that very little has been allotted while, on the other hand, to send our artefacts and exhibits abroad, we are spending so much. But nothing has been given to preserve our museums which have a lot of valuable exhibits, which no other country has. I think this is something which the Government should do so that education and culture would go hand-in-hand. Through the educational system, culture should be imbibed and taught from an early stage. Unfortunately, sports is elaborate and expensive equipment. Why do we do that? We have our own cultural sports, we have our own games which are as competent and at the same time cheaper to organise and maintain but we don't do that. We give more prominence to games which are internationally renowned which are more popular. Why can't we make an attempt to have Olympic Indian Games or something similar to that? We have several games which can be played by very poor children because it does not need equipments like in tennis or badminton. I have also been trying to convince the Government that we should encourage our indigenous games but very little advancement has been made.

Secondly, there are several young, talented artists and sportsmen and renowned artists who have won international awards but their recognition also goes unknown. I will give an example. I have also given it last year. One of our poor artists from Baroda University has won in photography and in turn was gifted with expensive camera of Japan. That camera is still lying with the customs authorities because the poor artist has not been able to pay the tax and get it released. Why can't the Government come forward and help this artist? They do not have to do much except to give that camera to the poor photographer who has won recognition in this country. These are the little things which the Government should do and not the big things. Let the autonomous bodies do the cultural work. Let the Government be the godfather and see that proper distribution of work and allotment is done. I can quote the figures which I have and I do not want to reveal. I do not want to embarrass the Govern-

ment. During 'Upna Utsav' how much money was misused? It should not have happened so. For a country like ours, money is a very important factor and with better management and better thinking, we could have had better results.

Another medium is Television and All India Radio. They are also agencies of the Government which can do a lot for encouraging talents which they have not been doing. For years together, the All India Radio has been conducting competitions of all types. They give prizes but not a single person has really managed to come up through these agencies that the agency can take credit for. It is only after they have made a name abroad, they have been given prominence by the Government agencies. Don't we have experts to decide as to who is good and bad? It is only people and countries abroad recognise their talents, that we start recognising their talents? Same thing is happening in sports also. I would like to request the Government that these factors should be taken into account and all round involvement should be taken.

I would like to touch music which is my favourite subject. Gharanas which are very important are the basis of our music and are fast vanishing. What has the Government done today? Nothing. Gwalior Gharana and Agra Gharana are dying out. The Government claims that the archives has not been recording. Who are helping them? They are not helping anybody. The students can't take get any benefits from them. What is the good of having these archives, if they don't help anybody? For this sort of programme, the Government should come up with where they are helpful in preserving the culture and encouraging culture.

Sir, I thank you for allowing me to have given some time to express my views.

SHRI K.S. RAO (Machilipatnam) : Mr. Chairman. Sir, I rise to support the Demands of the Ministry of Human Resource Development. Not only that, I wish that the hon. Minister will come forward for substantial supplementary Demands by utilizing the entire money allocated to him in the Budget. The reason is that since the day the name of the Ministry has been changed from the Ministry of

[Shri K.S. Rao]

Education to the Ministry of Human Resource Development, possibly the Government has realised the importance of improving the human resources. As I said in the past, the entire ills of the society of the economy are because of not paying adequate attention to the improvement or skills of the human beings which are there in abundance in this country. If the Finance Minister were to say that he was lacking adequate revenues, I would say that these revenues had to come only from more and more generation of wealth which is possible only when there are competent people to generate that. Once again it leads to the human resource development.

Human resources are the key to solve the entire problems whether those belong to the Finance Ministry, Civil Aviation or other Ministries. If you take any Ministry, you will find that ultimately it leads to the right human beings that are required to manage or to generate wealth or to improve that.

I am of the opinion that the allocations made to the Human Resource Development Ministry are inadequate and obviously the importance is possibly not realised in right degree though it is realised to some extent.

It is accepted by everyone in this country that the system of education in this country is not suitable to the present needs, particularly if we look at it in comparison to the growth that is there outside the country. Many of the countries are moving very fast technologically. Let us take the case of Japan particularly; they have gone ahead in the matter of generation of wealth like anything. We must learn from them, we must think what made them rich, what made Japan to go ahead of even America in certain fields. It is purely because of the improvement of the human resources there. It was possibly the determination of the Government and the emphasis of the Government there on improving the skills of the human beings there as also the values, which is very important. It must be impressed upon the people that hard work, discipline and skills are essential for them to go up in the ladder or live better in the society. This must be made a part of the curriculum and enough emphasis has to be

laid on the value of education right from the beginning, from the primary school.

In the new Education Policy, it is stated that the thrust is more on improving the quality of education. Every word in the Education Policy is very important and interesting, but I would only urge upon Shri Shahi—Shri Narasimha Rao is not there—that all that is written in the Education Policy must be implemented thoroughly; not only thoroughly, but in a very radical and speedy manner. In my opinion, in the last two years since the new Education Policy was announced, that speed is not there in enough degree. I do not know at what level it is lacking, whether at the Minister's level or the officers' level, but the change that was expected by the hon. Prime Minister may not have come in the required degree.

If you look at the Reporters, who are now before us, and recording whatever is being said here, and if they were to be absent for a few days, I am sure, the work will come to a standstill. The reason is that there are no good Reporters available, there are no good interpreters available and there are no good people available who can work in the field of accountancy, technology or in the field of rural technology that is required. You don't have the skilled people, The dearth is only of the skilled people, the competent people. This Department and this Ministry should generate all these things. I agree that it is not entirely in the hands of the Government of India. The States have to realise. The States have to co-operate with the Government of India in implementing the policies formulated by the Government of India in this regard.

Vocationalisation of education is the best way for bringing in this radical change. There are sufficient number of people who are Graduates, Post Graduates and Doctorates in this country. But when we check them, whether they are suitable or not, it was found that they are absolutely not suitable for anybody's requirement. So why should we generate these Graduates or Post Graduates who are not fit for the needs of the country? Why not we divert our attention and resources for generating more people from the rural areas for

improving their skills by making them to adopt modern technologies for generating wealth. So somebody has to concentrate on education. They should not be drop-outs from the Schools. The parents must get convinced that the education which their children are going to have will get them bread. They look at the jobs. The jobs do not mean white collared jobs. So, the Government must give an emphasis on the education, for self-employment and not for white collared jobs. This will be possible only if you concentrate mainly on the rural areas. I am of the opinion—I mentioned this in my previous two Budget speeches—that rural training schools are more important. Boys of 8th Class or 10th Class or Intermediate level must be trained in the technologies or the skills that are required for a particular area. They are the people who will generate wealth. When we go to the constituencies, we found that hundreds and thousands of young boys come to us for some means of livelihood. When we ask them, on which subject we can help them or on which line of production we can help them, they say that they do not know. They do not know anything. So, it is our responsibility, it is our duty to train them in their respective fields. I wish the hon. Minister will also see that the loans given by the banks or any assistance that is being given to them under the twenty point programme—whether under NREP, RLEGP or IRDP—must be linked to the trainees who come out of the rural training institutes. Then only they will have confidence on the type of education which they are getting and say, “Yes, now we can live with respect and pride and can stand on our own legs.” The assistance being given to them is most important. Because of this only they can stand on their own legs.

