

A T. V. station was set up at Purnea, a border district of Bihar, with the grace of Late Shrimati Indira Gandhi and the people of that area were very happy because though Purnea is the oldest district yet its development works have been obstructed. Purnea is a suitable place from where all sides can be covered. Then why it is being discussed that this T.V. station should be shifted from Purnea to Katihar. I, therefore, request the Central Government that whatever be the stage of this proposal, it should not be shifted from there. Rather all the places should be covered by it. Katihar is only 24 miles away from there, then why the proposal of shifting is being considered.

(vii) **Need to set up fruit based industries in various parts of Himachal Pradesh**

SHRI K. D. SULTANPURI (Shimla) : Mr. Speaker, Sir, with your permission I raise the following matter under Rule 377 :

In the state of Himachal Pradesh, the economic condition of the people is solely depended on the cultivation of potatoes, ginger and apples in the upper regions and peaches, *gaigal*, lemons, pears and mangoes in the lower regions and in the plains. Some people buy their cash crops at cheap rates and thus exploit them. The farmers are not able to get the full price of their produce. The Government has set up some juice extracting units but as they are located at the Punjab and Haryana border, the people have to pay a very high fare to supply their produce to these units. Moreover, these units do not have sufficient capacities to utilise the entire produce. Due to this reason the people are facing a lot of trouble.

I want the Central Government to allocate funds to the Government of Himachal Pradesh to set up Public Sector units in the following areas :

Rohdu, Thiyog, Rampur, Shimla, Renuka in Nahar district, Nurpur in Kangra district, Chamba district, Una in Bilaspur district, Mandi Kullu and Lahaul spiti, etc. Survey of these areas should be conducted to set up units there as early as possible, so that the economic condition of these people could improve.

(viii) **Need to ensure implementation of the Land Ceiling Act in the country**

SHRI RAMASHRAY PRASAD SINGH (Jahanabad) : Mr. Speaker, Sir, the Harijans and the people belonging to the backward classes are often fleeing from their villages in the country. In the Jahanabad area in Bihar, the number of such incidents is the most. On the other hand, extremism is also increasing rapidly. I want the Government to implement the Land Ceiling Act and the Minimum Wages Act under the 20 point programme at the earliest. The Government officials are expressing their inability in regard to these two points. Land disputes are the main reason. If the Government does not implement these two Acts in time, then the situation will deteriorate alarmingly.

DEMANDS FOR GRANTS, 1987-88

— *Contd.*

[*English*]

Ministry of Human Resource Development—*Contd.*

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P. V. NARASIMHA RAO) : Mr. Speaker, Sir, fifty Hon. Members including two of my colleagues have participated in this very enlightened debate and in the first place I would like to thank all of them for their suggestions as well as criticism. I am thankful to them particularly for the criticism because it has been particularly weak; so I could not thank them more on the side of the criticism.

Sir, I would not make a long speech conceptually because the policy has been accepted, the programme of action has been accepted, what remains to be done at this stage is to tell Parliament where we have travelled, up to what point and where we wish to go from here. I would be as crisp as these parameters would require.

Sir, the first point of criticism which needs to be explained was that according to

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the figures given in the Budget Estimates there has been a surrender of about Rs. 43 crores out of the meagre amount of Rs. 352 crores or Rs. 351 crores allotted last year for Education.

Now, on the face of it, this would appear like a lapse and a case of non-performance. That is why I owe an explanation because the explanation is not apparent on the record. I would like to tell the Hon. Members that in reality the amount of Rs. 351.71 crores was not available to us although it was allotted. Out of this, as much as Rs. 36 crores came under a cut. It was a uniform cut applied at the instance of the Finance Ministry and decided upon by the Government for obvious reasons and so this Rs. 36 crores was just not available to us. And there was no question of our spending what was not available to us. So, what remains is Rs. 7 crores out of which, Rs. 3.5 crores — Rs. 3.28 crores — have been converted, with the consent of the concerned Ministries from the Plan to the Non-Plan Budget and what has been surrendered or shown as a saving, net saving, at the end of the year is only about Rs. 3.5 crores. So, the figure which would appear to be Rs. 43 crores comes so steeply down to about Rs. 3.5 crores and I do not think that this is some thing which actually reflects non-performance. So this is the real explanation for the apparent large saving which is shown in the figures which would otherwise be rather disquieting from the point of view of Members and also my own point of view.

Sir, at the outset, I would like to give a comparative statement, a comparative picture of what obtained in 1986-87 with what obtains in 1987-88. Sir, I will take only three items.

Elementary Education, 1986-87 budget : Rs. 50.15 crores and 1987-88 budget : Rs. 220 crores. For secondary education against a sum of Rs. 56.85 crores in 1986-87 Rs. 162 crores have been provided in the budget of 1987-88. For university and higher education against a sum of Rs. 89.88 crores in 1986-87, Rs. 198 crores have been provided in 1987-88 budget.

Now, taking the percentages of increase, I have no hesitation in saying and no Hon. Member would have any hesitation in accepting that the priorities as laid down last year during several debates that we had in this House, have been adhered to meticulously. In elementary education there is a 400 per cent increase in allocation.

We have spoken and discussed about the Operation Black Board. It is not realised that this programme has come in the Budget and in our entire activity for the first time. A sum of Rs. 4.5 crores was provided last year for appointment of women teachers in primary schools. That was the only item which is relatable to any item in the whole package of Operation Black Board and nothing else. Now, the allocation has jumped from Rs. 4.5 crores to Rs. 100 crores and a new package has come. This steep rise and the amount of attention and priority given to Operation Black Board again is by way of stabilising, strengthening and firming up elementary education at the primary level. And that is the first priority which we had fixed for ourselves, and this has been fully carried out.

Taking the figures of plan and non-plan, the same is the picture. In 1986-87 the total allocation was Rs. 315 crores and Rs. 357 crores. But in 1987-88 it is going to be of the order of Rs. 1,000 and odd crores. So the proportion has been maintained, the priority has been maintained, the thrust has been maintained. This is the first submission I would like to make by way of general comment on the face of the budget, on the profile of the budget as compared to the corresponding budget of 1986-87.

