

SHRI MURLI DEORA (Bombay South): 15.44 hrs.

The Government must learn from the past mistakes they made when they took over other textile mills in other parts of the country. This is the case pertaining to Kanpur. In this context, I would like to remind the hon. Minister that when 12 mills were taken over in Bombay, you yourself had said that the very purpose of taking over these mills was to provide jobs to the workers. But unfortunately, even after more than 2 years nearly 22,000 workers of these mills at still out of job in Bombay city. When the representation was made to NTC, they said that there was ineffective coordination between the Ministry of Textiles and the Ministry of Finance.

The IDBI and other financial institutions which are lending institutions, do not come forward to give credit to these mills. I request the Government to learn from the past mistakes. Whenever they take over a mill, they should see that at least for the next ten years enough finance is made available to that mill.

As far as Bombay taken over mills are concerned, I would urge the Minister that he must—convene a meeting of the representatives of the Maharashtra Government, the IDBI, State Bank and other agencies so that at least retirement dues at immediately paid to the workers.

SHRI KHURSHID ALAM KHAN : I thank the hon. Member for his suggestion. I would like to mention for his information that we already had a meeting with the Chief Minister of Maharashtra. Shortly we are going to have another meeting. We will do everything possible to sort out this problem.

MR. DEPUTY-SPEAKER : The question is :

“That the Bill be Passed”

The motion was adopted

RESOLUTION RE: DRAFT NATIONAL POLICY ON EDUCATION-1986

[English]

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

“This House approves of the Draft National Policy on Education-1986, laid on the Table of the House on 2nd May, 1986.”

MR. DEPUTY-SPEAKER : Motion moved :

“This House approves of the Draft National Policy on Education, 1986, laid on the Table of the House on 2nd May, 1986.”

Now, amendments to be moved. Shri Saifuddin Chowdhary-not present ; Shri Somnath Chatterjee not present.

SHRI BHATTAM SRIRAMA MURTY (Visakhapatnam) : Mr. Deputy Speaker, Sir, at a time when the Government is embarking on an ambitious plan of educational reforms on a wide scale, let me put a few ideas for consideration by the Minister.

The eradication of illiteracy or universalisation of education for fulfilment of the Constitutional obligation of extending educational facilities to all children upto the age of 14, has been an accepted goal and that has to be achieved by the Government. At this stage, I would like to mention that a literate is defined as ‘a person who knows how to read and write, who can put his signature, Now, after about 40 years of independence, can we not change the definition of the literate ? Is the qualification of merely putting the signature, or the ability to read and write, sufficient to describe a person as literate? A particular degree of proficiency may have to be prescribed in

[*Shri Bhattam Srirama Murty*]

order to call a person literate. If that is the standard, then the number of illiterates in the country will be much more than what is now assessed in various documents produced by the Government. It is not merely a question of the percentage of literacy that is achieved, but the percentage of illiteracy which prevails in the country that materially matters.

15.47 hrs.

[*SHRI SOMNATH RATH in the Chair*]

We cannot forget the fact that by the turn of the century, in spite of the proliferation of schools, high schools, colleges and universities, we will be having the largest number of illiterates in the world. That being the magnitude of the problem, how is it that the Government is intending to solve or to tackle this problem? The Ministry of Human Resources should not normally suffer from the constraint of financial resources. Adequate resources should be made available to them before we expect them to fulfil the desired objectives.

We will have to see what is new about the new education policy. Is there anything new about that? Is there anything which is not said so far by any of the education commissions which have been appointed in the past? I do not find anything new in it except that there are areas where the Government has not so far entered and the Government now feels that something is required to be done to improve the situation in certain areas. I do not call this new policy merely an old wine in the old bottle. May be it is an old wine in an old bottle but with a new label. The latest document is full of high resolve. It is a string of platitudes and good intentions, but it does not define goals mentioned in the document in terms of time, finances, the number of students who will be ultimately able to turn out, etc. The document is profoundly silent on issues like English as Medium of Instruction. It refers to a link language. But what exactly is link language, it has not specified. The document again quietly mentions that fees for Higher Education should be increased. I hoped that the document would spell out certain areas of reform but that has not been done. When you come

to the question of tackling the problem of dropouts, you will have to inevitably touch problem of child labour in the country. And therefore you will have to relate the Education system to the goals to be achieved and the realities of life. Sir, we have our own past experiences. The previous policy formulations and various Commissions' reports are just gathering dust. I hope that the same fate may not await the proposed educational reforms now. I say this not because I doubt the bonafides, abilities and capacities of the Minister in charge of Education. In fact, I have every faith and confidence that he has got experience enough and ability enough and that he dealt with Education subject in the past with great success. So, it is not on that count that I am raising this point at all. Sir, basically it is a question of financial constraint which is facing the Education field. Budgetary allocations are too meagre to successfully embark on this ambitious plan for educational reforms. Expenditure in Education in Central Budget is declining, in the Centres Budgets, from First Plan period to the Seventh Plan period, it came down from 7.2 per cent to 1.3 per cent. The Education Commission recommended 6 per cent of the GNP instead of 3 per cent as at present. Sir, the actual level of expenditure remained far short of target. That is what has been taken notice of by the document itself. Sir, this is stated in the document itself. It says :

'Since the actual level of investment has remained far short of the targets, it is important that greater determination be shown now to find the funds for the programme laid down in this policy.'

Who should find greater determination, Sir? It is the Government that will have to find the greater determination to find out the funds necessary for the purpose of effective implementation of the policy which they have now laid down they should now show the results as promised to the nation. And therefore how best they could do it and how far they will be able to do that, is a point in question. The actual financial requirements have been computed from time to time. The outlay according to the Minister at one stage he said the fund availability is expected to outstrip or exceed the figure recommended by the 1968 policy. I am

not sure whether this robust optimism is supported by any facts of the situation, even though the optimism is a welcome thing. It is now mentioned here in this document at page 29 :

“The deleterious consequences of non-investment or inadequate investment in education are indeed very serious. Similarly, the cost of neglecting vocational and technical education and of research is also unacceptable.”

And it causes irreparable damage to the Indian women. This is what is said. They say, funds are not available. But there is no mention as to how and from what sources funds would be made available, and they will be able to mobilise necessary funds. It is stated in paragraph 11.2 :

“Resources to the extent possible will be raised by mobilising donations, asking the beneficiary communities to maintain school buildings and supply of some consumables, raising fees at the higher level of education etc ...”

Therefore, they want to entirely depend upon donations and that itself may not be able to meet the requirements. They will not be able to deliver goods by banking on only voluntary donations.

The Minister says at page 5 :

“The nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation etc.....”

Is it the responsibility of the nation? Generally, Govt. are looking to the philanthropists, public donations and various others bodies for funds. Is it possible for the Minister to achieve the desired results in the manner in which he wanted-with the limited funds and with the vast programme on hand?

I would like to make a reference to Navodaya schools which the Government wanted to introduce. They call them pace-setting schools. The Governments offers a standard package for every student with the direction for national cohesion. That is what, is said. We have no objection on that account. Having accepted the concept, why not they

leave the question of formulation of curriculum and syllabus to the State Governments themselves? Guidelines are there ; basic concept is there; underlying philosophy is laid down. When the State Government accepts this policy, this underlying philosophy, can not the State have their own syllabus, which reflects the requirement of the people and their native genius people of the State? Therefore, the initiative must rest with the State. (*Interruptions*)

What I finally urge is that this question of curriculum should be left to the States. The State Governments to have their own syllabus and curriculum in Navodaya Schools ..

PROF. N. G. RANGA (Guntur) :
That is, in addition to the core programme.

SHRI BHATTAM SRIRAMA MURTY:
They are thinking of core programme. What I suggest is, accepted goals are there. Underlying philosophy is there and that is acceptable to the State Government. Why do you not let the State Governments themselves prepare a curriculum for that purpose? This is my contention. The Government is now thinking in terms of imposition of certain ideas and a pattern on the people. We oppose it.

We certainly want unity in the country but not uniformity. Our strength lies in unity in diversity. We certainly do not want to be cut away from the main national stream and from our own ancient culture. But all the same, we are opposed to centralisation and imposition which will stifle and curb our initiative, innovation and creativity. Therefore, what I suggest is, in the name of core curriculum, let not the Government create a problem for various States. The democratic traditions should be kept up. The education policy as finalised may reflect correctly the view points of the people of different States.

India is a union of States and the States are autonomous. This autonomy should be respected. Education formerly was a State subject. Now the Central Government wants to make it a Central subject. It is previously included in the Concurrent List during the

[*Shri Bhattam Srirama Murthi*]

period of emergency. We want education to be the State subject and oppose the move of the Centre to make it a central subject. That is the point which I would like to specially stress on this occasion.

In respect of water resources management, the Government wanted to bring it under the authority of the Centre. The Government is thinking of usurping more and more powers from the States. The Sarkaria Commission is now going into the question of Centre-State relations. At this stage it is preposterous that the Central Government should think in terms of encroaching on the powers of the State Governments.

Educational policy of 1968 was referred to by the Minister. I want to touch upon one important aspect of the same. It is at the secondary stage that the State Government should adopt and vigorously implement the three-language formula which includes the study of modern languages, preferably one of the three languages apart from Hindi and English. The 1968 general education policy should be implemented both in the Hindi and non-Hindi States. Is this being done? Is it this implemented? This is not implemented at all in the North. Even now it requires to be vigorously implemented. There can be no question of imposition of any language other than the regional language on the States superseding the three-language formula.

The hon. Minister referred to the Minorities in various states. I would like to mention about the linguistic minorities in different States. In order to provide them educational opportunities, it is necessary that certain provision for schooling for children should be provided and the Government should be able to provide them. It is stated that education for women will promote equality and opportunities should be given to them. My suggestion is that women should be imparted training in embroidery, painting, music and even in Scouting and NCC, excursions, cultural programmes, and also in Karate, typewriting and Shorthand and various other courses like that. They should form part of the syllabus for women's education.

The Scheduled Tribes should be given training in horticulture, plantations, carpentry

masonry and various other crafts. All these should be taught to them. It is necessary for them to learn them and earn a living. Some model schools should no doubt be opened in district headquarters. Some of the meritorious students in SC, ST etc. should be selected and admitted in reputed schools at Government cost. If this is done, more and more students from these unfortunate sections should certainly have some opportunities for their development.