It must be realised by all of us that today the problem of population is a major one. It can be solved by our Ministers. For raising the level of education or literacy in the country, first the problem of population should be solved. If this problem is solved, then automatically, the other problems will also be solved. It is because of illiteracy prevailing among our women-folk, this problem is going up. It is going up in a very unexpected degree. So, I would say, even the allocations that are made to the Ministry of Health can be

reduced and diverted to this Ministry. By doing so, it can do a very important job for reducing the population of this country.

I am of the opinion that for admission of boys to higher education, the standards should be kept high. It is not that everybody should be admitted to Post Graduate or Doctorate courses. Unless a boy proves that he is highly competent, he should not be allowed to join the Post Graduate or any other higher education.

Unless the boy has got an innovative thinking or research-oriented mind, he should not be allowed to go in for Ph.D. Today, we find umpteen number of Ph.Ds. When they open their lips—barring a few—you can find how hollow they are. I suggest, these institutes should be opened for admission without any age limit. Even if a person is coming forward for admission at the age of 50 or 60 years, it should not matter. He must have confidence that he can go to any of these directions, so long as, it is proved that he is competent to go in that direction.

Similarly, take the case of privatisation of education. Many people want privatisation of education. I won't say that privatisation should be encouraged without any restrictions. But because we are lacking in the funds, in the required resources, the infra-structure and all that, for improving the quality of education, the examination by certain private institutions can be encouraged.

It is not that we must encourage them freely.

13.50 hrs.

[MR. DEPUTY SPEAKER *in the chair*]

Similarly, in regard to employment of teachers, I am of the opinion that the status of the teachers must be increased—particularly their social status. It has gone down during the last few decades. Their remuneration should also be increased. I am happy that their remuneration has been increased substantially. In spite of that, I don't understand why the teachers went on strike, last year. Possibly they didn't involve themselves in the task of the

[Shri K.S. Rao]

Government of India in formulating the new education and for improving the quality of education.

Coming to physical education—to the best of my knowledge—there is only one college, which is run by the Government of India and that is the L.L.C.P. Gwalior. The constituents of my district have asked me to start one college there, for which they are prepared to give the required land and also the funds. They will collect money from the people for starting this college. If the Government does not have sufficient funds, why not utilise the collections of my constituency people who are very much ready to give the same? It is also a basic requirement. It would request the hon. Minister to consider starting a college of physical education in my constituency in a place called Gudlavalluru which was adjudged as the best village in the country, a few years back. The people are also very progressive. That would be an ideal place for starting a college of physical education.

I do not want to take much time of the House. I really thank not only the Minister and the Deputy Speaker but also the Minister for Parliamentary Affairs for giving me an opportunity to speak on this subject. In a limited way I consider this subject as most important.

I request the minister and the Members of Parliament to realise how important this Ministry is and how important the allocation for this Ministry is. So I would say that the allocation has to be increased substantially.

[Translation]

SHRI VIJOY KUMAR YADAV (Nalanda) : Mr. Deputy Speaker Sir, I take this opportunity to draw the hon. Minister's attention towards certain issues. Firstly, ever since India became independent, education has always been experimented with. During the last 40 years we have been experimenting in this field but we have not achieved any success.

It is being said that the New Education Policy is the best of its kinds. It has been

widely debated throughout the country. According to majority of intellectuals this policy is useless, keeping in view the prevailing situation and needs of the country. Our Constitutional commitment was to provide free and compulsory education within 12 years besides universalisation of education. The Government has miserably failed in this direction. The New Education Policy says that equal opportunities for education will exist for all be they a President's or a Sweeper's offspring. How much of this is a reality today? The same education system which existed before Independence continues even today. There is a vast gap between the education provided to rich and the poor. This has resulted in the formation of two classes. One is that of officers and the elitist class while the other consists of clerks and teachers. What I mean to say is that in matters of education the Government is adopting the same attitude which the Britishers did in the pre-Independence era.

The Government had made tall claims that children from rural areas would be admitted to Navodaya Vidyalayas so that they would get a chance to study. Ever since the New Education Policy has been implemented it is children from rich families and living in urban areas who are actually being admitted to these schools. The education system which is sought to be introduced cannot come on its own. Unless attention is paid to social and economic problems and we approach this issue with an open mind. We will not be able to achieve our objectives. Although these vidyalayas have been named Navodaya but it would have been more appropriate if we call them 'Amirodaya', because it is the rich who are benefiting most from them.

Mr. Deputy Speaker Sir, an hon. Member of the ruling party has rightly said that due to present education system and other circumstances prevailing in the country the burden of unemployment has increased on the Government. Students seek jobs after completing their education. Therefore, a suggestion has been given and Government has accepted it—that emphasis should be laid on vocational education. I feel that this particular aspect is being ignored. Assistance for vocational education and training is not forthcoming from

the Government. Therefore, the hon. Minister to should pay attention in this direction.

It is well-known that Bihar is backward in every respect, particularly, education. According to the 1981 census, the All-India average of literacy was 36.2 per cent. But in Bihar it is just 26.25 per cent. More than 50% of the students have to attend classes in the open. Their examinations are not held on time. If the examinations are on schedule the results are not declared for 2-3 years. Similarly, there is dearth of teachers in schools. I am referring to primary schools in particular. On one hand there is unemployment while on the other thousands of trained people are sitting idle. The manpower is available but it is not being put to good use. Affiliated colleges in Bihar are not being made constituent colleges. Consequently, the future of teachers is getting bleak and discontentment is surging in them. They do not get salaries on time, there is malpractice in transfers and housing facilities are virtually non-existent.

The much talked about 'Operation Black-Board' programme in the New Education Policy has remained on paper alone. In this connection, I would like to tell you about Bihar as I do not have information about other places. A survey was conducted by the State Council of Educational Training and Research Centre and according to the findings of that survey, more than 40% of the primary schools in Bihar lack proper building facilities, and more than 20% of such schools are in a dilapidated condition.

14.00 hrs.

The current financial year's survey of 9 urban areas and 120 blocks in 39 districts, says :

In 13270 primary schools children do not even have a mat to sit on, in 7 schools there is only chalk and duster, 6939 schools have no buildings; 2240 schools have only one room in all, only 114 schools have toilets, 9453 schools do not even have drinking water facility. Apart from these there is also the lack of library and sports facilities.

The report recommends the appointment of 3133 teachers including 277 lady teachers in the current financial year. It further recommends the construction of a minimum of two rooms in every school at the total cost of Rs. 72.27 crores. What has happened is that the Bihar Government has sanctioned only Rs. 18.68 crores on 27.3.88 for the implementation of 'Operation Black-Board' in the current financial year. What was needed in the current financial year was Rs. 72.27 crores for construction of two rooms in every school. But Rs. 18.68 crores were sanctioned for the entire 'Operation Black-Board' by the Bihar Government and that too on 27.3.88. You can yourself imagine how much can be spent in three or four days *i.e.* the end of financial year. What does this mean? I think this was done because the Government felt that nothing can be accomplished in three or four days and consequently money would be returned and Bihar will remain a backward State. It is also clear that the Central Government will finance the purchase of certain items under the 'Operation Black-Board' programme. As reported in the Press, the Centre will sanction Rs. 7215 to every primary school for the purchase of maps, charts and sports equipment. As far as I know the Centre has not released this amount to Bihar so far.