Some Hon. Members said, rather mildly sometimes and more pointedly at some other times that after the programme of action has been finalised and accepted, nothing seems to have been done. Now, after the programme of action has been finalised and accepted, what remains to be done is to convert the Ministry, NCERT, UGC and all the other wings of the educational process into a beehive of activity to speak a little less and do a little more until such time as we are able to say something definite to Parliament and to the people. I think, this is quite logical and it is also logical that since we have not been speaking, Members might

think that we are not doing anything. This is the forum for me to rebut that assumption or that impression. This period of six months has been very well utilised, fully utilised and is being utilised for doing three things — review of the on-going programmes. We have to start a new programme or improve upon a programme which is already in force, then we have to find out where we stand, and this can be done only by ascertaining the facts from the State Governments, the State Governments ascertaining the facts in turn from the districts and right down to the grassroot level, because that is where we are jumping at the moment for the first time. So this information has been collected, assiduously collected, collated and now we know fairly accurately where the educational process stands in regard to the programmes to which we have given priority. Next is defining the priorities as adumbrated in the policy and programme of action. It is not just on paper or conceptual but we have to take up programmatically the priorities that are needed. Then, next is designing the schemes to be implemented. It is not just enough to say it is contained in the policy and the programme of action. Programme is a whole bundle. Programme consists of several schemes, hundreds of schemes at different levels and those have to be spelt out, and that is being undertaken, being done. Round the clock this work is going on. And last but not the least, the saddest remark which we got from everywhere in the country — not only in parliament but everywhere in the country — after completing the paper work was where is the money going to come from? So, everyone was convinced in advance that no money was going to come and this was all going to be something which just evaporate into thin air. That I need not expatiate on, but it has not come simply for the asking. The prime Minister was good enough to give us this amount. But even the Prime Minister had to do his own exercise, particularly as Finance Minister, to accommodate Rs. 825 crores, where nothing more than Rs. 400 crores was available in the normal circumstances. At that level it is not easy to find money of this order and this has taken quite a bit of effort on our part because we had to convince the prime Minister that the schemes are ready. We started with a much higher figure. I had to tell the Department that this higher figure is just not possible. We have to go into every scheme to find

whether some schemes could wait, and in this way we had to do a lot of exercise in the Department as well as going to the Prime Minister and convincing him that we are in a position to spend Rs. 825 crores, maybe we are not in a position to spend more. If you push down more money, it is possible that in some areas there may be wastage. So, we have been absolutely realistic and the Prime Minister has been very-very kind to give us the amount which, according to our calculation, we will be able to spend meaningfully — spending in not just spending but spending meaningfully — in order to get results. This is the position.

According to the priority, 'Operation Black-board' has been taken up first. Now, Rs. 100 crores to be pushed into one scheme in one year needs a lot of planning. That planning is being done. It has already been stated by me during answering question and so on, what exactly is proposed to be done. From the speeches made by Hon. Members, it appears that this 'Operation Black board', according to them, is a very diffused affair. They have been saying: "Out of so many schools, where are you going to choose the schools, how are you really going to give 'Operation Black-board' there, and so on." I would like to say that there is a scheme that is being prepared and, I am sure, after hearing me, Hon. Members will agree me that there could not have been a more practical approach to this scheme. There are 5,000 and odd Blocks in this country. We have said that twenty per cent of the schools will get the benefit of Operation Black-board. Now, we cannot choose at random twenty per cent of the schools all over the country. That will be wasteful.

12.29 hrs.

[MR. DEPUTY SPEAKER *in the Chair*]

That will be difficult to achieve. I cannot take one school here and another school at 200 miles. That is just not possible. So, as we did in the case of National Extension Blocks in the 1950s, we have taken the same decision and we have approached the problem in the same way. We said we will take twenty per cent of the Blocks. So, we know there is a compact Block, there is a compact area, there is a machinery there which we can press into service and,

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therefore, we decided that twenty per cent would mean twenty per cent of the Blocks. Now I would like to make an offer to the Hon. Members to let them know the blocks in their respective areas which are going to be covered and it has been ensured that each District will have atleast one block. Some districts may have more. But I do not want to skip district after district and go to places where it may not be wanted as much. At least one block will be in each District and according to the educational backwardness priority will be given to the blocks. Once you know what blocks are being taken up you can double check. From the blocks we will know how many schools are there and what is the requirement of each school. So, it is a meticulous planning wherein we get the feed back.

Some time back, or probably in this very debate one Hon. Member said—why do you want the number of schools? If you have 20 per cent, there should not be any need for any further survey. I beg to differ. There is need for survey because after taking the blocks, we do not go outside the blocks for this year. Within that block we should know how many schools are there and in respect of each school we would know what the school requires. If it is building, we go into NREP programme, RLEGP programme. We took this to the Ministry of Rural Development as per the new policy and they were good enough to say that they will give high priority to this programme. So, we know where we stand and to tie up these things, if we take up all these schools in the block for taking up building programme, naturally we expect to complete that programme within one year. Now, this is the purpose of taking a block. At the end if we find that for various reasons that block has 20 per cent or 10 per cent work left, we would have to speed it up because next year we are going to take 30 per cent or 40 per cent, other blocks. So, this blockwise approach is the correct approach. It admits of verification. It admits of monitoring. It admits of concentrated work. So, this is the approach that we have taken. 20 per cent of the blocks will be taken and what will be given there has been standardised, is being standardised.

In regard to supply of teaching and learning material it is proposed to lay down specifications for each item with the help of the Indian Standards Institute and as far as possible from next year onwards we are not going to the open market to buy these things off-the-shelf. It is possible in our own institution to manufacture all this material. There is hardly any material which cannot be manufactured either in the polytechnics or under the scheme of vocationalisation or as a result of work experience. So, it will be an activity which is self-contained. It will produce whatever it will use on the other side and there will be hopefully no need to go to the market and buy off-the-shelf in a big way. It is quite possible that we may have to buy some things still. But that will be our endeavour. This is self-contained activity where one wing of the educational activity will depend on the other Wing. The other wing will always keep the first wing supplied of what the first wing needs. This is the kind of arrangement that we are wanting to do and I am sure it will be done. I have this experience of 15 or 16 years ago when I was Education Minister in my State. We were able to manufacture all the furniture needed for the junior colleges in our own polytechnics. First eye brows were raised and then pressure was brought but nothing happened. We did not yield. Finally we succeeded in doing it. I am quite sure it will be possible to do it except those very sophisticated items for which we do not have manufacturing capability in our own higher institutions. To that extent we will have to go to the market. But I must say that in the first year I will have to go to the market. It will not just be possible for me in this year to manufacture within the system. For the first year we will have to start from now on and results will show from next year. This is as far as operation black board is concerned.