As far as University Education is concerned, I would like to refer to the question of having Vedic University, Sanskrit University, Ayurvedic University and a University for Fine Arts and Music. These things may be considered by the Government.

As far as Andhra Pradesh is concerned, it is in the forefront of educational reforms from the very beginning. We have an Open University there. The concept is originally developed in Andhra Pradesh and now adopted by the Centre and it may now extend to various other parts of the country also.

Similarly, a Medical University was started in Andhra Pradesh. A Women's University was started. The present Minister in charge of Human Resources Development, Shri P V Narasimha Rao himself started the Jawaharlal Nehru Technological University in Andhra Pradesh which was there the first of its kind in the country. That is how Andhra Pradesh is known from the beginning for educational reforms and it is now in the forefront of such Educational reforms.

Audio-Visual education has been accepted and as Govt. have taken up a very ambitious programme to purchase one lakh video sets.

The Centre is requested to give exemption from customs duty, etc.

Health care is another programme which the State Government has taken up. It is going to be introduced at the primary schools level. Another aspect requires to be mentioned in the field of collegiate education. A Commission on Education is going to be constituted to take over educational administration instead of leaving it in the hands of the bureaucrats. A Service Commission for

college teachers is conceived. It will be in-charge of the recruitment of teachers. That is how new innovations are made in Andhra Pradesh and these are certain things which the Central Government should consider.

Residential schools and colleges in Andhra Pradesh are going to be organised on Gurukula lines and on the Tapavan concept for talented and meritorious students. About Rs. 800 crores, that is about 40% of the revenue of the State, is being spent on education in Andhra Pradesh.

Now, a word about the maintenance of the standards in schools and colleges. Rightly emphasis is made on the quality of teachers. Intensive and consistent in-service training should be given to the teachers. Here acquisition of academic qualifications is not enough. What is necessary is the communication skill. Teachers of sound knowledge and an inspiring character are necessary in a college or a school. Therefore, with a view to attract the best talents possible, what is it that the Government is going to do? The teachers' dis-satisfaction is directly responsible for the deteriorating environment in education. A teacher with a banner in his hand and a slogan in his mouth is never an asset for any institution. The service condition of the teachers should be adequately and satisfactorily improved and the best talent should be recruited as far as teachers. Now a word about the students and the present state of affairs. In any industry, raw material is fed into it, and after a stipulated interval or period of time, it will turn out the finished product. After a 10 or 15 years' continuous teaching and training in schools and colleges, the final product is bound to be sub-standard. They do not satisfy either the parents or the public in general. Therefore, what is wrong with the situation and how does the Govt. meet this contingency! How to improve the quality and standards of the students?

In a recent survey which was made, it was noticed that in the below Graduate level more than 70% of the those present in the class-rooms are absent mentally. The data collected in about 150 colleges reveals that about 62% of the students retain their interest for the first 15 minutes and some of them do not even know the subject the teacher is teaching. What

is the mental absenteeism due to? It is due to the fact that the students feel that their mental activity is un-related to the attainments of their goal in their life. Frustration, anger and anxiety writ large on their face. Elders worry about the decay of the moral, ethical standards and even lowering of educational standards. Therefore, can you instil some ray of hope and confidence in the student Community and after their hope of better future and placement in life. If that can be done, we will be able to turn out better quality students.

[English]

SHRI SAIFUDDIN CHOWDHARY
(Katwa) : Sir, I beg to move :

1. That in the Resolution—

add at the end—

‘with the following modifications :—

(1) after paragraph 1.2, insert—

‘1.2A While knowledge is fast extending its frontiers, two-thirds of our countrymen an appalling 470 million, remain illiterate. Both on the count of equity as well as keeping pace with the techno-scientific revolution, it is imperative that eradication of illiteracy must be accompanied by compulsory and universal elementary education. The present policy directs itself to achieve this goal by 1990.’

(2) Paragraph 3.2, line 4,—

after ‘‘To achieve this’’ insert—

‘‘by the year 1990’’

(3) after paragraph 3.3 insert—

‘‘3.3A The national system of education envisages that the medium of instruction at all levels would be the mother tongue. A second language would be introduced at the upper primary stage and the third at the high school stage. These languages voluntarily chosen by the students would be Hindi and English or any other modern Indian language for those whose mother tongue is Hindi

[*Shri Saifuddin Chowdhary*]

or English. No particular language will be imposed on any part of the country."

(4) Paragraph 3.4,—

add at the end—

"This core curriculum would be arrived at on the basis of broad based consultations with the State Governments and others concerned."

(5) Paragraph 3.11,—

add at the end—

"Open and distance learning, however, should not and cannot be substitutes to formal education."

(6) Replace paragraph 4.3, by para 3.5 of the presentation submitted in the NDC meeting."

(7) Paragraph 4.7,—

add at the end—

"All educational programmes will be carried on in strict conformity with secular values."

(8) Paragraph 5.5,—

after "age" insert—

"by the year 1990"

(9) Paragraph 5.7,—

add at the end—

"The objective would be to achieve the target of primary schools with all essential facilities in every habitation by the year 1990."

(10) after paragraph 5.8,—insert—

"5.8A Non-Formal Education programmes, however, cannot be considered as substitutes to formal education. Non-Formal Education programmes would at best be supplementary aids."

(11) Paragraph 5.12,—

after "children's retention at school", insert—

"Towards this end, adequately funded support programmes like mid-day meals, free uniforms, books and stationery, creches for girl students taking care of sibilings etc. will be ensured."

(12) Paragraph 5.15,—

after "experimentation" insert—

"The establishment of these schools will not be at the expense of achieving the target of a primary school with all essential facilities in all habitations."

(13) after paragraph 5.15, insert —

"5.15A The ultimate objective would be to convert all schools in the country as Navodaya Vidyalas by the turn of the century where the medium of instruction would be the mother tongue at the primary level and other languages introduced on a voluntary basis at the upper primary and high school levels."

(14) Paragraph 5.23,—

after "self-employed," insert—

"Measures will be taken to guarantee selfemployment by providing loans and access to markets."

(15) Paragraph 5.24,—

add at the end—

"With the envisaged expansion of the base of the pyramid a corresponding expansion of the apex will also be undertaken. Adequately funded programmes will be undertaken to this effect."

(16) Paragraph 5.28,—

add at the end—

"Care will be taken to ensure that such measures do not have adverse effects on standardisation or widening disparities in educational levels."

(17) omit paragraph 5.30.

(18) Paragraph 5.31,—

omit "Provision will be made for minimum facilities and admission will be regulated according to capacity."

(19) after paragraph 5.37, insert—

"5.37A The open university system, however, cannot be a substitute to formal higher education. It is envisaged to be used by those while employed or otherwise gainfully occupied to improve their educational status and gain further knowledge."

(20) omit paragraph 5.41.

(21) Paragraph 6.5,—

add at the end—

"not necessarily only in the Navodaya Vidyalayas"

(22) Paragraph 6.10,—

add at the end—

"and all facilities such as loans and protected markets would be provided"

(23) Paragraph 6.20,—

add at the end—

"Such institutions, however, will come under the control of the Government and the fee and salary structure will be in conformity with the Government run institutions."

(24) Paragraph 7.2,—

omit "All teachers should teach and all students study."

(25) Paragraph 7.3,—

after clause (b), insert—

"(e) create confidence and remove insecurity and lack of purpose amongst the students by guaranteeing employment after education."

(26) omit paragraph 9.6.

(27) Paragraph 10.1,—

in clause (c), add at the end—

"Students' Unions, Teachers' Associations, Non-Teaching Staff Associations."

(28) Paragraph 10.4,—

add at the end—

"Henceforth 10 per cent of the Union Budget allocation and 30 percent of the State Budget allocations be earmarked for education."

(29) Paragraph 11.2,—

omit "raising fees at the higher levels of education"

(30) after paragraph 12.2, insert—

"12.3 This is only possible with the realisation of the objective of providing education and employment for all."

[*Translation*]

SHRI D.P. YADAVA (Monghyr) : Mr. Chairman, Sir, today we are going to discuss the new Education Policy. What is the need which has compelled us to hold a discussion on it? After this discussion is over, we will definitely formulate a policy for the next 5 to 10 years' period on the implementation of which we will be able to give a new direction to education and will take it further. I think what has been said in paragraph 1.2 of the policy document is the main crux of the matter and gist of the policy. In this paragraph, it has been said that :

"The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections."

In this sentence a mention has been made of the stage where we have reached economically and technically. We may or may not have reached that stage fully in so far as economic aspect is concerned, but in the matter of

[*Shri D.P. Yadava*]

foodgrains, we have definitely become self-reliant. So far as nuclear technology is concerned, in that field also we have become self-dependent and have achieved a respectable position. In the matter of space science also, we have made several achievements and today India, in the matter of science and technological manpower, has developed so much that it has attained a place of pride. In spite of all these achievements, we have certain weaknesses about which we have to make a self-analysis. For that self analysis our Prime Minister had said in his first speech that after the solution of the problem of Punjab, the next most important subject we are going to concentrate on will be Education. We will give a new shape to the education and a new policy will be formulated.

The education policy that we have before us today has not been formulated by one or two officers; rather it has been prepared by thousands of people after discussing the subject separately as well as collectively, after constant thinking since 1980. They gave their suggestions and those suggestions have been included in the draft of the new National Education Policy which has been brought before us.

After this, when National Education Policy was being given final shape, our leaders, particularly the Education Minister thought it fit to discuss it at least with the experts and every Chief Minister as the subject relates to the entire Nation and perhaps for the first time in the history of India, this subject was discussed in the meeting of the National Development Council for two days. After consulting every Chief Minister and other people, some more amendments were made and I think the draft of the Education Policy which is before us is quite strong, well-planned, full of 'sanskaras' and is progressive. By implementing it we will march forward and that will be our achievement.

At page 3 of the Draft Education Policy one more thing has been said, on which, I would like to say something frankly and will concede what the Ministry has also conceded. It has stated that situation is such that the general formulations incorporated in the 1968 Policy did not get translated into

implementation, because neither specific responsibilities were assigned, nor financial and organisational support was available. We are conceding that we could not do three things i.e. we could not fix specific responsibilities and we could not make available financial and organisational support. Partly I agree with it and partly I do not agree. Despite all its weaknesses and deficiencies, the stage we have reached due to Indian education and science is not less important. If we thrust our weakness, weakness of the management on the country, it will be sinful. At least I do not want to hold those people responsible for that. It is the weakness of our management. We accept that and we should know as to where there is need to bring improvement, how to improve it, why the same is necessary and in what form improvement should be made.