A lot has been said about adult education. So far as Bihar is concerned the adult education programme is on paper only. Crores of rupees are being spent on this programme and there is lot of bungling. Fake registers with fictitious names are being maintained. There are no students but the centres are functioning. Similarly, at places there are no centres but they are getting money. It has become a source of income and a means of livelihood for certain people. This can be investigated in Rajgir, in my constituency and in other areas also. Crores of rupees are going down the drain. Though Government's intentions are good, yet those who have been entrusted to implement it are not following it properly. In Bihar, Officers from top to bottom are in collusion.

Nalanda is an ancient university. There has been a long standing demand to make it a Central University but it has not been met so far. Though it is said that historical,

[Shri Vijay Kumar Yadav]

ancestral and old heritage will be preserved, but it is not being translated into action in the case of Nalanda. The university is famous not only in India but also throughout world. Even then the Government has not taken any steps to renovate it. It was decided to declare it an open university under the New Education Policy. But neither office has been opened there so far, nor any staff has been appointed. No funds have been allotted so far for the purpose. How does the Government propose to fulfill the commitments made under the New Education Policy? Obviously, there is a wide gap between what the Government preaches and what it practices.

I would like to make one more submission before concluding. In Bihar the condition of primary education is deplorable. The State lacks an adequate number of schools. Schools are being opened on political considerations. Before sanctioning a school, its future utility as a polling booth in the next elections is kept in view. People belonging to the ruling party maintain an upper hand in sanctioning the units and constructing school buildings. There are several villages with large population, but there is no school. An enquiry to this effect in Jahanabad constituency and in my constituency, Nalanda will reveal, how discrimination is being made there. The Government talks of universal literacy, but a partisan attitude is being adopted in this regard. The Central Government may say that is a State subject. But now education comes under the concurrent list. If the Central Government leaves the entire responsibility of education on the Government of Bihar and does not monitor or take any action against complaints received in this regard, Bihar can never develop in this respect. I would like to point out that the hon. Minister who hails from Bihar is aware of the facts. He knows the inside story. He knows what is happening there. Hence I hope that there will be improvement in the field of education during his tenure, and so far as education is concerned, Bihar will march ahead. With these words, I conclude.

**SHRI JAGDISH AWASTHI (Bilhaur) :**  
Mr. Deputy Speaker, Sir, I rise to support

the Demands for Grants in respect of the Ministry of Human Resource Development. Our Prime Minister, Shri Rajiv Gandhi has rightly said in the draft Seventh Plan that development does not mean only development of factories, dams or roads, but the basic objective of development is the material, cultural and spiritual satisfaction of the people and, therefore, emphasis should be laid on the importance of human resource development. Human resource and human relations occupy the most important place in life. We will have to pay more attention to these points in future. In fact, in pursuance of the wishes of the Prime Minister the Ministry of Human Resource Development has made concerted efforts for the development of education, culture, art, women and children. Stress has been laid to further expedite the nation wide efforts relating to education, health, nutrition at the State level. In this connection, I would like to point out that the present national education policy has laid special emphasis on primary education. Just now an hon. Member said that the Government is constructing school buildings under Operation Black-board programme. But the problem is that the floor is *Kuchcha* in most of these schools. It is a very minor thing. I visited a number of schools in my district, Kanpur and found there is no provision of water and tap in the schools. The floors in most of these schools is *Kuchcha*. I would like that the Government should make improvements in the pattern of school buildings so that proper provision of water is made and concrete floor is laid.

I would like to submit further that the scheme of opening Navodaya Vidyalayas in the villages was proposed to benefit the rural poor and it is undoubtedly a good scheme. This scheme was proposed as an alternative to public schools. But unfortunately the progress made in this direction so far has not been satisfactory. In the first instance 50 schools were opened and a Plan to open 126 such schools in 1987-88 is under way. There is a proposal to open 50 more schools in future also. In this connection, I would like to point out that the Government should set up good schools so that the objectives behind this scheme could be fulfilled. For instance, a Navodaya Vidyalaya has been opened in Kanpur city

but it has no building. Admission is continuing in the school and the school is housed in a rented building, where no proper arrangements are available. In Kanpur Dehat which falls in my constituency no schools building has so far been constructed. I had raised this issue before the House 8 to 10 days back. I am sure that Navodaya Vidyalayas will be opened in the no-industry and backward districts on priority basis. It should be ensured that poor and talented children get admission in these schools. The drawbacks of public schools should not creep in Navodaya Vidyalayas. In this context, I share the views of other hon. Members and urge the Government to ensure that urban children claiming themselves to be of rural origin do not get admission in these schools.

In addition to this, I would like to submit that the Adult Education scheme launched by the Government under the National literacy Mission is a very good programme. In fact we should chalk out these programmes on the Chinese pattern. China formulated a programme in 1984 and within 5 years it made the entire country literate. But we have so far been able to educate only 36 per cent people. I request the Government to launch a 5 year literacy campaign on a war footing and educate the masses. The payment of Rs. 100, to male and female instructors who are engaged in adult education in the development blocks is a meagre amount. It is a very difficult task to teach old men and old women, but as it is very necessary to teach them in the national interest and in the interest of national unity the instructors should be paid adequate remuneration.

I want to add one thing more. Our education is not job-oriented. The Government has made efforts to make it job oriented under the new policy. It is, therefore, necessary to link the present schools to local industrial houses. The students who come out of schools after doing High School and Inter remain unemployed. There is no job for them. It is, therefore, necessary to link these schools to industrial houses for providing employment to them. Polytechnics and Industrial Training Institutes should be opened in rural areas so that boys may receive training in these institutions and set-up their own small industry.

I may further add that the five I.I.Ts in the country which promote technical education are not rural-oriented. The talented students of I.I.Ts demonstrate their talent abroad. Engineers, Doctors and Professors who are the products of these prestigious institutions bring laurels to the country when they serve in foreign countries. But the country is deprived of their talent. The I.I.T. products do not serve in the villages and go abroad. Out of these five I.I.Ts, one is in Kanpur, which falls in my constituency, Bilhaur and it is the best in the country. There are no local representatives in the Governing body. An M.P. or an MLA should be nominated to this body in order to solve the local problems. I want that the hon. Minister should consider my proposal. Regarding primary education, whatever I had submitted last year, I want to repeat it again. An hon. Member rightly said that there are two types of schools, one is the public school and the other the Government school. Consequently, two categories of people are being brought up. The time has come when we should close down these public schools. They run counter to the philosophy of socialism. We preach socialism but we do not practise it. If we allow this dual system to continue, it will shake our faith in socialism. Therefore, there should be such schools which could breed good citizens.

I want to submit one point regarding language. We are all aware and we accept that Hindi and other Indian languages are very rich. We speak in favour of our regional languages but we do not practise them properly. The English language which has come to stay in this country is mainly responsible for creating linguistic acrimony among people and is thereby destroying the fabric of country's unity. It is high time now that we stop the use of English at public functions and use the regional languages as the medium of instruction in schools. English should not be the medium of instruction. I am not speaking against English language but I want that it should not be used the way, it is being used today. Regional language should be developed in each State.

Finally, I want to submit one more point before concluding. The education imparted in the name of nursery school



[Shri Jagdish Awasthi]

education in cities, and the commercialisation of education must stop. I want that all public schools and other teaching shops must be closed down. Commercialisation of education must stop so that our educational endeavours are fruitful.