Non-formal Education: Lot of things have been said about non-formal education, for and against. The strongest justification for non-formal education is—whether we like it or not. There are many children who are out of the system, out of the primary system. You cannot bring them back to the primary system. There is to be an alternative net to catch them. That is my strongest defence of the non-formal education and I would say in connection with the non-formal and also adult educational centres.

Now, Sir, we have had a running battle. Some Members were saying that nothing is happening, all this is a waste of Money. Now, I must also say that some other Ministries in the Government of India seem to hold the same opinion because when you don't know anything about it, for opinions sky is the limit. I would like to make an offer to Hon. Members, I will give them 300 centres, 300 adult educational centres, and say, hundred non-formal educational centres where, according to us, you can see success stories; according to us, there are many other failure stories also. Now, we want to make these success stories everywhere replicated so that wherever there is a failure story, whatever correctives need to be applied, we could apply for comparison with these success stories. We will give you the list. Please go and see. Perhaps some Hon. Members—I say with due apologies are not aware that some of these may be in their own area. But be that as it may, I would like members to take this list, go there—we will arrange visits—if you don't criticise our arrangement by saying it is a kind of conducted tour—I mean we cannot conduct you in your own areas, that is impossible. So, we will give the list. If you wish to go, you please go. If you wish us to take you to explain things and to see how you would react to what is happening there, we would be very happy to take you there. So, after this, there should be no further discussion and no further criticism, particularly criticism without seeing things, seeing is believing. Therefore, let us see, let me at least understand whether I am wrong or the Hon. Members have not seen the place. If you have not seen the place, you are welcome to see the place and the centres. If I am wrong, I am prepared to apply any corrective steps that are wanted. I will make this offer open.

[Translation]

SHRI VIJOY KUMAR YADAV
(Nalanda) : In Bihar, it is only at Peghar.

SHRI P. V. NARASIMHA RAO : I will talk about Bihar later.

[English]

In any case what happens in Bihar cannot apply to the whole of India.

[Translation]

Whether any work is being done or not and whether whatever is happening is wrong or not, we can say only after looking into it. I can assure you that we will sit together and see as to why it is not being successful in Bihar whereas it is successful elsewhere. We will sit together and look into it.

[English]

SHRI SATYENDRA NARAIN SINHA
(Aurangabad) : When are you circulating that list so that we can go and see and then report it to the Ministry.

SHRI P. V. NARASIMHA RAO : In the near future, before the Parliament session is over and before you have time to go and visit those places, we will make this list available to you.

Sir, there is also a programme for eradication of illiteracy using educational technology. This is still being finalised. I am not in a position to place before the House anything ready-made without criticising it without ourselves, re-criticising it, coming back and forth. It is being finalised in that manner and the Prime Minister also has agreed to look into this technological mission and tell us where it is going wrong. We are a little hesitant to go to the Prime Minister because he has an eye for the weak parts of the thing. We would not like the Prime Minister to see any weak part because we would like to see them ourselves and strengthen them to the extent possible.

Sir, about the equity part, now the thrust of the new policy is equity, equality of educational opportunity, social justice in the field of education, I am glad to say that we are in very close touch with the Welfare Ministry. My colleague, Dr. Rajendra Kumari Bajpai, was kind enough to attend the Education Ministers' Conference and addressed the Education Ministers and told them what her Ministry was doing. We said something about those who are engaged in unclean occupations, about pre-matric scholarships. I am glad to say that all these things have been looked into to some extent and she has also appointed another Committee to go deeper into all aspects of what more can be

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done. Something has been done within this year. For instance, the rates of scholarships have now been increased from Rs. 145/- to Rs. 200/-. The income limit of parents has been increased from Rs. 500/- to Rs. 1000/-. Now, this is good enough as far as it goes, but she is not satisfied, I am not satisfied either. We would like to see what more can be done and that is why a Committee has been appointed and after the Committee submits its report within a month or two, we will again come together and see what more needs to be done, and I assure the House that that part of the commitment which is given in the policy will be adhered to, will be implemented to the hilt, there will be no hesitation in implementing it in the spirit and letter of the policy.

Something was said about the core curriculum. Sir, core curriculum is not something which is ready for you to take from wherever it is. Core curriculum has to be put together. Now, the NCERT has been doing this work and I am again glad to report that something more has happened, more than what I had reported earlier. National core curriculum and the national system of education—once the core curriculum is prepared, the other inputs also come in and then we have the national system including laying down of minimum levels of learning at the end of classes 5, 8, 9, 10 and 12. The new curriculum and text books to be made available—this is what we promised to Parliament—text—books will be made available by NCERT for classes 1, 3 and 6 with effect from July 1987. We are ready to do it, the NCERT has come out with the books, but then here is the rub. The NCERT prepares the books. Who introduces the books? The State Governments. The State Governments have their own difficulties. They may say, "we have a stock of 10 million old books. What do we do with these books and when do we print the new books?" So, there will be a time lag. I am telling Parliament right now that the preparation of books by the NCERT is only the beginning. After that, it takes some time. And this has been the history of the NCERT. To begin with some State Governments rejected the NCERT books. They said, 'They are no good for us.' Now, fortunately, after 16 years almost all the States have

accepted NCERT books, particularly on Science subjects and mathematics etc. Maybe on some subjects they are still to accept. But I am sure that these books will be accepted because they are done at an expert level with no particular bias of any kind. That is what I am claiming in all humility, but as I promised to Parliament, the books for those three classes are going to be ready before July 1987. Teachers' guides, activity books are also going to be ready and books on not the normal subjects, the regular subjects, but books on some other areas of activity which is included in the total package of human resource development, like Arts, like music education, and physical education—all these and the exemplar material will be made available with the beginning of 1987-88 session on freedom struggle, on education in values and work experience. All these were taken as part and parcel of the total package of human resource development although, strictly speaking, they do not fall within that curricular framework of education. Therefore, the NCERT is approaching the whole problem as a package, and for the first time they are bringing these exemplar books. We will have an exhibition of all those books in the Parliament Annexe and for the Hon. Members it will be possible to look at the books and tell me what they think of those books.