At present the number of schools and colleges and universities in our country is 7.5 lakhs. In other words there are 7.5 lakh institutions. The number of students has reached upto 13 crores 20 lakhs. Non-Plan expenditure is Rs. 6000 crores and Plan expenditure is Rs. 1,000 crores which means that we are spending about Rs. 7,000 crores every year on education and we have 38 lakh teachers. If someone thinks that these all will be swept aside and a new thing is going to be started, then he is mistaken. First, we will have to consolidate and strengthen this set up. If we have not been able to give direction to the education and to the country even after spending Rs. 7,500 crores, then we cannot give any direction to the country even if we spend even Rs. 14,000 crores. That is what I think.

Ours is a country with scanty resources. There is need to mobilise the resources, but we are a self-respecting nation. We can live half starved, but not without respect. I am of the view that a self-respecting country will not give a wrong turn to his education just for begging money from others.

What is the situation today. Many people read bulky books relating to education. Mr. Chairman, Sir, I do not read bulky books and quotations of the big people. I go to the villages and ask the rural folk as to what is the condition of education today? They, in turn ask that

considering our education policy what improvement will you bring in it? Even if you spend Rs. 14,000 crores in stead of Rs. 7,000 crores, that is not going to bring any concrete results. It occurred to me that I should tour my constituency and ask the people about their opinion on every issue. I presented them a questionnaire on education. In that I had asked them as to what was their opinion about education, what is the condition of the primary schools in their villages, what is their suggestion regarding children's education, what is their opinion about high school or college, if there is one in their area, what is their opinion about adult education and informal education? I sent that questionnaire to 1,100 villages and requested them to send their replies. Looking at their answers, I am getting nervous. This Education Policy is at one extreme and their answers are on the other extreme. How should we reconcile them? Just reconcile them, with that the radical change in the education will also take place and after removing the deficiencies, the country will also be given a new direction.

Mr. Deputy Speaker, Sir, if you allow me to read out, I will read out, otherwise I will give just the central idea behind them. Every village has complained that the standard of education is low, there is no school building, the teachers do not attend schools. The money being spent on adult education or informal education is a wasteful expenditure, casteism and in-breeding is being encouraged. I am quoting from the prospective policy and from nowhere else and that has been said not by me, nor by any other hon'ble Member of the House, but by the Committee of educationists about the persons holding degrees of M.Sc., Ph.D. D. Litt., and other degrees from universities and colleges. Listen what they have said :

[English]

“Universities and colleges are becoming notorious for rampant casteism, regionalism and inbreeding.”

[Translation]

Sushilaji, you will have to take the responsibility of removing all these things with firmness. Without removing these things, no change is going to happen even

if you spend Rs. 14,000 crores or Rs. 21,000 crores in stead of Rs. 7,000 crores.

Mr. Chairman, Sir, kindly allow me to submit certain fundamental points.

There is a novelty in the National Education Policy. That novelty is that in the 1968 National Education Policy 17 issues were raised, whereas in this policy about 50 to 55 issues have been raised which we should clearly examine.

If I say something, the people may make a joke of it. If you are not going to make improvement in it, may become a great burden on you. At one place, it was mentioned in the education policy of 1968 :

[English]

“Every effort should be made not only to protect the rights of minorities, but actively to promote their educational interests.”

[Translation]

We are thankful to you that you have raised this point. Besides this, you thought that unless detailed discussion in regard to the education policy is held and unless the Parliament issues directive principle in this regard, nothing concrete is going to happen. Therefore, you have presented a detailed policy statement in regard to the education of Scheduled Castes and Scheduled Tribes and women and the handicapped. Under Article 340, the backward classes have been classified in three parts i. e. scheduled castes, scheduled tribes and other backward classes. But in the new policy, the Article 340 of the constitution has been ignored, thus neglecting 40 per cent of the population who are educationally and socially backward. I would like to appeal to you that if you do not give due place to the socially and educationally backward classes as enumerated in Article 340 and thinking that by taking on the burden of 40 per cent people...

[English]

PROF. N. G. RANGA : It is there.

[Translation]

SHRI D. P. YADAVA : Our Deputy Leader has said some thing. Therefore,

[*Shri D.P. Yadava*]

I would only like to quote from the speech made by a former Member and the present Member of the council of Ministers, Shri B. R. Bhagat :

[*English*]

"Now I come to Article 340. Why was Article 340 put in ? If you see the debates of the Constituent Assembly, the backward classes was a common term and then it was discussed how to determine the backward classes including the scheduled castes, scheduled tribes and other backward classes. These three terms came later on. In identifying the backward classes, it was easier to identify the scheduled classes, because they have common stigma, the stigma of untouchability. Each one of them suffered from the stigma of untouchability. Therefore, it is easier to identify them ; then scheduled tribes is the other category. The scheduled tribes had a common habitat; they were living in a certain area, hilly areas ; they were pushed through the ages by more aggressive people to certain areas and they were confined there. Therefore, it was easy to identify them. The question arose, how to determine and identify the other backward classes, which came into the third part of the common category of backward classes. Therefore, Article 340 was introduced in the Constitution. If you see the debate and the speech of Dr. Ambedkar on the Constitution in the Constituent Assembly, he says that for this a Commission has to be appointed, which may identify the other backward classes."

[*Translation*]

I think that what has been said in it is absolutely clear. Adequate provision should be made for those people who have been mentioned in Article 340. Otherwise the matter may take a very serious turn later on and it might create problems for us.

I would like to caution you that this education policy will create bitter controversy and we all will be held responsible for it that why had we not done anything for them.

Mr. Deputy Speaker, Sir, instead of making a lengthy speech, I would like to give some suggestions.

The deplorable state of education is the result of the jugglery of words being resorted to by the educationists. These days a new word has been coined i. e. Socially Useful Productive Works-S.U.P.W. It has a curriculum. Does it mean that all the earlier work was totally un-social, creation of an institution by using such nomenclature and creation of posts of Director, Deputy Director, Joint Director will serve no purpose at all. I shall express my views at the time of detailed discussion on the vocational education.

I would like to tell as to how the teachers of primary school should teach and how the Deputy Education Officer should exercise control over them. They are under the Minister of the concerned state and ultimately the responsibility rests on you. It is the responsibility of the teacher to see as to how his students fare in their studies and it depends on your leadership as to in what way we can provide guidance and direction to them.

As many as 38 lakh teachers are concerned about the reports of the Chattopadhyaya Commission and the Rais Ahmed Commission. In the new education policy, all the three things will have to be implemented side by side. In the event of the constraint of resources, this should not happen that salary part is agreed because of the agitation that is going on and the non-salary part like strengthening of education, teaching and construction of building etc. is not attended to. This should not happen.

This should be ensured that the report of the Chattopadhyaya Commission, the report of the Rais Ahmed Commission and the new education policy should be followed in a consolidated and co-ordinated way.

(*Interruptions*)

As we have seen that the designations of the Education Officers are different in States. In Bihar they are called District Education Officer and District Education Superintendent, in Uttar Pradesh they are called District Inspector of Schools and

Basic Education Officer, in Karnataka they are called Deputy Director of Public Instruction. In this way the Education Officers have different nomenclature in different States. This creates great difficulty at Coordination level. We should bring about uniformity in their designations. A pannel of these officers should be formed and those officers should maintain contact with the Union Ministry of Education. Education material prepared by the Ministry of Education should be distributed among them regularly. Besides this, they should remain in contract with the educationists of the centre so that they may be able to bring about on uniformity among their subordinates.

[English]

PROF. NARAIN CHAND PARASHAR (Hamirpur): Mr. Chairman, Sir, I rise to support the Draft National Policy on Education—1986. It is fortunate that we are discussing this policy on the 125th birthday of Gurudev Rabindranath Tagore and Shri Motilal Nehru, the two great stalwarts, one a great educationist and the other a great leader.

In the history of our country since independence, this is the first step taken by the Government of India and the Ministry of Human Resource Development, which includes the Department of Education and culture also, in accepting education as a concurrent subject. Though education became a concurrent subject with effect from 3.1.1977 consequent upon the Forty-second amendment of the Constitution in 1976, yet the Ministry dragged its feet, and the Government was allergic to take any positive step in the direction of discharging its responsibility in the formulation and implementation of a National Policy on Education in concrete measures. Now for the first time, the Government has shed its diffidence, emboldened itself and brought a draft National Policy on Education after thorough consultation with the educationists, teachers and political figures at the Centre and the States and come to a consensus.

We are aware that there are attempts in this country to shift the subject of education to the State, to take it out of the concurrent list and take it back to the States. This

House when Janta Party was ruling this country, passed a resolution for removing the education from the concurrent list and taking it back to the State list, in spite of the wishes of the millions of teachers across the country against this. But the Rajya Sabha came to our rescue and that to my mind is the utility of the Upper House. The Rajya Sabha did not approve of the resolution passed here, and consequently, education continues to be in the concurrent list even today. This is a sign of good luck and fortune for the country.

For the first time, we have come across the concrete proposals from the Ministry. The Minister for Human Resource Development Sh. P.V. Narsimha Rao is a unique personality, who has had the experience as the Education Minister in the State of Andhra Pradesh and is now charged here in the Centre with the same responsibility. So, he has seen it from both the angles, while he was the Education Minister at the State and while he is now the Education Minister at the Centre. He knows the cross current. He was also the Chief Minister of his State. He has known it from that angle also. Recently, he led our delegation to UNESCO, so he has the international perspective also. Therefore, somethings which are positive have emerged.

One of the important things, which have been called the keynote, is contained in one sentence and I think, the House will give due consideration to it. It is on page 3, in para 2, 2.4 :

‘In sum, education is a unique investment for the present and the future.’

To my mind, this is the most important sentence of this policy document, because it links education not only to the present, but also to the future.

The Prime Minister, Shri Rajiv Gandhi, deserves all round appreciation for bringing this problem to the forefront for national consideration that unless we treat education as an investment, unless we give high importance to education, nothing will happen, whether we pass resolutions or appoint Commissions.