What is happening in our schools today? The teachers are engaged in private coaching. This has become a business in schools. The student who does not engage his teacher as private tutor is unable to qualify his examination. Those students who pay Rs. 200 or more to the private tutor they easily qualify the examination. This practice must be stopped.

I would also like to draw your attention to what is happening in our colleges and universities. Mass copying in the examinations has become more or less a practice. The students want to indulge in it and the teachers also do not restrict them from doing so. It is happening not only in my State but in every other State. I think the defects in our examination system should be removed and some radical changes should be brought about in it.

Our universities have become political arenas. There is lot of Unionism. Even teachers indulge in it. The universities are full of such people who have nothing to do with education whatsoever. They indulge in dirty politics there. They are behind the various unions. Everyone is aware as to how elections to these unions are held. The entire affair is manipulated from outside. Thousands of rupees are spent on elections. Thus, indiscipline is spreading among students and they are indulging in politics. This should be stopped immediately so that education is imparted smoothly.

With these words, I support these demands.

[English]

SHRI SOMNATH RATH (Aska) : I rise to support the Demands for Grants. I have volumes of praise for the Human Resource Ministers and the Ministry for trying hard to reach the goal.

Last year the Budget Estimates on Education was Rs. 799.57 crores and the anticipated expenditure up to 31st March, 1988 is Rs. 751 crores. There must be some amount left for unforeseen contingencies. The expenditure is purposeful and meaningful.

In the report it has also been mentioned that :

“For all practical purposes the year 1987-88 is the year for implementation of National Policy on Education.”

So, the discussion that is going on in this House will certainly be taken into consideration by the hon. Minister and the Ministry and the loopholes should be plugged. There can be no two opinions on this Education Policy and this Education Policy besides development has laid, stress on national integration which is the need of the hour, and emphasis on science and technology, vocationalisation, black-board operation, self-employment and universalisation of elementary education. The schemes are meant for the needs of the society and the country. Teachers' training is certainly, the pivot round which this system revolves. Of course, steps have been taken in the field of culture which is of vital importance for human development. Attempts have been made to take culture to the people.

Education is now in the Concurrent List. It intends to modernise the whole educational policy to cope with the challenges and demands and in the right direction. From the discussion in the House it is crystal clear that there is awareness in this country and it must be made a people's movement. The people's representatives, the MLAs and the MPs should be involved and their views should be taken into consideration.

Coming to the Implementation of the National Education Policy, there must be cooperation, close cooperation between the States and the Centre. It is on partnership basis not by confrontation, I do agree. Partnership of the Centre should not be of a sleeping partner. It may so happen that certain States and universities may not come forward to implement the schemes and may block the schemes. At that

juncture the Centre should not be a silent spectator. The Governors in the States are the Vice-Chancellors of the Universities. The University Grants Commission gives aid and assistance to different universities. So, there must be a supervising agency to see whether the funds given to the different States and universities are utilised in right perspective. for the proper implementation of the scheme. I would invite the attention of the Minister to at least one university in Orissa, that is, the Borhampur University. In Orissa, there are four universities including the Sanskrit University, and in all these universities there is no elected Senate or Syndicate. The Administrators are there and their term is being enhanced from time to time. I have no disrespect for bureaucrats, but in Borhampur University, a bureaucrat is the Administrator. Unless one is an educationist, one will not understand the system of education. You will be surprised to know, Sir, how Orissa is deprived of taking advantage of the Scheme. The aid and funds freely given by the Central Government and the UGC, are not taken advantage of by the State and the universities. While giving recognition, the State Government gives recognition to the private colleges and institutions because in Orissa, education is imparted mainly through private colleges. Government colleges are much less. So, they give temporary or provisional recognition and later on make it permanent. Similarly, the universities also give temporary affiliation and make it permanent later on. Because of this, such private colleges, which are far better than the Government colleges and which have got good infrastructure, are deprived of any aid or facilities by the UGC.

The universities never forward their applications to the UGC or when forwarding they write, 'provisional' or 'temporary' and as such the UGC also not gives any aid. This is a matter on which the hon. Minister will talk to his counterpart in Orissa and see that such 'provisional' or 'temporary' concurrence is not given. Give the concurrence or do not give the concurrence; forward the application or do not forward the application. For years together this system is going on.

Coming to the Berhampur university, it is better that much less is spoken about

Berhampur University. I have stated, teachers' training is the pivot on fulcrum around which the whole educational system revolves. The Government is against the collection of capitation amount. When the Government has given the thrust to this teachers' training, the Berhampur University is imparting this training through correspondence course. Sir, you can well imagine how through correspondence course teachers will be given training not having practical knowledge of teaching, and they will be appointed teachers. It is not in respect of teachers of Orissa only that this correspondence course is prevailing in the Berhampur University, but it is open for the whole of the country. The Government is against realisation of capitation fees. The University is charging more than thousand rupees. The teacher-students are victims of this malpractice. Teachers from Andhra Pradesh, Kerala etc. are given this correspondence course and lakhs of rupees are being collected as capitation fees.

The University which is near the cantonment area has practically become a part of the military cantonment. One M.L.A. of the Ganjam District in which the Berhampur University is situated, when he went to the University to ascertain certain facts and talked to the clerk there, the clerk was punished by the university authorities by degrading him to a lower status. So, I would like to know from the hon. Minister how this system could be implemented when people's representatives are not taken into confidence by the Universities and authorities. So, it is high time that the UGC sent a team to inspect, to find out how the Berhampur University functions and take suitable steps.

Sir, as I find from the Implementation Report of Orissa, nothing has been spoken about universalisation of elementary education. The elementary school teachers have not received the pay since three months. Nothing is there about the training facilities for agriculture. So also not a single college in Orissa has been given the autonomous status. Five hundred colleges are to be given autonomous status during the Seventh Five Year Plan. I do not think it is possible to do so and it is quite ambitious. At least 50 per cent can be achieved. I repeat, not a single college in Orissa has been given autonomous status. The

[Shri Somnath Rath]

Government is not interested to lose the administrative power on the colleges and the universities are not forwarding the applications of the private colleges which are eligible, which have got all the infrastructure to raise to the status of the autonomous college. The Berhampur University did not forward the application of KSUB Bhanjanagar college. I invite the attention of the hon. Minister to one matter. There are Committees. In those Committees a representative of the UGC or the Central Government remains. But who is the representative of the Central Government or the UGC? He is a man suggested by the concerned University or the State Government. So, justice cannot be done in this way. I suggest that when a member of the committee to be there from the UGC or from the Centre, let the Central Government or UGC send their representatives to the respective committee from here and not that they ditto the suggestion made by that university or by that State.

I would invite the attention of the hon. Minister in this connection. I wrote a letter to the then Minister of State for Education, Shrimati Krishna Sahi for which I received a reply on 25th June, 1987 :

"I have received a copy of your letter dated 16th June, 1987 regarding stopping the correspondence course for B.Ed. in Berhampur University, Permanent Affiliation to the K.S.U.B. Training College at Bhanjanagar etc. I am having these looked into."

But so far I have not received a reply as to what action has been taken. About the relevance of education, I quote the Prime Minister :

"Education must make our people the masters of technology and not slaves. We must not ape or imitate. We must understand, modify and utilise knowledge for our benefit, for the country's benefit."