Then I come to vocationalisation. Sir, it is a very important subject and last year one of the casualties of our cut was vocationalisation, but it was done more or less deliberately. That decision was taken by me. We had about Rs 7 crores. Rs. 7 crores was neither here nor there, we were not able to do anything in Rs. 7 crores and in any case, the Committee under Dr. Kulandaiswamy had submitted the report only last year. After studying the report, it was just not possible for us to break it into schemes and therefore, I said, "This Rs. 7 crores we need not try to spread it too thin and too decided that wide and come to grief later". So, we surrendered it. We are not going to do anything by way of actual spending although we were going to do a lot of preparatory work for that. Now, we have been looking into several areas of activities. Health for instance, is an area where a lot of vocationalisation is possible. We hardly thought about it earlier. Which I also had a talk with the Health Ministry people, I was really heartened to see that there are many

areas in the training of health personnel where vocationalisation at the plus 2 level is eminently possible. Now, it is no use simply thinking on these lines. So, we had to appoint a committee, a committee headed by a very eminent health educationist, medical educationist, Dr. Bajaj and gave him the assistance on the education side. So, it was the first time that we had a committee of educationists, health experts and medical experts put together. They have now come out with about 12 or 13 firmed up areas where vocationalisation is possible and courses can be introduced from next year onwards in those areas.

In this country, we have a very peculiar situation, on the health side. We are producing 13,000 and odd doctors and only 7,000 and odd nurses. Now, this shows the mismatch; it shows the kind of disproportionate planning that has gone into it for various reasons; there are private colleges and so on.

So far as the middle level health personnel are concerned, not much was being done. So, it is at that level this committee has concentrated first and I am very happy to say that they have produced a very good report on which we can take action immediately and that is what we are going to do.

SHRI A. E. Y. BARROW (Nominated Anglo-Indian) : Will we get copies of it ?

SHRI P. V. NARASIMHA RAO : Certainly, I will make copies available from the Health side. I will make the copies available to you. This is a very important step in vocationalisation.

About the other thing recommended by Kulandaiswamy report, I am glad to say that we have Rs. 50 crores allocated for vocationalisation this year, which I think is a good enough amount. I do not think we can spend more than that. Rs 50 crores we will spend in 1987-88 on vocationalisation.

SHRI D. P. YADAV (Monghyr) : The traditional vocationalisation is already in vogue. What specific measures you are going to take to improve it ?

[English]

SHRI P. V. NARASIMHA RAO : You are referring to the educationalisation of vocation. These are a sort of, you know, reflection of each other. I am sure that in principle, there is nothing wrong in it but we will have to see. I mean, that will have to be done by way of non-formal education; it will have to be done by way of some other activity in which those who are already engaged in vocation are brought into the stream of education, they are educated on the liberal side so that they become complete products. This is what perhaps Mr. Yadav wants to say. I am certainly aware of it and we will go into that. In vocationalisation, coupled with the programme of non-formal education, this will have to be taken care of.

I now come to the teachers and teachers' training. I hope I am not really taking more time on points than necessary. About teachers, we have already said it and we stick to what we have said in the policy and programme of action. We would like to see that the status of teachers, as a policy, is enhanced. But at the same time, it is a two-way process. Now, I would like to give some figures to the House. What has really been happening in this country in regard to teacher ? If anything I am a little unpopular as being very much pro-teacher, I would like to be unpopular on this account rather than the other account. So, I would still like to say to my teacher friends, that there is something which we expect of them. There have been a large number of agitations—in 1978 there were 738—in this country, and 442 in 1986. The number of gberaos, violent clashes and organised assaults etc., is also a sad story. I do not want to sweep this under the carpet and I would like my teacher friends also not to allow this thing to be swept under the carpet. It is good neither for them nor for the children nor for those who are beneficiaries of education. I am not apportioning blame. I am not saying that in every one of these matters, they were to blame or I was to blame or the State Government was to blame or some officer was to blame. Somebody would have been to blame, may be nobody was to blame. It is too late for us to know what happened in 1978 or 1979.

The point is that the total picture that is presented in regard to teachers is not a happy

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one. I would like it to be a happy one. I would like to do whatever is possible, to make it a happy one.

I only want that the principle of accountability which has been very clearly stated in the policy and programme of action, has to be accepted by them. We are always ready to talk to them. I have been talking to them. I have seen more number of teachers' delegations than any other delegations during my office hours and even at home. I have been sitting with them late in the night and trying to convince them. My difficulty has been that when they show me, they go back with a smiling faces and I believe they will not go on strike. The next day they go on strike I really do not know! Again, I am not apportioning blame. I am telling them with folded hands that this will not do.

DR. SUDHIR ROY (Burdwan): What about the position of college and university teachers?

SHRI P. V. NARASIMHA RAO: Will you kindly listen to me? You know you are in my Consultative Committee, Mr. Roy.

What I really want to impress on the House and on the teachers particularly is, let us not continue this strike culture in this country. Let us convert it into work culture. In the interests of those who are to learn from them, it is necessary that from both sides, this kind of accommodating spirit should be shown. If until 1 AM in the dead of night, they say they are convinced and at 9 O'Clock in the morning, they strike, what can I do? (*Interruptions*). That is why, I would only say that this does not help. Not help in the sense that, I am not really threatening them. Not at all. I have no reason to threaten anyone. I have only to say that this does not help the cause of education and the cause of education includes the cause of teachers and the students and of the Government, because that is the common objective of every one. So, there should be no need to continue this, unless conditions are so extraordinary that there is no other way at all. That is a different story. But I just cannot expect to see faces which agree with me until midnight and at 9 O'Clock in the morning go and sit in a strike! This

should not continue. Whoever is responsible for it, behind the scenes, before the scenes, in front of the scenes, whenever, I would make this appeal to all of them, whether they are politicians, party people etc., whoever they are, may be my party or other party, does not matter at all. I am not politicising the issue. I am only saying that this is goes against the grain of the policy which we ourselves have accepted and if we really want to have any meaningful education in this country, this will have to stop.