This Policy Document rightly proposes the constitution of an all-India Education

[*Shri Narain Chand Parashar*]

Service which was there before independence and was discontinued thereafter. It is a step in the right direction. The Document also provides recognition for the inclusion of national freedom struggle in the courses of study.

It is for the first time in this country, that the sacrifices of Mahatma Gandhi, Subhash Chandra Bose and Jawaharlal Nehru and S. Bhagat Singh and countless other martyrs will be studied in the school and not only the ideology of Karl Marx or some obsolete problems or some distant future things. They would also be studied, but for the first time, here is a policy document declaring that the national struggle for freedom will also be a subject of study and will be included in the curriculum, So Sir, this is another point on which I want to congratulate this Ministry.

Thirdly, I would like to appreciate the concept of a minimum national core curriculum. We are all for regional diversity. We want to give full scope to the development of regional talent, the various linguistic strands that constitute beautiful harmony; we want a harmonised development in the country. But we are also eager to find a common national strand running from one part of the country to another. It may have regional variations, but the thread must not be cut at any place. If the thread is continuous, the strands may be different. Andhra may add its own colours, Himachal Pradesh may add its own beauty, Kashmir may add its own charm, and Nagaland may add its warmth and Kerala may add something of its own and so on. But at the same time, there should be the national broad stream of the country to which all these tributaries must pay their contribution and add their little part. In this respect, I would like to appreciate the ideas that have been put across in the various chapters.

The most important suggestion on raising the resources has also been hinted at. A resolve has been made in this document that 6 per cent of our GNP would be spent on education in future. For the first time again, this is a doubling of the percentage from 3 per cent, to 6 per cent, as a consequence of the recommendations of the Education Commission headed by Shri Kothari.

There have been references to the National Education Policy of 1968. The Ministry owes to this House to explain as to what were the factors that led to the non-implementation of this Educational Policy for these 18 years. What was it that stood in the way of the Ministry in implementing the 17 guiding principles that were accepted by this House on 24th of July 1968 in that policy Resolution of the Government of India? A Committee of Parliamentarians was also appointed to examine the National Policy then. With these ideas, the Ministry should be able to explain as to what were the difficulties, so that those difficulties do not recur in future.

I have a few more points to add Sir. One of the most important difficulties in the Policy Document is that it forgets what it has done. Prof. Yadav has rightly referred to the Teachers Commissions. The National Commissions for Teachers are absent from this document. I do not know why. I know the present Secretary of the Ministry of Education was a member of the Commission and the Special Secretary was also a member and so many others were the members. But when it came to the preparation of this policy document, the teachers Commissions were forgotten and it is very ironical to say that the National Commissions gave two excellent reports on various items. But the Government has not been able to hint at as to what are the recommendations that have been accepted or what is the outlook of the Government on this.

PROF. N.G. RANGA : Do you want a separate Commission?

PROF. NARAIN CHAND PARASHAR : No, no. I am saying that reference should also have been made about the teachers commissions and as to what the Government thinks on this issue. Unless the teacher's role as the primary agent in the evaluation and implementation of the policy is recognised, till then, nothing would happen whether it is approved by this House or the State Legislatures. Teacher, at all levels, is the most important human element involved and his role should be appreciated and status and emoluments raised. Though there is an information explosion in the world of today, yet imparting of only information without inspiration

from the teacher and the school, as highlighted in our ancient tradition, would make the education totally meaningless.

Sir, this document is silent on language, the most noted factor which is able to generate creative forces in this country.

PROF. N.G. RANGA : It is controversial.

PROF. NARAIN CHAND PARASHAR : May be controversial, but it should be tackled. It has just made a reference, which is as follows :

“That the guidelines given in the 1968 Policy are still valid”.

In this country there are 15 languages accepted by the Constitution ; 22 accepted by the Sahitya Akademi ; 146 accepted by the All India Radio ; and 23 accepted by the television. Now, has the Ministry of Education nothing to do with any one of these? It is completely silent and mum on this point. Why?

Sir, the languages of this country are to provide an active link between culture and education. And education should be based on culture, if it has to be meaningful because, it will link the masses with the elite. What has happened? Our masses are inert; they cannot express themselves because their languages are not accepted here. There is no programme for the development of regional languages-recognised or un-recognised by the Central Government. The Central Government has discharged its responsibility by agreeing to the creation of the linguistic States. Then the responsibility for the promotion of the languages, of these regions will be that of the Governments of those States.

So, I would plead that in order to make education meaningful for the future and to provide a link, the role of the regional language, especially language of the child, that is the mother-tongue, must be accepted as a sound basis for the evolution of the National Educational Policy, which will give due importance to all the regional aspirations and also unite the nation on a forward march on the path of science and technology. The development of regional languages and

mother tongue should be the Central responsibility.

Sir, with these words, I would have liked to speak more, but I would plead that 1978 Education Survey was the last (4th) survey which brought some difficulties in the schools to our notice and a new survey should be made. The test of this Education Policy would be as much in the colleges and universities, as in the primary schools, in the villages, in the hilly areas which have been forgotten in this document and backward areas and rural areas and also to provide the test, as I observed in UNESCO General Conference in Sophia in 1985, if Krishna and Sudama are able to study in the Indian School today with the same facility and prestige with which they studied in the Sandeepan Ashram of the olden days the New National Policy will surely succeed. This ancient system of Education in India was called a Beautiful Tree by Mahatma Gandhi. The creation of Navodaya Schools, is a wise step and a step in the right direction. It would provide recognition to the merit and produce excellence in the schools in the rural areas. I would like to congratulate the Minister for having launched a Navodaya Movement and the Operation Blackboard for the proliferation of adult education. Sir, distant education is the future programme of our country, because 28 Universities by 1984 had accepted it, and had the correspondance courses in them. The Indira Gandhi National open University set up in 1985 is a hope for the future. Let its campuses be located far and wide in the hills of Himachal and Arunachal, in Kerala and Kashmir.

Sir, science and technology are on the march. They are providing you educational facilities through T.V. and Satellites. So, let us make full use of them. I also appreciate the emphasis on Mathematics, Science and Technology. But while the child looks to the future, and towards the stars let his feet be firmly planted in the soil in which he is born so that he does not forget his mother-tongue, culture and then also let him look for science and technology. Let him draw sustenance from the roots and then grow upwards and blossom into a fragrant tree and then let the Schools and Colleges become the cradles of our immortal culture,

[*Shri Narain Chand Parashar*]

With these words, Sir, I congratulate the Ministry for the good work and the good draft that it has prepared.

SHRI SATYENDRA NARAYAN SINHA (Aurangabad) : Mr. Deputy Speaker, Sir, I rise to welcome the draft policy on Education. This has been the result of a good deal of discussions, Seminars and Conferences and ultimately it was discussed in the National Development Council and this has been brought before us. If we look at the National Education Policy of 1968 and this, it differs in some respects that it has laid emphasis on distance education, open university system and also as Mr. D.P. Yadav had pointed out that it has spelt out its emphasis on the Education of the handicapped, Scheduled Castes and Scheduled Tribes.

I welcome the commitment made by the Government that by 1990, the Government will be able to fulfil the constitutional obligation of providing universal elementary education in the country and by 1995, it is expected to provide education upto the age of 14. Sir, I do not know what is the allocation made for this because, if the Government is serious about implementing this obligation, so late, they should have made adequate allocations for that. The allocations for the Seventh Plan under the Primary education is Rs. 1850 crores, and the estimate says that, we require about Rs. 15,000 crores for achieving this goal. So, the Education Policy does not spell out the magnitude of the task, and the allocations made for it, as also what would be the content of education at the elementary level.

Mr. D.P. Yadav has already spoken about the conditions of the schools in the villages. Most of them do not have any buildings. More than 1,30 lakh schools are single-teacher ones, and the Education Policy has said that Government will endeavour to provide two teachers in each school, one of whom would be a woman, and there would be an endeavour to provide more teachers. This assurance has been given to us, but we do not know whether adequate funds are available.

I would like to welcome the statement made in the National Education Policy that

the Government proposes to increase the outlay on Education hereafter, even beyond the 6% which was recommended by the Policy of 1968.

Education has been awarded great importance. It is supposed to be a resource for development. And, therefore, there is an obligation on Government to provide not only education, but also to see that the quality of education is good. Illiteracy should also be eliminated. For that, the second strategy is to have non-formal education. According to the statistics given to us, during the 7th Plan, the number of children to be covered under non-formal education would be 2.5 crores. In order to eliminate illiteracy altogether, adult education also has been given stress. (*Interruptions*).

Sir, I have just started. Unfortunately, my position is that whenever you are in the Chair, you start ringing the bell just after I start speaking.

MR. CHAIRMAN: There are 34 Members to speak.

SHRI SATYENDRA NARAYAN SINHA : You have already given 25 to 30 minutes to Prof. Parashar.

MR. CHAIRMAN : He is the opener from your side.

SHRI SATYENDRA NARAYAN SINHA : You should not start ringing the bell from the beginning.

This is a very important Government document. I just wanted to know what allocation has been made, what preparations are being made, and whether it will be possible for Government to provide real education to children in the villages, in view of the conditions prevailing today. Will it be possible for you to improve the quality, and at what cost? These things should have been spelt out in the draft Education Policy.

I come to the second point. The Policy says, regarding the national system of education, that there should be a common school system as per the recommendation made by the Policy Statement of 1968. The Draft Policy has said that the 10+2+3

structure has been accepted in most parts of the country. But I do not know whether all the States have accepted it or not, because as far as I know, this 10+2+3 system has been discussed a number of times in all the Conferences of Education Ministers, and of the Central Advisory Board on Education. State Governments are represented there, and have accepted it; but they have never implemented it. The Mudaliar Commission had recommended this. Some States accepted it, and some others did not. For example U.P., from which the hon. Minister comes, has got Junior and Intermediate Colleges separately from the Degree Colleges and the schools.

PROF. MADHU DANDAVATE : Even today, all the States have not accepted it.

SHRI SATYENDRA NARAYAN SINHA : The Draft Policy says that they have it. Where will this +2 stage be located? Will it be the school or will it be a separate junior college because it will be very difficult to segregate now. There are Degree Colleges having inter-mediate courses along with them. For instance, in my State, there are schools, higher secondary schools and they are having degree colleges with intermediate classes with them; and those colleges have been made constituent colleges. The teachers of those colleges are getting UGC scales. Now, how are you going to segregate those classes? Where are you going to locate them.