There is no brain-drain in India. It has been amply proved by our indigenous production of surface to surface missile and remote sensing satellite. Of course, educationists and scientists go to different parts of the world. But our standing on

our own legs has been amply proved by our achievements made by our scientists and engineers.

I would suggest to the hon. Minister to give his kind attention to some of the matters in my constituency. UGC grant should be given to B.Ed. College and Savitri Women College at Bhanja Nagar. Since importance has been given to sports and camps necessary aid should be given to Nehru Memorial Association at Bhanja Nagar where there is stadium. Bhanja Sahitya Parishad at Bhanjanagar, district Ganjan, Orissa is a citadel of learning. It has published many works of Kavi Samrat Upendra Bhanj, poet laureate of Orissa. So, necessary aids and grants should be given to this institution to develop the regional culture. Similarly, I request that the Bhanjanagar College should be given autonomous status.

I suggest that there should be a code of conduct not only for the teachers of universities but also for the whole education system, beginning from secondary education up to college education and the achievements should be supervised and corrective steps taken where necessary.

As for Delhi, it is mentioned education survey is being conducted to identify unenrolled children and potential drop-outs and efforts are being made to ensure maximum enrolment and retention. This should be adopted in all the States.

SHRI A.E.T. BARROW (Nominated Anglo-Indian) : Mr. Deputy-Speaker, Sir; whilst waiting for my name to be called, I could not help but recall the words of Shakespeare in. "As You Like It" :

"Time travels in diverse paces with diverse persons.

"I'll tell you who Time ambles withal, who Time trots withal, who Time gallops withal and who he stands still withal."

For the Member who is waiting for his name to be called, Time stands still withal; for the Member who is speaking, Time gallops withal. So as Time will gallop when I speak, I shall plunge into my subject straightaway.

I moved three Cut Motions but I believe the most important of these is in respect of the functioning of the University Grants Commission, I have made this observation based on a criticism of the Supreme Court in a case, judgment of which was delivered on the 13th August, 1987. I am quoting from the judgment :

“The Constitution of India vests Parliament with exclusive authority in regard to coordination and determination of standards in institutions of higher education. Parliament has enacted the UGC Act for that purpose. University Grants Commission has, therefore, a greater role to play in shaping the academic life of the country. It shall not falter or fail in its duty to maintain a high standards in the University. It is hoped that the University Grants Commission will discharge its responsibility to the nation and play an increasing role to bring about the needed transformation in the academic life of the Universities.”

This is a strong indictment of our pre-eminent educational pace-setting organisation which is charged with the maintenance and coordination of standards.

No less a distinguished educationist than Dr. Amrik Singh has described this Body as “the academic cripple called the UGC.” Let me place on record briefly the background against which the Supreme Court judgment was given.

In 1986 the Government of Andhra Pradesh appointed a Committee to undertake a critical survey of higher education in the State. On the basis of the report of this Higher Education Committee, legislation was enacted and the State set up State Commissionerate of Higher Education to control higher education in the State. The Osmania Teacher's Association challenged this legislation on the ground that it was a duplication of the University Grants Commission Act. The validity of the Andhra Pradesh Act was upheld by the Andhra Pradesh High Court. On an appeal, the Supreme Court struck down the Act as being null and void, being beyond the legislative competence of the State. What did the Supreme Court go on to observe? It observed, “that the defects and defi-

ciencies pointed out by the High Power Committee in regard to higher education may continue to remain. Such defects in higher education may not be an isolated feature in the State of Andhra Pradesh. It may be a common feature in some other States as well.”

As a result of this judgment we have, what I would describe, a Pickwickian situation. The UGC is not acting and where a State Government wants to act it cannot act, what is the solution to it?

Apart from this, in practically all States, standards are deteriorating because of the uncontrolled establishment of sub-standard colleges which are eventually affiliated to our universities. One of the duties of the University Grants Commission is to lay down criteria, norms and requirements for the establishment of colleges. So far, the University Grants Commission has not done anything in this regard. This is a matter of grave national concern. Once Colleges are established by some means—I do not know how—persuasive or otherwise, they are affiliated. Once they are affiliated, because they are sub-standard colleges, our standards of education are diluted.

It is 35 years or more than 35 years since the University Grants Commission Act was passed. Now, the University Grants Commission in India is different from its counter-part in Britain. There, the main function is to fund higher education. In India, the primary task of our University Grants Commission—which is enshrined in our Constitution—is the task of coordinating and maintaining of standards. The secondary or minor task of the UGC is to act as a post office, as a channel for distributing these funds. But the objective of giving the funds to the University Grants Commission to distribute is to enable it to coordinate and maintain high standards. This has not been done. And I feel that there should be a high-powered Committee set up to go into the functioning of the University Grants Commission and to see whether it is failing in its primary objective of the maintenance and coordination of standards.

The National Policy of education has also made provision for the establishment of State Councils of Higher Education. The

[Shri A.E.T. Barrow]

purpose of these is to prepare programmes of higher education, scrutinise and monitor development programmes and—which is more important—to assess the performance of institutions of higher education. Sir, I would ask the Minister to enlighten the House as to what steps have been taken to establish these councils of higher education. When are they going to begin to function? Both the UGC and these Councils of Higher Education are the bodies which will be able to prevent the deteriorating standards in higher education and the proliferation of sub-standard colleges. Further, the Programme of Action has a chapter—it has a very significant and high-sounding caption “Making the System Work.” The National Education Policy refers to the necessity of introducing discipline into the system and I am quoting just six words: “here and now in existing condition.” I am not going into the rampant indiscipline in every sphere of life, but I would like to quote from a letter written to one of our newspapers by a boy of Class Ten. This is what he says:

“I for one do not know in which direction the country is going. Doctors go on strike, teachers go on strike, transport personnel go on strike, farmers go on strike and even lawyers go on strike”.

AN HON. MEMBER : Judges also.

SHRI A.E.T. BARROW : Well, this youngster did not say that.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P. V. NARASIMHA RAO) : Nurses.

SHRI A.E.T. BARROW : Sir, everyone goes on strike.

SHRI P. V. NARASIMHA RAO : you are doing less than justice to me because I had faced it.

SHRI A.E.T. BARROW : I know Sir, you had. But I believe I am not wrong; it was reported in the papers that in the Congress Party meeting there was a demand that strikes should be banned. I support this demand. Strikes should be banned in every service oriented organisation.

AN HON. MEMBER : Even in production also.

SHRI A.E.T. BARROW : I am talking about service oriented organisations such as hospitals, schools, colleges, research institutes—whatever organisation is doing something for the service of society.

In December a Bill was introduced by the Labour Ministry called “The Hospitals and Other Institutions (Redressal of Grievances) of Employees Bill, 1987.” That Bill has a clause, 8.1(a) which bans strikes or retardation of work or working to rule during the pendency of a dispute or the redressal of a grievance. But I would like to go further and say that strikes should be banned in these institutions altogether.

Have your machinery for redressing grievances. As soon as there is any grievance let it be referred to the proper machinery. But let not the work of the institutions be impeded, hampered, stopped because people want to go on strike.

Other Members have made reference to the teachers’ strike last year. I am glad the Ministry stood up to that. I think it is unprofessional. I had been a school teacher, perhaps of a much earlier generation : but I don’t think that a teacher who has teaching as a vocation should consider going on strike and if teachers do not consider it a vacation then they must be stopped from going on strike.