About training, I have answered in Parliament, that from now on, the mushrooming institutions that have sprung up everywhere in this country, about which Hon. Members, very very validly, very rightly expressed their great indignation, I accept that this is so. I have accepted already and that is why the Plan now is to bring down the number of those 'mushroom-institutions'—to say one in each district; may be if it is a big district, there will be two; if it is a small district, there may be one for two districts—and that is a matter of detail. But, roughly, one for each district or, may be on the whole there may be 50-60 more. There are 400 and odd district; we may go to 500. I am not being very accurate on that. But I am saying some 1500 to 500 means a closure of two thirds. That is not going to be easy as I have already told Parliament that this is the exercise which we want to undertake and in this DIETS, we are going to have all the facilities, all the requisite facilities of a good training institution—training both for those who are in service and for those who are coming into service and continuing education, the non-formal side, the formal side, the adult side and all the sides would have to be taken care of because in the ultimate analysis there is no watertight compartmentalisation between one area and another. Unless one has overseen the whole thing as one package, it will not be possible. So, this is the pattern. We would like to fund from the Central Government one institution in each district. That has been worked out. We are already with the money that is needed and we will be able to start this year—in 1987-88—we will be able to fund it. It is not just a platitude. It is supported and it is shored up by the presence of funds, by the availability of funds. I do not have to say much more on this. The whole thing is going to be reorganised and wherever necessary, unnecessary—

I mean—substandard institutions would have to be closed down and in that process I am afraid I am going to step on the toes of too many people. I would like to have the full and unstinted support of Parliament on that.

SHRI H. A. DORA (Srikakulam) : Definitely, Sir. There is no doubt about it.

SHRI SATYENDRA NARAYAN SINHA : Mr. Deputy Speaker, Sir, I want one clarification. You are going to have one training college in every district...

SHRI P. V. NARASIMHA RAO : No. It is DIET. That is, I am talking of the teachers.

SHRI SATYENDRA NARAYAN SINHA : It is only about teachers. Then, you have got primary school teachers; you have school teachers; there are training colleges again like B Ed, B P. Ed and how are you going to amalgamate all these things?

SHRI P. V. NARASIMHA RAO : I am talking of the primary schools District Institute. For all the other schools and all the other institutions also, we have a scheme to reform them to the extent possible. But Members would appreciate I just cannot bite more than I can chew. In one year this is what I would like to do. We have our eye on the other areas. But I must say that I shall have to keep up my priorities. I will not allow anything to distract me or make me depart from my priorities. This is my priority. I will stick to them and after the report to Parliament, if I am able to think of other things, we know what to do there. It is not that we do not know. The point is: just I cannot do too many things, on too many fronts.

Now, I go to technical education.

SHRI MAHABIR PRASAD YADAV (Madhepura) : Mr. Deputy Speaker, Sir, I would like to ask...

MR DEPUTY SPEAKER : Please sit down. If everyone goes on interfering like this, I cannot allow.

SHRI MAHABIR PRASAD YADAV : What about the pay-scale of College and University Teachers?

SHRI P. V. NARASIMHA RAO : At the moment I am talking of Schools. I am talking of technical education.

[Translation]

SHRIMATI USHA THAKKAR (Kutch) : Will the training be imparted only to the teachers of that particular district or to others as well?

SHRI P. V. NARASIMHA RAO : It is not that training will be given to the teachers of that particular district only. It is to provide this facility locally to the people in a district. It is not that outsiders will not be allowed. We want that more and more facilities are available to them.

[English]

Last year, I had promised and the Policy also very clearly states that the All-India Council for Technical Education will be given statutory status. I am very happy to tell Parliament that this is being done depending on the time available for legislation in this Session. We hope to bring the Bill in this

13.00 hrs.

Session itself. It is at the stage of Cabinet consideration. Therefore, it will be possible for us to make this a law as quickly as parliamentary business allows this, and in that, as I said, we are giving it real teeth. It will be possible for the AICTE later, after becoming a statutory body, to do whatever is possible to regulate technical education, to remove all kinds of malpractices that we have been talking about and all the rest of about, not only regulation but also think a little ahead of the frontier areas of technology and do something about keeping those things in curricula, and so on. They will be in charge of everything in regard to technical education.

SHRI RAM SINGH YADAV (Alwar) : I want to know whether he intends to introduce a legislation in Parliament, so that these sub standard educational institutions are phased out; including capitation fee.

SHRI P. V. NARASIMHA RAO : That is what I am doing. We do not want to do it ourselves. We would like a statutory body to go into that. If I my start doing, I have no expertise in the first place. Therefore, what has been adumbrated in the policy and what has been so greatly stressed in the House is becoming a reality through this legislation.

Some Members said something about brain-drain. Now I would like to correct, to the extent I can, the impression that is going round that almost every one who graduates from this country from the IITs and so on goes abroad, finds employment there cosily and never comes back. This is not correct; this is factually incorrect as far as we have seen it ...

SHRI AMAL DUTTA (Diamond Harbour) : Then what is the fact ?

SHRI P. V. NARASIMHA RAO : The IIT Review Committee published its report after a very extensive examination of the IIT system in all its aspects, collecting information, analysing it and testing their conclusions with further interviews and personal evidence. After this extensive exercise, they have come to the following conclusions on this aspect—and I quote.

“One can hardly discuss the IITs without touching upon the phenomenon of migration of IIT graduates abroad. We did a questionnaire survey on this issue. On the basis of evidence received by us, we find that on an average about 20 per cent of the IIT graduates leave the country, constituting what the Prime Minister referred to as India's brain reserve abroad and what we generally refer to as brain-drain.”

This is the magnitude of the problem.

SHRI AMAL DUTTA : Only 20 per cent ! Later on what happens ?