There was an intermediate Council which was abolished. Now the Government of Bihar is proposing to have another Council and they are encouraging of setting up of intermediate colleges. Then what will happen to the +2 stage? They have already selected 28 schools which have been upgraded to intermediate standard, but if you are going to start intermediate colleges again separately, then what will happen to these schools. Where will this +2 stage stand?

With regard to vocationalisation, you have accepted your limitations that only 10 per cent of the schools will have vocational courses by 1990 and by 1995 it will rise to 25 per cent. If we want to start vocational courses, for that adequate preparations have to

be made. These schools which have been selected for starting vocational courses do not have adequate preparations and they do not know what to do. So, you have got to depend on ITI's; they alone will serve the purpose for the present and those people who are trained in different skills, you have to find out some method or you have to have a linkage with the industry so that these people who are being trained are placed in those industries; and for that purpose, if you multiply your ITI's you can also levy a cess on the industries because they are going to be the main beneficiaries; and the persons who are trained here are going to be placed there; they are going to take benefits out of it.

You have now introduced a Bill to levy cess for research and development. Now you should bring forward a Bill to levy cess on the industries which are going to be benefited by the products that will be turning out from these institutions and also from the vocational schools. Kindly make it clear because your Policy Document does not say anything. The Kothari Commission did say about it. Then this Policy Document said that +2 should be with the schools, but the State Governments did not fall in line with you and most of the States are not implementing it; but you say most of the States have accepted it. Please clarify this point what will happen to +2 system? Where will it be located? What will happen to the intermediate colleges? Why are you opening new inter-mediate colleges? if +2 stage is to be attached to the high schools, because, simultaneously I find these schools are being upgraded and at the same time colleges are also being opened; and then there are degree colleges where intermediate colleges are there. How are you going to segregate them. So, nothing has been said on this point in the Policy Document. How can you go on saying this?

By reading the Policy Document one feels it is very good. But all your policy decisions have foundered on the rock of non-implementation. How are you going to implement this policy? Who is going to implement this policy? This you have got to clarify.

I know you are going to create several institutions just like District Councils, State Councils, and to take charge and plan and

[*Shri Satyendra Narayan*]

coordinate at the district State levels in the secondary higher education respectively. But what will be the composition of these bodies? What will be the composition of the District Councils? Where will you be able to set them up? How are you going to manage them? Some States have nationalised the secondary education. Some States have not nationalised the secondary education. How are you going to do that?

I welcome the decision of the core curriculum. I also welcome the decision that in the core curriculum you will teach history of India's freedom movement. But I would emphasise that this should also include the biographies of those who sacrificed their lives for the freedom of the country, because the lives of great men will teach us how to make our life sublime. This will inculcate in them a spirit of service and sacrifice. That is most needed because you are emphasising the point of value education. What value? Sri Prakash Committee made this recommendation about moral education long time back. But it has not been implemented so far. I do hope that under the leadership of the new Prime Minister there will be a new work culture and you will be able to implement all the decisions you have taken.

About teachers, in the policy you have mentioned about providing them uniformity pay scales, service conditions and all that. I welcome that. But I would like to say that in the higher education the teachers are expected to teach the students discipline. But they are agitating for service conditions and all that. This is a sad thing. We should create some such mechanism that the teachers should not have to resort to agitation. Ranchi University teachers are agitating for the removal of the Vice Chancellor. Delhi Universits teachers were agitating for the creation of posts of Professors and for their service conditions. I am glad that you have said that the teachers association should develop a national code of Professional ethics for teachers. I hope such a national code of professional ethics would be developed. The teachers also must behave and discharge their obligations and duties. For a little bit of thing they should not go out in the streets. I still say that the Government should under-

take to create such conditions that they should not have to go to the street for agitation for improvement of service conditions, etc.

With these words, I welcome the draft policy.

DR. SUDHIR ROY (Burdwan): Within 8 months i.e. between August 1985 and May, 1986, three documents have been brought out by the Minister of Human Resource Development. It proves that our educational planners are constantly shifting their stand. They are not sure of the prescriptions that they would make. And the last of all, we are going to accept the educational policy which has not been placed before the teachers or students or the general public. Even we got this document only two or three days back. Hence, I would request the hon. Education Minister to give more time for debate and discussion so that we may reach a consensus over this system.

I request the hon. Minister to consider whether education should remain as a State subject. The founding fathers, after much deliberation and discussions, decided that education should remain on the State List because in a country of almost sub-continental dimension, in vast multi-national state with various nationalities and sub-nationalities, how can we impose a common uniform syllabus in the name of core curriculum.

17.00 hrs

These nationalities have different cultures, different ways of life, different languages, different geographical environments. If at all the national core curriculum is to be introduced, the State Governments, the teachers, the Universities should be consulted. There must not be any imposition in the name of national integration.

Not only this, when education was made a concurrent subject, the Central Government did not allocate more funds. During the First Five Year Plan 7.56 of the budget was allocated for education. But during the Seventh Five Year Plan, only about two per cent of the budget has been earmarked for education. This is the sense of responsibility shown by the Central Government. Not only this, we find that already UGC has issued an order that at any time it can derecognise

any college or State university. We find that till now, in spite of repeated requests, the UGC has not released grants for the Mahatma Gandhi University of Kottayam and the Vidyasagar University of Midnapore. Not only that, the new education policy seems to approve the creation of an Indian Education Service. Already we find that the State Universities and the colleges have to lie prostrate before the academic *Moghuls* who function in Delhi and if we create a new Education Service, a new class of educational Jagirdars would emerge who will try to impose their decisions on the entire country. Therefore, we oppose the idea that education should remain as a concurrent subject.

Much has been said regarding adult education. We are happy to note that they have said that the goal would be reached by 1990 but I would say that had this Government that political will, this could have been done long ago because the founding fathers of our Constitution gave directives to the Government that within ten years after the Commencement of the Constitution, all children below the age of fourteen must be provided with free and compulsory education. During 1950s, B.G. Kher Committee had recommended that in order to reach this goal, the Central Government should spend at least ten per cent of its budget on education, the State Government should spend 30 per cent of their budgets and six per cent of the GNP should be earmarked for this purpose. But now, the Central Government does not spend even two per cent of its budgetary allocation on education. Therefore, as our learned friend Shri Satyendra Narayan Sinha has pointed out, a document should be published as to how to implement the guidelines of this document because there are recommendations but they are never implemented. We all know that if wishes were horses, beggars would have been riders. Therefore, I am sure that this goal of universal adult education would not be reached even by 2000 A.D. The World Bank was right when it observed that at the beginning of the 21st century, there would be more than 50 crore illiterates in this country because the Government does not like the idea that the dumb millions living in remote

countryside should be socially aware. Sir, we find that the Kothari Commission recommended common school system where students of a locality would get admission. The document moans over the fact that most of the schools suffer because of the poor quality of teachers, poor laboratory equipments, poor library facilities, etc. But instead of helping these educational institutions they are trying to set up Navodaya Vidyalayas or Model Schools which will only cater to the needs of the elites and the rich. They will not serve the country. They will only serve the multi-nationals who are being invited day in and day out. I say this because in these Navodaya Vidyalayas only English and Hindi would be the Medium of Instruction and the Regional Language would be a poor third. But all the educational philosophers and the educational experts and even the Kothari Commission have recommended that only Mother Tongue should be the medium of instruction at all levels of Education.

SHRI BIPIN PAL DAS: I would like to correct him and say that it is not at all levels of education that they recommended. You please read that report.

(Interruptions)

MR. CHAIRMAN: No interruption please. I have not allowed the Member. Don't record.

*(Interruptions)***

DR. SUDHIR ROY: Sir, my contention is that regional language should be the medium of instruction. It should be the only medium of instruction at the primary stage. English should be introduced at the secondary stage. And there must not be imposition of any language in the name of link language. Rather, we demand that all major Indian languages should get assistance from the Central Government so that they may develop. The Government intends to set up these Navodaya Vidyalayas and Model Schools and Institutes of Excellence and IITs, 80 per cent of whose students would only migrate to foreign countries. But

**Not recorded.

[*Dr. Sudhir Roy*]

the poor villagers and the urban slum dwellers will only receive Distance Learning, non-formal schooling, etc. Any Education to be worth the name, must be given by teachers, because, real education requires inter-action between teachers and students and inter-action between the students themselves. Already 28 universities have introduced Correspondence Courses in India. But these correspondence courses have turned into correspondence ghattos, because those students suffer and they are not at all employed. Therefore, our contention is that Distance learning, Open Universities and Non-formal Schools may be supplementary but they must not be substitutes for regular, formal education. We have millions of unemployed graduates. Your document says that they are unemployable. Why don't you employ them as teachers? But you only lay emphasis on Distance Learning, Open University and Non-formal Schools etc for the poor and the underprivileged. A few more things I would like to point out.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND HOME AFFAIRS (SHRI P. V. NARASIMHA RAO) : May I just interrupt? Some say they are better ; some say they are worse. But we never say, they are substitutes.

SHRI SOMNATH CHATTERJEE : At least one commitment from you ;

DR. SUDHIR ROY : Sir, we never welcomed the proposal of so-called autonomous colleges. It is because if each college is given autonomy, each college is allowed to confer degrees, then only a few colleges, a few metropolitan colleges like St. Stephens, Presidency college and St. Xavier college will be viable in the market. But there are 4,000 colleges which are situated in remote villages, which are situated at the district headquarters. These colleges will be non-viable because their degrees would have no value and students would be definitely discriminated.

Then, in the name of spiritual education, we apprehend that the Government will make abject surrender to religious obscurantists and superstitions. I have attended many seminars and I have heard the participants saying, for introducing moral education, "why don't you make Ramayana, Mahabha-

rata etc. compulsory." Article 28 of our Constitution forbids religious instructions. But we are afraid that in the name of moral education, religious instructions will be given.

There is a proposal that the degree should be delinked from the job. It is rather the duty of the Government to provide employment to all educated youngmen. The Government have this responsibility. We find no reason why this proposal is made that degree should be delinked from jobs.