The UGC and the State University Grants Commissions were also asked in the National Education Policy to set down criteria for the assessment of performance of educational institutions. Some of these suggested criteria include the number of days of instruction in a year. Our colleges work from 80 to 140 days normally without strikes. What work can be done in a college or university? Then there must be the regular conduct of examinations and declaration of results.

I have read, the other day in the papers that the practical examinations in Delhi may have to be postponed because some section is threatening to go on strike. The postponement of examinations goes on, it is in epidemic form in our colleges and universities. These were some of the crite-

ria which these bodies were asked to lay down. These committees were asked—I am quoting from the Programme of Action; it is just to remind the Minister, I know the Minister knows it by heart :

“To lay down criteria of evaluation in respect of making the system work.”

This is what I started with; ‘Making the System Work’.

and these committees will also regularly monitor, at the initial stages, once every quarter, the extent to which the various parameters get operationalised.”

Here no extra finance is required. I would like to know whether these criteria have been laid down and whether monitoring is taking place.

Sir, I am a little worried that financially the New Education Policy appears to be undergoing a painful, prolonged, fluttering, floundering struggle at the chrysalis stage. What may emerge from the prolonged painful struggle may be a mere musty mouldy moth and not a beautiful, many-splendoured butterfly as the Nation dreamed because of lack of funds and bad planning. I think there has been bad planning.

Sir, lastly I had been very worried about our stand on the question of withdrawal of our Davis Cup team from the match against Israel. Dr. Narayanan said that it was a principled stand but the hon. Prime Minister went on to say that we will play Israel provided it is not on Israeli soil. The Minister knows and I know that Archimedes principle was quite clear because it was the displacement of water but what principle is involved in the displacement of our team because it is on Israeli soil, and Israeli soil. What I feel is that our stand should be clear. Let us not participate in any game or sport in which Israel is going to participate. Further I would ask the Minister that let the policy be laid down from the very beginning so that at the last moment our teams have not to withdraw from competitions like this. The Nation feels let down. Let the decision be taken early.

[Translation]

SHRI D. P. YADAVA (Monghyr) :  
Mr. Deputy Speaker, Sir, education has

been the subject of discussion for the last 13 or 14 years and I have actively participated in them. Today, I am making my submission on the same subject once again. Even after 15 years it seems as if we have not made any headway in this field and we are still where we were 15 years ago.

The people living in the rural areas often ask as to what is there in the new education policy? I want to submit that if we want 80 crore people of this country to understand what exactly lies in the new education policy, which has been formulated after consulting nearly 5 lakh people, we shall have to involve a specific apparatus for this purpose. It is said that the kind of education imparted under the old education policy was not that bad. The people who were educated under the old system have achieved a lot in their respective fields. Our scientists and technologists have excelled in various fields whether it is atomic energy, installing heavy water plants, developing nuclear mineral, or fast breeder reactors, conducting research and experiments in Antarctica, exploring the ocean for mineral wealth and nodules. They have made us proud, and we can say that India enjoys a high position in matters of science and technology among 5 or 6 highly developed nations of the world. Whether it is the area of bio-technology, plant or animal tissue culture, electronics, computers, optics, magnetics, satellite technology, we are not lagging behind anywhere. The people who have achieved this for us, have been educated under the old system. As regards, the new horizons which we want to conquer through our new education policy, we will have to seriously think about the steps to be taken which would improve the quality of life of the ordinary citizen and enable him to lead a life of dignity and comfort. This is the crux of the new education policy.

Shri Rao Sahib, I think that so far as our Defence preparedness development of Sonars and Radars, Inter Continental Ballistic Missiles, surface to surface missiles or submarines equipped with Sonars and Radars is concerned, the work in our Defence Laboratories is of a high order. Our border are secure but how to ensure a life of dignity for our citizens within the

[Shri D.P. Yadava]

country and how to enable them to make progress, is, I think the ultimate aim of the New Education policy. It also refers to transfer of technology and various other aspects. I congratulate you for the magnitude of this policy but if education was directly linked to such sectors like agriculture, agronomy, animal husbandry technology development, soil and water management it would have made a definite impact on the new education policy. Today, when our attention is drawn towards the sources of non-conventional energy, it seems that these new branches of knowledge like the bio-mass, bio-gas, solar energy, improved 'chulah' etc. should have found a place in the aforesaid policy. Unless such things are brought to light, the people will not find any difference between the old policy and the new one.

I would like to submit one more point. The members of the Opposition particularly, prior to 1971-72 or 1975 used to shout slogans in favour of a new policy on education and for a radical change in the entire system. Now when we formulated it after consulting 5 lakhs people, they are saying that it is a useless policy and should be scrapped. I cannot understand as to what should be done in such a situation. Therefore, I request the Opposition parties to try and find out if possible some specific defects in the policy and in the intentions of the Government of India, Department of Education and the Hon. Prime Minister.

15.00 hrs.

Finding shortcomings at the implementation level is one thing but finding fault at the level of policy or a change in the intentions of the national leadership, is altogether another matter. Therefore, it must be clarified that our policy and aims and objects behind it are clear. If there is some lacunae at implementation stage, then that should certainly be brought to light because the machine-maker cannot be blamed in case there is some technical fault in the machine. The person who is operating the machine should be blamed. The people who are responsible for the implementation of policies at the grass root level and all such other people should be chastised. There cannot be any two opinions in this regard.

Now as regards the thrust areas in the education sector :

[English]

"In the Seventh Plan, the thrust areas in the education sector are :

- (i) Universal elementary education.
- (ii) Eradication of illiteracy in the age-group 15-35 years.
- (iii) Vocationalisation and skill-training programmes at different levels of education.
- (iv) Upgradation of standards and modernisation at all stages of education with effective links with the world of work and development with special emphasis on science and environment and on value-orientation.

[Translation]

I think the Opposition should not have any reservation in this regard. It should be accepted that the new education policy is a national resolution and we should comprehend the intention behind it. It is to build a strong and United India about which the Hon. Prime Minister has mentioned that "the New Education policy is a national resolution for the unity, integrity, prosperity and development of the country and to build a strong nation backed with science and technology."

I think that the leader of the nation has not said anything which could have created a difference of opinion. The words which have been used here are national integrity, unity, prosperity development and a country backed with science and technology. In order to build a strong India it is essential to implement the new education policy in letter and spirit and the Opposition will have to sit with the ruling party and deliberate on this matter seriously.

Now I came to Navodaya Vidyalayas. I have been in Tamil Nadu politics for some time. Some of my friends say that they do not want such schools in their State on the Plea that Hindi is being forced on them. If you go through the definition of Navodaya Vidyalayas you will find and I quote.

[English]

“In order to provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, without regard to their family socio-economic conditions, the Government of India have launched a scheme to establish Navodaya Vidyalayas, on an average, one in each districts of the country.”

[Translation]

This is the objective of Navodaya Vidyalayas. If some short-comings have crept in this system, we should rectify them. I want to request the hon. Minister that he should not make haste and instead go slowly in this matter. When I was an Education Minister, I felt that before establishing schools, we should train teachers.