SHRI P. V. NARASIMHA RAO : I will tell you what happens later on. Migration of IIT graduates is no more than 28 per cent of its annual output even if it is assumed that all students studying engineering in the U.S have gone from the IIT system which is not correct; they have gone from other

systems also, not only from IIT. Therefore, as I said, what really IITs account for is not more than 20 per cent. There are about 5 or 6 or 7 or 8, whatever is the percentage, that go from Bangalore, Institute of Technology, BHU, Roorkee University, Jadhavpur University, Anna University and Regional Engineering Colleges, all together. Out of them—and this is very heartening—a very large percentage of the IIT graduates who go to the United States eventually return to this country. This is something quite heartening because, instead of a real brain-drain, what is happening is, we send a chap abroad, he stays there for five years or ten years, he gets full training in all the more sophisticated technology which is not available in this country, comes back at a time when we are able to give him a job; meanwhile, our technology is upgraded and he comes here and we automatically make use of all the training that he has received abroad. This is happening. I can tell you about doctors. I can tell you straightway about doctors. (Interruptions) Go to the Apollo Hospital, Madras. Who are the doctors there ? Have you trained all of them in this country ? Go to any sophisticated, very important hospital, where all kinds of operations etc are being done, that are done in other countries. All these Indian doctors were trained abroad. They had been there for ten years, fifteen years and twelve years. They have come back to the motherland and they are serving the motherland.

Now why do we deny facts ?

SHRI AMAL DATTA : After 15 years they are not able to serve any more.

SHRI P. V. NARASIMHA RAO : They are able to serve. If you and I have a heart-attack, we will have to go there.

SHRI AMAL DATTA : They don't get any job in Government hospitals. Do you know that ?

SHRI P. V. NARASIMHA RAO : I am not talking of Government hospitals. I am talking of areas of activity in which these people are absorbed. Even if they had not gone, our Government hospitals would not have been able to absorb them. It is quite clear. (Interruptions) I would like to tell Mr. Datta that if he goes and finds out until

what year the doctors are employed, after graduation, he will find that the list has come upto six or seven years ago. After that nothing has been happening. They have not been given a job in Government hospitals. After all, there is a limit to the extent to which Government hospitals can be expanded and therefore, it is not reasonable that neither we do it nor allow others to do it. This kind of thing particularly in the matter of health is not desirable. Therefore, I would like to dispel that impression.

Meanwhile not depending even on these reports, I have now requested all these IITs, all the institutions of the highest level of learning in this country to keep a track of what their alumni are doing after they pass out. It is not easy because they don't report. But I am appealing to the alumni, appealing to the graduates that wherever they go, they could keep the Alma Mater informed of where they are, how they are prospering because the institution would be proud of them.

So, in course of time it will be possible to have a full census of what is happening to the graduates passing out of our institutions. Whatever surveys we have at the moment — and if others have any other surveys they could certainly quote me; apart from the surveys made by individuals because of brain-waves, that is a different matter. But brain-drain cannot be measured by brain-waves. It has to be something more dependable than that.

SHRI AMAL DATTA : There must be some kind of a brain to do that!

SHRI P. V. NARASIMHA RAO : That is true. If that is absent, nothing can be done. I entirely agree.

The other very important aspect of higher education to which certain references have been made in this debate is the institution of autonomous colleges. There seems to be some kind of blind, total opposition, blanket opposition to the idea of autonomous colleges. I don't think that is correct because all educationists, including the Kothari Commission, have come out heavily in favour of autonomous colleges. If some

Member, or some person who considers himself more knowledgeable than all these educationists put together thinks that all this is wrong, I can only say that what the eminent educationists of this country have said on the subject I feel duty-bound to take that as the expert opinion on the subject.

Autonomous colleges as Mr. Barrow pointed out yesterday ..

DR. SUDHIR ROY : All teacher organisations are against it. They are also educationists.

SHRI P. V. NARASIMHA RAO : Mr. Roy seems to be responding to something in which I did not take names. Well, if it fits, what he has said, I really cannot help it because the institution of autonomous colleges *(Interruptions)*. Let me explain... *(Interruptions)*. It is all right, it is very good.. *(Interruptions)*. I entirely agree with Mr. Roy that whenever I say somebody that body should pop up and say I said it. It is OK. May be my mistake that I did not mention his name *(Interruptions)*. He does not want to be an unknown victim. Victim, yes!

SHRI AMAL DATTA : It is the Prime Minister's style which you have deprecated.

SHRI P. V. NARASIMHA RAO : Oh, no... *(Interruption)*. Is it all right with the Prime Minister? Can I report to him that is all right with the Prime Minister so far as you are concerned?... *(Interruptions)*.. There is no need. I don't have to give all the credit to one person.

There is an opinion in this country. There are some people who think that all this is wrong. There will always be such people *(Interruptions)*...

SHRI AMAL DATTA : I am not saying everything is wrong but...

SHRI P. V. NARASIMHA RAO : As regards autonomous colleges as has been pointed out by Mr. Barrow and others autonomy is not of one kind. It is not just one dose of autonomy which is uniformly administered to the colleges or given to the

[Shri P. V. Narasimha Rao]

colleges. UGC also has taken a very sensible and-balanced view of autonomy. They are not really going in only for those colleges which in the past have been serving the nation say for the last 100-120 years. It is not just the history of the college that matters, although such important colleges will come in for being given autonomy if they want it. But what the UGC has said is about those which have potential and promise; some colleges which are only 10 or 15 years old but there is a potential for innovation. There are several such colleges. Mr. Barrow knows and I know. These colleges are not very historical in that sense. They are not there for 100 years. But within 20 years of their existence they have shown certain promise of innovation. It has been proved that they can innovate and go in a different direction, break new ground and show results. So, such colleges would also be taken up for giving autonomy on the recommendation of the UGC. UGC is very carefully going into all these parameters and we are certain that we will be able to reach the number which we have set ourselves in the Plan. The Commission have received...

SHRI SAIFUDDIN CHOWDHARY (Katwa): What will happen to non-autonomous colleges?