Then, I must say, all educational institutions should have democratic management and the teacher, the students and the non-teaching employees should have the final say in the management of educational institutions. Not only this but the representatives of the society at large should participate in the decision-making process. But, Sir, in the name of depoliticisation, you should not deny these rights. It is because, we find that the first document has talked about excessive politicisation. We are proud that the teachers have political learnings. In a democratic country, we must enjoy all our rights and privileges. We are proud that because of our very assertive, very vocal, very conscious teachers' representatives in the Bombay University, the Chancellor of that University, had to resign. Therefore, democratisation of educational institutions which is recommended by the Kothari Committee, which is recommended by the Gajendagadkar Committee should be adhered to by the Education Ministry.

I would say that higher education has not reached a saturation point in India. But we are listening to that story from the days of Lord Curzon. I have some facts. Even in Nepal, Sri Lanka and many African countries like Algeria, Kenya, Nigeria and Ethiopia, they are enrolling more students for higher education. Further, I would like to say that there cannot be any real change in the educational policy unless we restructure the socio economic milieu of the country, unless we restructure the base. How can we restructure the superstructure without restructuring the base? Therefore, what is required is that right to work should be guaranteed. There should be genuine land reform programmes and those should be implemented. All the citizens should be provided with basic facilities and amenities.

With these words, I conclude my speech.

[*Translation*]

SHRI BALASAHEB VIKHE PATIL (Kopargaon) : Mr. Speaker, Sir, I rise to support the Draft New National Policy on Education-1986 which has been presented before the House after a period of 17 years. After 1968, our young Prime Minister Shri Rajiv Gandhi had now given an assurance to the people that a new education policy would be formulated. This policy has been presented before the House in pursuance of that assurance. Discussion on this subject had been going on in the whole country for the past many months and the hon. Minister of Human Resources Development visited different parts of the country and organised a number of seminars there. After making painstaking efforts he himself knows as to what type of education should be there in the rural as well as in urban areas and there is an urgent need to make an improvement in the present education system. There are reasons for it. Unemployment is increasing but we think that we do not have skilled worker to run the factory or to undertake agricultural work or to impart education. What the people should do, when they do not get employment. On the other hand we do not get skilled workers. The main reason of it is that there is some deficiency in our education system. Radical changes are required to be made in it. The way the document has been accepted and what is written in it :

[*English*]

The common school system recommended in the 1968 policy.

17.16 hrs.

[MR. DEPUTY SPEAKER *in the chair*]

[*Translation*]

It has been said that we have not been able to move forward in this respect and secondly a good point has been raised as to what we want to know through this education policy and as to how we will march forward with the help of this education policy :

[*English*]

Furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

[*Translation*]

In the country some people are encouraging casteism. Such people are gaining strength and they are furthering their interests first and side tracking the interests of the country. For curbing such tendencies, it is essential to bring about changes in the education policy so that through it, a feeling may be inculcated among the people to respect the poor and the neighbours. Such education should be given to the children. The gap between the poor and the rich is widening and it is resulting in the emergence of new classes. These classes should be brought to the minimum number and by narrowing down the gap between the poor and the rich a society free from exploitation should be established. In this education policy, some provisions are sought to be made with a new system and with a fresh strength for the cause of democracy and the secular socialism.

Hon. Minister for Human Resources Development, Sir, I have a doubt in my mind that the way which we had been adopting for the last 35 years is not capable of taking us to a target where we should have reached. Every thing goes on smoothly, when children are at school level, but when they enter colleges, some problems arise, and after the students come out from the colleges, they adopt wrong methods. Someone shouts slogans in favour of casteism and others fall victims to the divisive forces. They think that they have got the education in order to get some job. They do not think in terms of self-employment and to take the steps for the progress of the nation. Therefore, through this policy, we have to think as to how we can make our nation march forward. We must consider this aspect also.

At present some such education institutions are coming up which work against the unity and integrity of the country. Such institutions are functioning on caste basis. Such institutions should not be allowed to run on caste basis. Everybody should be

[*Shri Balasheb Vikhe Patil*]

allowed to get admission in these institutions irrespective of their castes. If we do not pay attention to such basic points, it would be very difficult to maintain unity in the country. If we allow separate educational institutions to function for every religion and community, it may lead to a feeling of bitterness instead of fraternity among the followers of different religions. We admit the class struggle, but in India the class struggle is not between the haves and the have nots, but disturbances take place in the name of religions, castes and regions. Our education policy is paving way to such type of class struggle. To my mind, it will be better to bring basic changes in our education system at school and college level for this purpose. In my view, if we are not able to make such a change, it would not be good for us.

I find that this document had been well written. There may be some deficiencies in it, but how much funds would be required to implement the measures suggested in it? How would we be able to raise such huge resources? In Europe and in socialist countries the Government take up the entire responsibility of the children. It is written here that the Government desires to take up the entire responsibility of the children. The Government do desire to take up the entire responsibility of the children, but it does not have the adequate resources to take up such a responsibility.

All departments of the Government demand more funds, but if we wish to make productivity linked investment in the field of education; then provision of more funds is most essential. A good idea regarding vocational and technical education has been presented in it. It has been asserted as to how we can move forward in the field of higher education by co-ordinating All India Agricultural Research Institute, Medical Research Institute and All India Secondary Education and Higher Secondary Education Institute. But it requires proper co-ordination from the very beginning. Some people say that this subject does not come under the jurisdiction of the centre and in addition to centre, it should also be handed over to the States. When you accept the jurisdiction of both of them—Centre as well as States, then it comes under the concurrent list

which is in the interest of the nation. If different States are allowed to formulate their different policies, then we can not maintain national integrity.

When we are in the Parliament, we talk of unity and integrity of the country and when we visit a State, we talk of State and similarly when we visit districts and villages, we talk of districts and villages respectively. When we want to remain united, then only education could be a medium for this purpose and not the industries. Socialism could be a medium, but the foundation of socialism would be the education policy.

You may visit any country of the world like U.S.A., U.K., U.S.S.R. and China, but you will find that the basis of their unity is their education policy. They are proud of their education policy. The honour of their country is above all to them. This education system is becoming more relevant today and we are obviously going to reap its benefits. The people who believe in religion take black money as a sin, but today people do not take it as a sin. Therefore, the education system should inculcate good morals in the mind of children from the very beginning. The children should be taught about our policy from the very beginning. Because our old moral values are becoming a thing of the past. You have also mentioned it in your document. Therefore education about moral values should be included in the syllabus as well.

Some States would say that they have already formed a local language formula. The question of the medium of the vocational education does not have any relevance unless we make a good start about it from the very beginning. The medium of education could also be the local language. Because training in vocational courses and re-structuring of the courses in the colleges is possible only if these courses have an employment potential. I admit that this is the target. It has been admitted in this document that 10+2+3 system has not been accepted by all the States. We are entering the 21st Century and you are going into technicalities. The States, which have accepted this system will make progress and those who do not want education on the

plea of language, would lag behind and the States which do not accept this system on the pretext that it is a State subject or they are adopting economy in expenditure, in my view, they are making a mistake and they will be left behind. Thus, the language controversy will only harm them.

I will request them that they should consider it once again, as 21st Century is fast approaching and every nation in the world is marching forward, then how can we be left behind. When, all the countries of the world are attaching great importance to the education policy, we should also attach greater importance to it. Therefore I will request the heads of such State Governments and Union Territories Administratives not be indulge in such a wrong thing.

Today, a great controversy is raised in the name of the language. Due to this language controversy only, we have lagged behind by 10 years in the race of the progress. In Maharashtra State, there is a controversy over the medium of instruction, whether it should be Marathi or English. Instead of going into such disputes, we should think in the interest of our country. If we do not think in the interest of the country, we would continue to lag behind.

We have proposed in the document that Rural Universities would be opened, but its concept should be absolutely clear. At present there are already 150 universities in the country, but this university should be different from these universities. In addition to opening of such universities in villages, a provision should also be made that Education Officers should visit different villages as also each house and enquire about their difficulties, problems and their requirements and also solve them. It will be better to include these points also in the education policy.

You have also mentioned in this document about the poor and rural students. As such students do not figure in the merit lists, I do not think that they are going to get any justice. These days even merit is bought with the help of black money. We have also seen that a number of people file suits in high courts and supreme court against

people of weaker sections, who get admission according to reservation quota and the judgements also go in favour if the rich and affluent people. Therefore, if we want to ensure justice to the poor and the rural students, then admendments should be made in the constitution.

We have agricultural universities. Even these universities impart education more about the industry, whereas these universities should concentrate more on agricultural knowledge. With a view to run Agricultural Science Centres, the Ministry for Human Resources should formulate a scheme and educate the farmers. Only by doing so we can make progress in the field of agriculture.

With these words I conclude and express my thanks to you.

[English]

SHRI S.B. SIDNAL (Belgaum) : Sir, I rise to support the National Policy on Education—1986. We are now in the stage of transformation-economically, educationally and culturally. The country has to change its direction through education. We have to give new directions to the younger and coming generation. Can we change the direction of the country? I really congratulate the dynamic leadership of our Prime Minister and the Government for having brought this Bill to change the direction of this country. Under the dynamic leadership of our Prime Minister, new directions are being given to this country.

As far as education is concerned, there is partiality between the urban people and the rural people. It created a wide gap between the two. One is the ruler class and the another is the ruled class. If you take the cream of the society like the top bureaucrats, top industrialists, leading lawyers and the, like, they all belong to the urban areas. If you take the workers, they all come from the rural areas. So, there is a lot of difference and it is being widened because of education. Can we cure this disease through education? Education is the only universal cure for all these diseases.

Sir, in this country we have got 5000 colleges, 150 universities and they have not

[*Shri S.B. Sidal*]

been able to reach the poorest man living in the village. In the village itself there is no school. If there is school, there is no teacher. If there is school and teacher, there are no students. Under the Constitution, there is compulsory education which is totally not implemented. There is no compulsory attendance in schools. Specially scheduled caste, scheduled tribe, back-ward people and Adivasis should be compulsorily enrolled. We can legislate any Bill, make provisions; but implementation is very important.

So far many progressive laws have been enacted; but implementation has not been done. It is very poor. This Policy should lay emphasis on implementation. I congratulate again the Government because it has taken all aspects, specially the women has been given top priority in this draft. In any society if the woman is educated, the country is educated. If woman is not educated, then the country goes backward and becomes unproductive. They have taken sufficient care to give top priority for women.

The Kindergarten schools have to be established in villages. There is a mention of it in the draft. But there is no clarity as to how the Kindergarten schools will be started and about its mechanism. In the cities money is there and voluntary organisations are there. They can do very well. But in the villages only the Government has to come forward and start these schools. Therefore, the Kindergarten school is one of the basic instruments to make every citizen resourceful and productive.