If teachers are not trained and four or five crores is spent on Navodaya Vidyalayas even then it will not serve the purpose. Running of schools whether they be Central schools, Navodaya Vidyalayas or any Public school depends on the capability, outlook and ideas of the Head Master not on the seniority of the Head Master. Navodaya Vidyalayas have been hurriedly set up and I would only say that when Central Government is fully funding these schools it should open them on the campuses of I.I.Ts, National Laboratories and factories and exercise control over them. Besides, Government should try to help the poor children who are both socially and educationally backward.

There is lot of bungling in Navodaya Vidyalayas. I would like to suggest that during admissions in Navodaya Vidyalayas voters list must be consulted and in order to ensure whether the parents of the child were residing in a particular block or village five years prior to the admission. Government must verify from the voters list whether they are of the rural or urban origin. What is happening is that the urbanites claim themselves of rural origin and declare that they belong to backward areas so that they can get admission in Navodaya Vidyalayas.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P.V. NARASIMHA RAO) : The children who have not studied in the Primary schools of the area for three years are not given admission.

SHRI D.P. YADAVA : I request the hon. Minister to go into the *modus-operandi* of acquiring Primary School Certificates.

SHRI P.V. NARASIMHA RAO : This can be looked into.

SHRI D.P. YADAVA : All these issues should be examined.

SHRI P.V. NARASIMHA RAO : It is possible that you may be speaking on the basis of your experience.

SHRI D.P. YADAVA : I know about Bihar and not about Uttar Pradesh. Similarly, the policy of setting up of Navodaya Vidyalayas is good intentioned.

Regarding vocational education, I had said last year and I would like to repeat that as long as this is not made relevant to rural life nobody can hope to succeed by merely concentrating on books and by working on kits. As far as the provision of academic support by the NCERT and setting up of State Council is concerned, it is justified and there are no two opinions about it. At this point, I would like to add that Government will not achieve anything concrete through orientation programme it is running for the 5 lakh teachers. Government may invest any amount but the output would not be satisfactory. Therefore, if instead of five years, ten years are taken in devising courses, curriculum, design etc. the impact would be felt definitely through proliferation.

As far as the question of educational technology is concerned, Government has chosen 22,500 Secondary schools. They will be provided with Rs. 75,000 worth of equipment and Rs. 15,000 in cash. Government may carry on with this programme, but it must remember that 8-10 years ago there was a big racket in the supply of science material to High schools in the country. Therefore, the equipment supplied should be of good quality. The equipment of the same quality should be supplied to these schools as is provided to Central



[Shri D.P. Yadava]

schools. It would be nice if the equipment is of ISI quality otherwise the supplier should be reliable enough to ensure that uniform quality is being supplied in accordance with the new scientific research and other norms of the Government.

In the end, I would like to state that there is need to strengthen NCERT. Government should involve NCERT in the new policies and programmes it is adopting.

I have observed one more thing that the centre wants to do many things on its own. This complicates the matter in some cases. I request the Government to leave something to the States in the subjects reserved for them so that in the end the States request the Centre to bring uniformity. There is need to pay some attention in this regard. The responsibility should be shared by the States.

We cannot implement that new education policy by sitting in Delhi or restricting ourselves to what is happening in Delhi. Every State, every district and every block has its own distinct features. If these features are not taken into consideration and the same policy as is applicable to Delhi is thrust on the areas which are very backward, they will not develop. They can be benefited only if the policy formulations are implemented keeping in view their capabilities. They need to be given a dose accordingly. They can be slowly built up.

With these words, I support the Demand for Grant.

**SHRI BALWANT SINGH RAMOO-WALIA (Sangrur):** Mr. Deputy Speaker, Sir, through you, I would like to submit a few points to the hon. Minister. Some time back the Governor of Punjab Shri S.S. Ray wrote a letter and also gave a statement that more than 45 per cent of the Punjab University's Budget is borne by Punjab Government but even then it has no control over the University. It is true that Government should not interfere but the suggestions of the Government should be taken notice of. Many things have been overlooked in the matter of recruitment by the Punjab University. Similarly, Punjab University is reducing the budget for development of Punjabi language year after year and in not

cooperating with the Punjab Government in formulation of uniform syllabi for the three universities in the State having different syllabi and curriculum. Therefore, if the State Government under President's rule extends some suggestions to Punjab University these should be taken note of.

Secondly, I have had the opportunity to visit a few countries. In other countries there are thousands of young Indian Passport holders who have migrated 4 to 6 years ago after passing out matric. Now they want to do graduation from any Indian University, but they are not allowed to do so. You may suggest that they can complete their graduation through correspondence course, but the standard of many has gone up and they directly want to do graduation after matric. Therefore, Government must evolve some method to enable Indian Passport holders living abroad to do graduation after 4 to 6 years of matric, from any Indian University. This facility should be provided at any University to enable Indian Passport holders living abroad to improve their educational attainments and become degree holders.

One thing, I would like to say about Jamia Millia University. This University fulfills all the criteria for an institution. There has been a long standing demand to declare it a fullfledged University, therefore, I request that it should be assigned the status of a fullfledged University. My learned colleagues have emphasised on this repeatedly and therefore, Government should concede their demand.

Now-a-days Public Schools are coming up in a big way in the country. They have got their own system and syllabi which even challenges the education policy of the Government at many places. Government does not have any say in the matter of admission and in the running these schools. They are not ready to adhere to any policy of the Government. The Government should have some control over them since they are also part of our educational system. Even if Government has to bring forward a Bill in this regard, it should not hesitate, but adequate provisions should be made in this respect. Government must have some control over the autonomous bodies which run the Public Schools. These public schools are very arbitrary about appointing

or dismissing anyone at any time and also about the admissions of children. So something should be done to control them. As for the capitation fees is concerned, the vocational or professional institutions take an amount upto Rs. 2 lakhs from a student for admission in M.B.B.S. and Engineering courses. It happens in many states. Where does this amount go and how much amount has been legalised by the Government? Where this money is deposited and how it is spent? This whole system is running like a parallel economy. It deprives a capable man of his right. An hon. friend said that a particular state did not want Navodaya Vidyalayas. It might have been stated so by the hon. M.P. in view of the situation in his state. I request that the number of Navodaya Vidyalayas in Punjab should be doubled and we are ready to accept them. With these words I conclude.

[Translation]

SHRI AZIZ QURESHI (Satna) : Mr. Deputy Speaker, Sir, I rise to support the demands of the Ministry of Human Resource Development and along with it I congratulate the hon. Minister, his Ministry and his officials for the fact that it is for the first time that under the National Education Policy coordinated efforts are being made for the all-round development of education, culture, sports, youth, women and children. When we study these names and programmes, I am reminded the words of our hon. Prime Minister, which is contained in the forward note of the Seventh Plan document :

[English]

“In the final analysis, development is not just about factories, dams and roads. Development is about people. The human factor, the human contact is of supreme value. We must pay much greater attention to these questions in future.”