SHRI P. V. NARASIMHA RAO: They will remain with the university. (*Interruptions*). The Commission has received 65 proposals from 11 universities in six States already. Whether we like it or not the thing has started. The caravan has started. Tentatively about 80 colleges are proposed to be selected during 1987-88. So the programme is well in hand and we are going according to the numbers which we have fixed for ourselves in the Seventh Plan.

As regards national testing service also, as this is connected with the whole system of examinations, education and particularly autonomy all these things would have to be taken as one whole. Conceptually they are one and they are being taken as one. One of the important problems that faces the educational system is overwhelming emphasis on examinations. This has been discussed time and again in this House and, therefore, what

do we actually do? It is not simply discussing and leaving it at that. We are planning the national testing service as something which creates conditions for equalisation of assessment at a national level. This is very important in a country of this size and diversity. If you do not have it then probably every State, every region and every small area will do whatever it likes. This kind of thing is not on and we will have to reduce all this to a national standard. At the moment and for quite some time to come we are going to keep it voluntary somebody wants to take it he is welcome. We are not going to make it compulsory for anything. Therefore, the national testing service about which I will have occasion to submit more to the House when the whole scheme is prepared in all its details, I will come back to the House and discuss it if necessary. I have no difficulty in saying that the national testing service is going to be very very useful from the point of view of those who want to be examined and from the point of view of those who want to know the comparative standards of universities, schools and regions in this country *inter se*. So, this is the idea of the national testing service.

DR. SUDHIR ROY: It will de-value university degree.

SHRI P. V. NARASIMHA RAO: No. It will not.

DR. SUDHIR ROY: Why not?

SHRI P. V. NARASIMHA RAO: I will tell you why, not. Now in this statement that it will de-value the university degree there is an inferiority complex.

I am sure no university in this country is suffering from any such complex with which Mr. Roy seems to be suffering or thinks that they are suffering. They are not. I will tell you why not. Today, it is the UGC who wants this to be done. It is not at the whim and fancy of somebody else that I am doing it. I am doing it after full consultation with the universities and the UGC. Now even if you say that they have been only polite to me in saying that what I am doing is correct and, in fact, they don't hold that view, then I have nothing else to say. They have been fully consulted. The UGC Chairman had

occasion to say that this system of affiliation has become a bugbear to higher education in this country. All other countries have abolished affiliation... (*Interruptions*).

SHRI SAIFUDDIN CHOWDHARY : What is UGC ? You don't put everything to them.

SHRI P. V. NARASIMHA RAO : Well that is a body which you and I have created in this House... (*Interruptions*)... That is our expert body on higher education... (*Interruptions*)... Which body has said that it is not so except your body. There are some two or three bodies here which don't think so but all other educational bodies agree with that, Sir... (*Interruptions*).

Sir, I have covered all the points raised by Members.

AN HON. MEMBER : Is that National Testing Service at the graduate level or at the post-graduate level ?

SHRI P. V. NARASIMHA RAO : According to what I have seen of these scheme which is not yet complete, they will start at the university level. They can go down to any level they like because it will be needed in so many areas. A graduation is not necessary. We have already taken a decision to delink some degrees from jobs and for those jobs some kind of uniform code would be needed. That is where NTS becomes necessary... (*Interruptions*)

Sir, about any university, including the Banaras Hindu University I would like to say that I am a great champion of autonomy. So are all the Members. Now I just do not know what the Education Minister or Education Department can do here in the Government of India. If something is done within the autonomy of a university, which you and I don't like—I just don't have a way. I will have to come back to Parliament to put the same question to Parliament. Please show me the way. Please show me the law.

SHRI SHYAM LAL YADAV (Varanasi) : Visitor has every power.

SHRI P. V. NARASIMHA RAO : There also we have very clear principles laid down,

guidelines laid down as to what are the circumstances under which the visitor can have a visitorial committee appointed. If you go into those guidelines and if you can convince me that in the case of a particular university conditions have reached that level where a visitorial committee is necessary only then I can act.—I have been telling this to everyone who came to me in regard the BHU, Sir, I have not made any secret of it. Even now this is an open offer. If anyone can convince me and the visitor, because I have to convince the visitor—that there is no other way and this is something which eminently is covered by the circumstances of the case, I am prepared to take action. So, the law being what it is, the principle of autonomy being what it is, it does not serve any purpose in coming up either with allegations or suggestions for taking action in individual cases. Sir, there is just no action that I can take. Not only the BHU, the matter has come up to me in regard to many other universities I would not like to name them. I have been telling everyone that this is just beyond my jurisdiction. Unless Parliament decides otherwise, I cannot do anything. I cannot be seen by Parliament as violating a law of the Parliament. It is just not so. So, this is the position, Sir.

One point which has been raised very clearly by many Members is about some Members of Parliament not being consulted on the location of Navodaya Vidyalayas. Some Members have been exercised. I would like to take the House back to 1986.

(*Interruptions*)

MR. DEPUTY SPEAKER : Some Members have raised that questions and he is answering that. Why are you interfering ? Whether you like it or not, let him answer.

SHRI P. V. NARASIMHA RAO : Hon. Members from West Bengal are thinking that they are not concerned with this thing, but I would only say that they are not yet concerned... (*Interruptions*).

SHRI SAIFUDDIN CHOWDHARY : May I ask a question ? Why did you change the name from model schools to Navodaya schools ?

SHRI P. V. NARASIMHA RAO : I will tell you everything, you come to me later on. Let us not talk of things you are not interested at the moment...*(Interruptions)*.

SHRI SAIFUDDIN CHOWDHARY : The man in the highest office objected to the policy of the model schools, and then they changed the name...*(Interruptions)*.

SHRI BHAGWAT JHA AZAD (Bhagalpur) : Mr. Chowdhary is not concerned with it, other Members are. They are equally Members...*(Interruptions)*.

SHRI BASUDEB ACHARIA : We are equally concerned.

SHRI SAIFUDDIN CHOWDHARY : With this maney you can improve the other schools. That you are not doing.

SHRI P. V. NARASIMHA RAO : Today, Navodaya schools have Rs. 60 crores and the operation Blackboard has Rs. 100 crores. That is the proportion.