How much we spend on education? Only 6% now, that too, after the increase. It is not enough. If you take Russia, they spend more than 100% on education. Therefore, they have made every citizen educated. What is literacy? What is the concept of education? Is it only to read and write? No, it is to understand the life and to understand the responsibility of the country and the

nation and to create good citizens. That is the orientation of education.

We have education which produces graduates and post-graduates. But they are unproductive. They cannot do anything except to go for clerical posts and to other non-productive jobs. They do not have any technical knowledge. That is one of the defects that the system has. That is to be taken note of.

Technical education is a must. What is the proportion of technical education required for the country? It should be in proportion to the public sector, in proportion to the rural sector and urban sector requirements. This has to be taken into account.

So far as technical education is concerned, at least one school for ten villages or 10000 or 15000 population should be given. In a village if a man purchases a tractor, he has to run 20-30 kilometres for repairing even a minor mistake. He does not know what is wrong with it. Even for some minor repair he has to spend a lot of money just because he is ignorant. As a result, the cost of production goes up and he is totally exploited. Therefore, technical education is a must, specially in the agricultural sector.

In the agricultural sector we have only 23 universities. 80% of the population is involved in agriculture. How do we expect a good production? Therefore, the agricultural colleges, agricultural diplomas, agricultural schools are to be started in the rural sector because that is where a majority and a bulk of the population live.

For example, many people die while eating *pan* not knowing the use of pesticides properly. Therefore, technical education is very important and that has to be catered to first to the rural mass.

Cities have overgrown out of proportion. I am not biased with cities, I am not biased

with the urban area. What I mean to say is that rural folk is totally neglected. When I went to my constituency in the last month I found that in a school cattles were tied in a backward village. There was no proper place to sit. Though the building was there yet there was no maintenance and the teacher was not coming. The State Governments have to be serious. They should see that teachers are involved fully in such national programmes.

Sir, teachers are also competing to make money by way of tuitions and other things because the rich people want to enroll their children into lucrative professions like engineering and medical with the result the village people are deprived of such facilities. The rich people can afford to pay the tuition fee whereas the village people cannot even pay the school fees. Therefore, there will be a wide gap between the poor and the rich.

In a democracy there are abundant opportunities but the recipients are ignorant to take these opportunities. I will give one classical example. During the last 35 years there were no trained men in scheduled castes and scheduled tribes to receive these jobs but now when they are ready the anti-reservation movement has started. It is very unfortunate. This disparity has been created by defective education and this defective education has created communalism, casteism and regionalism. It is all on account of the unequal education that has been provided so far.

MR. DEPUTY SPEAKER : Please conclude.

SHRI S.B. SIDNAL : I am concluding. In the examinations copying is regularly done and this is known to everybody. Now this creates fake personalities. We have to take a serious view of this and provide proper opportunity for the succeeding generation to take responsibility of this country. If we

produce fake personalities through copying then the country will not prosper. Therefore, education should be taken on a very serious footing.

[Translation]

*SHRI K.V. SHANKARAGOWDA (Mandya) : Mr. Deputy Speaker, Sir, in any progressive nation education is given the utmost importance. It is very essential to encourage education at all levels for the all round development of a country. Success of a country in various fields depends on the education that it imparts its students.

Shri Narasimha Rao has a deep knowledge in the field of education and I am sure that he understands Kannada. The hon. Minister has worked very hard and he has presented to this august House a very fine document on the New Education Policy. I am happy to express my appreciation about this document. In this document education policies have been elucidated to depict the various facets of the education system. The elucidation of subjects is not elaborate but they have been made clear to us in a concise form.

There are many aspects in this document which really deserve appreciation. There are some loopholes also in this document. If these loopholes are plugged I am sure that the New Education policy will give a new turn to the educational system. Today the educational system has deteriorated and the new education policy will enable us to raise the standard of education.

Since independence efforts are being made to achieve progress in various fields. In the field of education no substantial progress has been attained. There is increase in the quantum but the quality has deteriorated gradually. This is a bad sign for the whole nation. Hence the need for the new educational

*The Speech was originally delivered in Kannada.

[*Shri K. V. Shankaragowda*]

policy, 1986. Shri Narasimha Rao is a learned and experienced person in various fields. He has exercised his best talents to bring this magnificent document of educational policy.

There are 12 parts in the document and Part XII is really interesting. It says that the future shape of education in India is too complex to envision with precision. Yet, given our tradition which has almost always put a high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives. The document has made it amply clear that intellectual attainment and spiritual attainment are integral parts of educational system, and I am very much pleased about this matter.

Primary education was for four years duration and the lower secondary education was for four years. In this document it is provided that primary education will be for five years and lower secondary education will be for three years only. The hon. Minister has taken away one year from higher secondary schools. Now it is only for two years. It will be better if the higher secondary education is for three years. The percentage of drop out is very high in the higher secondary stage. Therefore it should have been for three years duration.

While imparting education we have to concentrate on so many aspects. It is not the formal education that our country needs today. The youths should learn the art of better living. The individual should be able to adopt human qualities and he should learn not for his own self but for the country and for the whole world. His learning should be for peace in the entire universe. That would be the real education. That is why the spiritual education has been highlighted in the last part of the document. Of course, it is not an easy task to achieve this. It will be possible if all efforts are made by all sections of the society.

It is not possible to bring out refined personalities in a filthy atmosphere. There-

fore, the entire atmosphere has to be cleansed. There should be clean politics. All parts of the society must be clean. Then only we can achieve the aims and objectives of the new educational policy.

In the year 1968 three language formula was introduced. Some of the States followed this formula sincerely and some others did not follow. I am sorry to say that there was no uniformity in adopting the three language formula. I want to request the Central Govt. that education must be imparted only through the language of the State. Education through a foreign language is not at all possible. Some vested interests are still trying their best to retain English as the medium of instruction in our educational institutions. If this attitude continues, the future of the children in the five lakh villages of our country will be horrible. Their lives would be artificial and useless. Therefore I reiterate that if the Centre has any interest in the bright future of children only the State language must be made the medium of instruction in all educational institutions. Then only that particular State language will develop and the communication of the people will be very easy.

In our country, English should not be used for all times to come. It is really deplorable that English should be still with us even after the departure of Britishers. English can be studied as a language and as a subject but it should never be used as the medium of instruction in the field of education.

Hindi can be the national and link language of our country. There is opposition in some parts of the country for Hindi to be the link language. They feel that there would be no equal opportunities if Hindi is the link language. This is only an account of the some blind fanatics of North India. They want to force Hindi on others. This is not the proper approach. If positive approach is adopted and if there is mutual understanding I am sure that there would be no difficulty for Hindi to continue as the link language of our country. This fact has been

very vividly expressed by late Pandit Jawaharlal Nehru under the heading "Hindi the lingua franca of India," in his 'Discovery of India'.

In the policy document it has been mentioned about core curriculum to impart ideas link unity, integration etc. Memorization, parrot learning should be curbed in the learning process. The students should be inspired to use their hidden talents. Their potentialities must be elicited. It is also mentioned in the document about the flexible elements. Freedom should be given to the States to frame curriculum under 'flexible elements'.

I request the hon. Minister to look into all the points I have expressed. I once again appreciate the fine and ideal document of the educational policy.

Sir, I thank you for giving me this opportunity to speak and with these words I conclude my speech.

[English]

SHRI PRIYA RANJAN DAS MUNSI (Howrah) : Mr. Deputy-Speaker, Sir, as per the English calendar, today is the birthday of great Gurudev Rabindranath Tagore, though in Bengal we observe it according to the Bengali calendar.

The concept of education of Tagore has been rightly projected in the Vishwa Bharati. Today, while I am participating in this debate, I remember his concept of education, education that will give a feeling of universal brotherhood, education that will provide character to the younger generation, for considering the country as one unit—

“एक जाति, एक प्राण एकता” —

the famous quotation of Tagore.

The draft national policy on education which has been placed on the Table of the august House by the hon. Minister is no

doubt a very good document and a very timely document for all of us and for the younger generation that will lead the nation in future. Though certain things are to be rectified, nevertheless, it is a good exercise.

I would not like to say much on the aspect of education, which has been dealt with by other hon. Members. I will only be very brief on two aspects ; one is for God's sake considering all the developments in the country in the given situation, whatever be the logic and pressure, do not think of giving the subject of education to the States. Please have it in the Concurrent List for more and more years and if possible, keep higher education in the spheres of engineering and technology and higher studies in scientific research under the command and control of the Government of India. I say all this because in various States, a lot of politicking is going on in higher studies. Therefore a number of talented scholars are deprived of their role to contribute towards the development of our country as well as to impart their talent to the younger generation.

Sir, I will not take much time and I will deal with only one aspect, i.e. the sports policy of the Government. In the 'Drafts Education Policy', on page 13 in para 4.11t you have highlighted a few things on sports, Hon. Minister Sir, with great humility, submit to you that this is the aspect which is not being taken care of in this country by any Department of Education for the last so many years and we treat it in the most casual manner. This is the department with the help of which the real human resources, the real material with full vitality and life can be developed in the country so that our youth can compete in the international events and achieve international standards.

But today, what is happening is this. The best period to pick up talent and groom it is when the children are in their primary stage of education. Talent is recognised and picked up at this stage in countries like China, Soviet Union and the GDR. Here in India, from the primary stage upto Class VI, when body and mind are just ready for gymnastics as also for other aptitudes and

[*Shri Priya Ranjan Das Munsi*]

skills in the field of sports, they are not taken care of in any institution worth the name. Why are they not taken care of? It is because the guardians do not like their children to go to the university, college or school to become sportsmen. All the parents desire that their children should become engineers, doctors, or great men with a great name. I do agree with the feelings of the parents. These are the normal feelings of all the parents. But, if the country as a whole, gives a direction that entering the field of sports is not a crime and that it is not going to be unprofitable, then I think, there will be a tendency in the country to think on these lines. Therefore, I would insist that we should hold a conference of the State Governments to tackle this issue. There should be compulsory gymnastic and *Yoga* classes in all the primary and secondary educational institutions and there should be a definite programme for the Government to find out new talent and encourage new talent to enter the field of sports in future. We are facing a crisis now and if we do not do it, we are going to face a greater crisis in the field of sports in the country. When we go to the Olympics, we do not find our Indian national flag flying high. We always feel that we are a big country. But we are really so small in the field of real health of the youth. We just cannot show our face and it is very sad.