[Translation]

Mr. Deputy Speaker, Sir, as time is very short, I will not go in details. But on going through demands for grants, we find a new turning point in the history of the Ministry of Education about science, environment, vocational education and quality of teachers training. I am thrilled to read the references made about Navodaya

Vidyalayas which brought a ray of hope to the rural areas which have been reeling under the darkness of illiteracy for many centuries and it will go a long way in providing quality education to rural people who have been hitherto deprived of it. Similarly, the technology mission launched under National Literacy Programme for adult education is commendable and also a turning point in the history for which no word of praise is found to be adequate. But I will like to submit that the Ministry of Education should get the whole literature distributed after having been translated into regional languages and the demonstrations held in big cities should also be held at district and panchayat levels so that the voluntary institutions also come forward to help the Government. Delinking of degrees from jobs in National Service System is also a historic and commendable step. But to implement this programme, the Centre or the States may not have the required number of trained hands and trained persons. So, arrangements should be made to make available adequate number of such trained persons quickly so that this aim is fulfilled. As regards primary education, a proposal had been put forward to give 100 per cent coverage, but it is regretted to say that the promise made forty years ago for providing education to every child of this country and the same was guaranteed in the Constitution also, has not been fulfilled so far.

[English]

PROF. N. G. RANGA (Guntur) : We said that we would achieve it within ten years.

SHRI AZIZ QURESHI : You were one of the framers of the Constitution.

[Translation]

This thing should be paid attention and this unfulfilled dream for providing primary education to every child of India be realised. I fully support the new pay scales, new facilities and new service conditions given to the teachers of schools and colleges. The way our hon. Minister for Education and Ministry of Education handled the last years' teachers strike, which resulted in national loss, deserves to be praised. He dealt the matter very efficiently. D. P.

[Shri Aziz Qureshi]

Chattopadhaya Commission, which was approved by both the Houses of the Parliament, was set up to look into the matter. Its report has come. But the recommendation made in the report about uniform pay structure and service conditions is not being applied in the case of teachers of our schools. The Government must pay attention to it and get it implemented at the earliest. So far the teachers of colleges and universities are concerned, they have got a good status in the society, but the school teachers do not enjoy that much status in the society which they deserve. The hon. Minister and the Ministry should pay attention to it. Now, I would like to say a few words about your annual report, in which a mention has been made about Aligarh Muslim University at page 38 by terming it as a historical university, but it is regretted that the working of this university does not conform to its name attached to it. The Parliament has passed a special law for the universities to protect the rights of minority of the country. Late Shrimati Indira Gandhi accepted their demand and managed to set up a special court for this university. But unfortunately, that court has become a dead body. No decisions of this court are being executed. The vice-chancellor and officials there, are totally neglecting it. The hon. Minister should see to it that seperatist tendencies, which are gradually gaining their ground there, are not allowed to flourish. Recently, a leader of Kashmir was invited there by the Vice-Chancellor and officials and there he delivered such a objectionable speech that Kashmir is not a part of India and merger of Kashmir with union of India was not final and it required to be reconsidered. Such a leader was invited and honoured by the Dean of students Welfare there. Likewise, decisions taken by the court is not being executed. More prominently, I would like to know under which rules the vice-chancellor is empowered to automatically increase the marks of the students belonging to universities in Delhi, U.P. and Aligarh and decrease the marks of the students coming from Bihar or many other states for the purpose of admission in the university. God knows what type of justice it is that you increase the marks of candidates of some universities and decrease the others at

your sweet will. The hon. Minister is requested to rectify this injustice as soon as possible and the vice-chancellor of the university should be instructed to abide by the decisions of the court.

In annual report at page 50, a mentioned has been made, about Jamia Millia University. My friends as well as I have raised question about it many times. It ranks to that category of institution which was established in the leadership of Mahatma Gandhi to fight the communalism spread by Muslim league there and in fact it succeeded in its mission which was evident from the fact that Mahatma Gandhi himself sent his son Shri Devdas Gandhi to serve as a teacher in this university. Shri Devdas Gandhi not only taught there, but when he died, he was buried in Jamia Millia on the instructions of Mahatma Gandhi. His grave is still present there. This proves that Mahatma Gandhi wanted Jamia Millia to make a front to wage war against all the communal forces. But it is regretted that till today, Jamia Millia has not been accorded the status of a fullfledged university though many other universities of less importance from historical as well as campus points of view have been accorded the status of a fullfledged university. I fail to understand the rationale behind it. This institution which has all along been struggling for upholding secular ideals and fought against communalism in this country should be given the status of a fullfledged university.

Mr. Deputy Speaker, Sir, through you, I would like to say a few words about the cultural activities. The efforts of the Ministry in this field is commendable but the cultural activities taking place in Delhi have no comparison to what is going on in states. If you look into the matter, you will find that the grants given to the states by the centre for cultural activities are grossly misused. For example, Urdu Academy of Madhya Pradesh, which is a part of Department of Culture there, has brought out a book on late Prime Minister Shrimati Indira Gandhi, which costed Rs. 2 lakhs. I would like that the hon. Minister should set up an enquiry to find out the facts as to whether there is any printing press in India of the kind, which makes uses of such a costly materials as to involve an expenditure of Rs. 2 lakhs on

printing of only one thousand copies of a book. I don't think that you will find a more scandalous example of corruption in the history of world than this.

Recently two festivals, one festival of U.S.S.R. in India and other festival of India in U.S.S.R were organised, which deserve all praise, but the things taking place here in India in the name of cultural activities must be stopped immediately. For example, a Russian girl, who married to an Indian here, is a very good artist, but she was not allowed to work in Garhi Colony for ten years. I wrote to the hon. Minister and the Ministry about this matter but nothing was done. Later I was told that the wife, of a highly placed official who was also an artist, was doing that job and so the official did not want that the Russian girl should get the job. Such injustice done with the talented artists, should be stopped at the earliest, because in our country cultural activities are confined only to a few capitalists, bureaucrats or their wives and families. Cultural activities of this country is required to be so shaped which may bring benefit to crores of workers and farmers and poors of the country.

[English]

MR. DEPUTY SPEAKER : Time is over.

SHRI AZIZ QURESHI : I will continue next time.

MR. DEPUTY-SPEAKER : No, you cannot continue. I will not allow you futher time.

15.30 hrs.

PARLIAMENTARY PAY COMMITTEE  
Second Report

[English]

SECRETARY-GENERAL : I beg to lay on the Table a copy of the Second Report (Hindi and English versions) on Amenities, Facilities, Special Allowances and other general matters (along with other connected documents) of the Committee of Parliament appointed to report on the

structure of pay, allowances, leave and pensionary benefits for the officers and staff of the Rajya Sabha and Lok Sabha Secretariats.

15.31 hrs.

COMMITTEE ON PRIVATE MEMBERS'  
BILLS AND RESOLUTIONS

Fiftieth Report

[Translation]

SHRIMATI USHA RANI TOMAR  
(Aligarh) : Mr. Deputy Speaker, Sir, I beg to move :

“That this House do agree with the Fiftieth Report of the Committee on Private Members' Bills and Resolutions presented to the House on 29th March, 1988.”

[English]

MR. DEPUTY SPEAKER : The question is :

“That this House do agree with the Fiftieth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 29th March, 1988.”

The motien was adopted

15.32 hrs.

RESOLUTION RE : CENTRE-STATE  
RELATIONS—Contd.

[English]

MR. DEPUTY SPEAKER : Now we take up further discussion on the Resolution regarding Centre-State relations moved on 18th March, 1988.

The Mover of the Resolution, Shri H.M. Patel, was to continue his speech. Since he is held up some where, the House may treat his speech as finished. Shri Shantaram Naik.

SHRI SHANTARAM NAIK (Panaji) : I beg to move ;