India is a land of rivers everywhere. But we do not have single swimmer to go to the Olympics. India is a land of Maharajas and Rajas. But we do not send even one competitor to the vanue of fencing. India is a great land of tribals. But we do not send anybody either in the javeline-throw competition or in the archery competition. It really shocks us when we go to the great field of international events. So, in our scheme of education, we must have a policy line on this aspect. What do our national federations do? They pick up people when they are grown up, after the age of 18 or 19 years. But, before that period, many years back, the actual thing should have started. We do not catch them young. Except the Subroto Cup and the Army, there is no room to groom and develop talent at the school level. This is the case in the field of football. Similar is the case with hockey and cricket and similar is the case in swimming. Therefore, I request the Hon.

Minister that the School Games Federations and the University Sports Bodies should a definite coordination with the national federation and all the elementary and secondary educational institutions should have a definite programme for gymnastics and *Yoga*. Without this, we just cannot think of what we are going to do.

AN HON. MEMBER : What about Karate ?

SHRI PRIYA RANJAN DAS MUNSI : I am not talking of Karate. I am talking about the two most important things. To become a fast bowler, to become a good hockey striker or to become a good footballer, you must be a good gymnast. That is the theory of the international sports school today. And in India, I would like to inform the hon. Minister that in this vast country of ours, there is not a single sports school worth the name. I repeat, not a single sports school : You have the NIS for coaching and to become coaches, people retire from the field of sports ! May I know as to where is your sports school to which boys can go in summer holidays or during other vacation periods to understand and learn things? This facility is available in countries like GDR and China. You will be glad to know that it has been introduced even in a poor country like Bangla Desh. In India, it is not available. Therefore, in the field of sports much more needs to be done. Though, you have kept yourself confined to highlighting only in two paragraphs, I request you to deal with it in much greater detail. If possible, you may also bring forward a special resolution on this aspect, is the next Session to discussit in greater depth for the future. If we have failed in the Los Angeles, we may also fail in Seoul, but let us promise not to fail in other events of the international standards.

With these few words, I conclude.

SHRIMATI. BASAVARAJESWARI (Bellary) : Mr. Deputy Speaker, Sir, I am to participate in today's discussion regarding the draft National Policy on Education, 1986.

Sir, education is the all round development of the individual. The new Education Policy has magnanimous objective of achieving this all round development.

Therefore, I want to congratulate our honourable Prime Minister Shri Rajivji for taking bold steps in introducing this new educational venture. I also thank Shri P.V. Narasimha Raoji, hon. Minister for Human Resource Development and the State Minister for introducing this new educational venture. Very recently, the educational policy was discussed in the N.D.C. meeting and the Chief Ministers of various States have given their valuable suggestions. Based on the suggestions, a draft resolution was put before this august House. Some of the salient features of this New Educational Policy are :—

- (1) Education for women's equality and for Scheduled Castes and Scheduled Tribes and other minorities, and handicapped ;
- (2) A firm commitment to achieve universal enrolment at the elementary level by 1990 and at the middle school level by 1995;
- (3) Re-orienting the content and process of education;
- (4) Inspiration to teachers etc., etc.

The spread of literacy in the country has been one of the areas of concern since the time of freedom struggle. Mahatma Gandhi's vision of the future included removal of illiteracy and deprivation as pre-conditions for an independent and self-reliant society.

According to a recent UNESCO survey of developing nations in the Asia and Pacific Regions, India has among the lowest rate of literacy growth, akin to countries like Afghanistan, Bangladesh, Nepal, Pakistan, Bhutan and Papua New Guinea. On the other hand, countries like Korea, Philipines, Samoa, Singapore, Vietnam and even the Maldives have already attained a literacy rate of 80 per cent or higher.

The table shows how from having one illiterate person for every two literate ones in 1951, the position in 1981 had reversed so that there were two illiterates for every one literate and it is getting worse every year. According to one recent study, on present trends more than the world's total illiterate

population will be living in India by the end of the century.

The major reasons of course, being over population and drop-outs.

It is to tackle this problem of illiteracy our Government has made a firm commitment to achieve universal enrolment at the elementary level by 1990 and at the middle school level by 1995. This objective of the policy is highly commendable.

“Education for All”

The New Education Policy intends to wipe our inequalities. Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulations distortions of the past. There will be a well-conceived edge in favour of women. The National Education System will play a positive role in the upliftment of women.

18.00 hrs

It will foster the development of new values through re-designed curricula, text-books, training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive over-riding priority through provision of special support services, setting of time targets and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously, to eliminate sex stereo-typing in vocational and professional courses, and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

The Education for scheduled castes, scheduled tribes, handicapped and minorities is another landmark in the field of education.

[*Smt. Basavarajeswari*]

Primary education is of primary concern of this new Education Policy. Education will be child-centred. Secondary Education begins to expose students to the differentiated roles of science, humanities and social sciences.

The Open University system has been initiated, in order to augment opportunities for higher education, and as an instrument of democratising education. The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. Its motto is education for anyone, at any place, at any age, by any means.

The new pattern of Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education, so as to take up challenges of micro-planning at grassroot levels, and the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported.

Though our colleges turn out graduates like so many standardized Fords every year, there is a visible dearth of real cultures in our life; we are a nation with a hundred thousand schools and hardly a dozen educated men.

The existing schism between the formal system of education and the country's rich and varied cultural traditions needs to be abridged. Einstein said: "The present troubles of the world are due to science having advanced faster than morality; when morality catches up with science, these troubles will end."

The end of all knowledge must be the building up of character, said Mahatma Gandhi. He also said: "Real education consists in drawing the best of your self. What better book can there be, than the book of humanity?" Hence moral values have been stressed in this education policy.

Sports and games, as also physical education find a pride of place in the new education policy, as they are integral parts of the learning process. "A sound mind in a sound body. Physical education does neither train up the soul nor the body, but the whole man, said Montaigne.

Work Experience has been given the utmost importance in the new education policy. "Aaraam Haraam Hai", said our late lamented leader, Pandit Jawaharlal Nehru. Basavanna, the great saint of Karnataka said: 'Kayakame Kai'asha'. Work is worship. And this fact has been rightly emphasized in the policy, to uphold the dignity of labour.

The future destiny of our country lies in the class rooms. And the architect of this future is the teacher. He will mould the character and guide the future generation.

And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Do not enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind. I sing the praise of unknown teachers. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators play new systems of pedagogy but it is the unknown teacher who delivers, guides the young. He lives in obscurity and contends with hardship. For him no trumpet blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and make the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager and studies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasure of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books, but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy.

"King of himself and servant of mankind".

In the past it was

*Guru-Brahama Guru-Vishnu
Guru-devo Maheshwaraha,
Guru-Sakshat Parabrahma
Tasmai Shri Guruvanamaha*

Even today also he should be God in the real sense. He should be a friend, philosopher and guide. As J.K. Krishnamurthy puts it :

Education is not a standard to which pupils have to confirm, but an inspiration to which they should react. The teacher must be full of inspiration, full of fire. He must be positive, eager, a master and not a slave standing on his own feet and full of truth. Education should help the individual to find his own truth."

This responsibility lies on the shoulders of the teacher.

Therefore the methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. This is a highly laudable objective of our new education policy.

Another progressive step of the education policy is with regard to evaluation.

For nearly half a century, the examination has been recognised as one of the worst features of Indian education. This is according to the University Education Commission. Various articles are appearing in the news papers daily criticising the system of examination in the educational institutions of our country. F. Burk says,

"There are no misfit children, there are misfit schools, misfit tests, and misfit examinations."

Evaluation is a comprehensive term. It is measurement plus value judgement. The Secondary Education Commission says that

"The promotion of a child should depend not only on the results of the annual examination but also on the results of periodic tests and the progress shown in school records."

The new education policy has taken into consideration all these aspects and after serious thought over the matters and it has been given much importance in the education system.

The aims of the evaluation process and examination reforms are :

- (i) Elimination of excessive element of chance and subjectivity.
 - (ii) The de-emphasis of memorisation.
 - (iii) Continuous and comprehensive evaluation.
 - (iv) Effective use of evaluation process by teachers, students and parents.
 - (v) Improvement in the conduct of examination.
 - (vi) Changes in instructional materials and methodology.
 - (vii) Introduction of the Semester system from the secondary stage in a phased manner; and
 - (viii) The use of grades in place of marks.
- Core Curriculum*

The education policy's national curriculum framework will have a core curriculum consisting of Indian History, Constitutional obligations etc. This is to strengthen our unity and national integration. The document of the education policy also says about the flexible element. This part of flexible element will be decided by the respective States. Here there is a chance of danger. The Centre cannot allow the States to have their own ways which will prejudice the minds of the students. There should be nothing in the textbooks which would create enmity or hatredness etc. among the students.

Regarding medium of instruction, there should not be any inhibition in the minds of the opposition Members as the education policy will have a three-language formula. The question of forcing students to learn a particular language does not arise.

Navodaya schools of the new education policy are meant for quality of education. But precautions have to be taken to see that these schools are not turned out to be the schools of elitists like public schools. On the one hand we are clamouring for the abolition of public schools which are creating two types of citizens and on the other, we are setting up Navodaya School which may trun

[*Smt. Basavarajeswari*]

out to be the school of elitists. Therefore, sufficient care has to be taken in this regard.

For education we are spending only 3 per cent of the national income. By the turn of the century the number of illiterates is estimated to be around 50 crores. The amount to be spent is very meagre. This fact speaks of the gigantic character of the problem. If substantial amount is not allocated, how can our educational system make any progress?

In the Seventh Plan a sum of Rs. 5000 crores has been allocated for education. According to the National Seminar on the financing of education held at the Madras Institute of Development Studies an

estimated sum of Rs. 21,000 crores is required for achieving the target of the Plan period. To tackle these problems, there should be more allocation. There should be planning, better management and political will. There should be the will to establish an egalitarian society based on the principles of liberty, equality and social justice as enshrined in the Preamble of the Constitution.

With these words, I conclude.

18.11 hrs.

The Lok Sabha than Adjourned till eleven of the clock on Wednesday, May, 7, 1986/ Vaisakha 17, 1908 (Saka)