Hon. Members from West Bengal have to bear with me because minus them all the others are interested in this...*(Interruptions)*. I do not mind standing and answering for the next two hours. I have the greatest patience I have been in this game long enough and I have not so far been accused of impatience. Let them go on interrupting as long as you allow them. I would like to tell you that there is a very categorical statement and they are opposed to it. They are a little premature, according to me, but they can please themselves.

I am talking of this point to make another point.

SHRI SAIFUDDIN CHOWDHARY : We are not averse to it.

MR. DEPUTY SPEAKER : No comments please. I cannot allow you like this. How can he reply if you go on interrupting? Have you finished, Mr. Minister?

SHRI P. V. NARASIMHA RAO : I have not finished and will not finish until I

have my say. I know that Members want to know what I want to say.

About Navodaya Vidyalaya, it has been said that Members of Parliament have not been consulted. Factually, Members of Parliament have come to me, given to me in writing where in a particular district they would prefer the Navodaya Vidyalaya concerned to be situated. I have taken all those suggestions. I have sent them to the State Governments. In many cases, the State Governments also agreed with them and it so happened that what the State Governments recommended coincided with what the Members wanted. In that case, there is no difficulty and I cannot possibly make them as witnesses to this here because with all responsibility I am telling the Parliament that this has been so. But there are cases where each district has three Parliamentary constituencies. Some have four, some have five; quite a few more than one. Probably there are very few districts where the whole district is one constituency. This happens to be the case. The pattern is that we have one for each district. I just cannot have three members fighting amongst themselves for one Navodaya Vidyalaya in a district. It will be very unbecoming of me and them and so I will have to go on merit. I have told the State Governments in no uncertain terms that the final selection is mine. They send their recommendations. I get offers from the general public and from quite a few institutions which have been there for 20 years or 25 years, which have very great assets, accumulated assets. But still they find that for various reasons they are not able to run those schools. Why should I not take them and run them? Why should I not convert all that asset that is being given to me. I am prepared to convert it into Navodaya Vidyalaya and I am not going to pay anything or spend anything for those assets to be created all over again. So, the choice is mine. It so happens, it could have happened that in the case of one district or two districts or ten districts, whatever the number, the choice of the M. P. did not coincide with the choice of the Navodaya Institution here. I am very sorry for that. But really, I cannot help it because I have to choose from many. If I have chosen and if that choice is not acceptable to one M. P., I just cannot give another Navodaya Vidyalaya to him just to see that his choice

is also kept up. It is not possible. In the very nature of things, the choice and the method of choosing, the location is such that there is bound to be some difference of opinion. Again, there is bound to be some difference of opinion here and there, between the State Government and the Member of Parliament. Now it is also quite natural because of parties being what they are, governments being what they are, the tendency to look at everything politically being what it is and so on. Now, this also has to be accepted. But we would like to steer clear of this.

I would like to see what the place is and what it is like. What is it offering to me? Where is it located? Is it possible for me to get all the rural boys there? Is it possible to get some facilities? Is the State Government giving me some facilities or asking me to run the school under trees? So, I have to look into all these things.

I would like to tell Hon. Members that if in any case their choice and my choice do not coincide, they should only bear with me and they should forgive me. I may be able to do something more for them in some other area but Navodaya is something on which everything is absolutely clear. According to those clear guidelines, I am afraid, I will have to go.

Now sir, last year when we were discussing the Policy, I did make an appeal, a fervent appeal, to the Members of Parliament. I told them—and I would like to recall, may be repeat again—this. Here is a policy which makes the Central Government a major partner in many of the areas in which it had no say so far. Therefore, it is the duty of Members of Parliament to help the Central Government by being involved in all these areas. I said that if I am really taking a big decision on Operation Black Board, I would like Members of Parliament, Members of Lok Sabha particularly, to join me to get involved, to see what is happening in each village.

AN HON. MEMBER : We also expect the same thing from the Government.

SHRI P. V. NARASIMHA RAO : Yes. I am telling you that here I am committed

to a programme. That programme is as much yours as the State Governments'. Therefore Members should get involved. And what do I do Sir? After one year, I get only a few complaints that they have not been consulted on Navodaya Vidyalayas. Now, if you want to be consulted, I want you to be involved. This is a deal. I will consult you on everything if you are prepared to be involved. If Shri K. S. Rao can tell me that in 500 villages of his constituency, he has seen to it that there is not a single drop out, I will do whatever he wants. But, if I cannot depend on him for this, how can I really ignore the State Government or ignore somebody else and do exactly what he wants me to do? The involvement of the Members of Parliament is absolutely essential in order to making this involvement of the Central Government and the partnership of the Central Government a success. I do not want to tread on the toes of any State Government. Education will never be carried out successfully in this country, if there is a confrontation between the State Governments and the Central Government in the field of Education. I have been meticulously steering clear of all politics, all confrontation; and so far, I have succeeded, I would like to succeed further. I would like to succeed until the very end, when we can say that the entire policy, all aspects of the policy have been fully implemented. So, I would like the full cooperation of all Members in their own interest, in the interests of their constituents, and in the interests of the country and Education in this, and would like them to get involved in this work.

Sir, I have done. Whatever I had to say, I have said.

SHRI SHYAM LAL YADAV : What about Sanskrit teachers?

(Interruptions)

SHRI P. V. NARASIMHA RAO : About Sanskrit, I have already answered the question. (Interruptions) I have said that it is not a question of Sanskrit teachers. What we are really concerned is about the future of Sanskrit in this country. That is a much wider question. We are attending to that question. I will come back to Parliament when I am ready with my own solutions. I shall have

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individual discussions with those who are interested, among Members of Parliament, and also among those who are educationists, who have done yeomen service to Sanskrit in this country, and are still doing it.

I hold a meeting in Bombay recently, calling all the top teachers of Sanskrit and Marathi. Some very good suggestions have come out of that. I would like to repeat such meetings in other parts of India; and then, perhaps, we will have a centralized meeting of C.A.B.E. or the Education Ministers of the States. Then, we will be able to plan out something for Sanskrit and other classical languages; not just Sanskrit but all classical languages. So, I would like to have a little more time. We are on this job, and I hope that we will be able to find a satisfactory solution. *(Interruptions)*

MR. DEPUTY SPEAKER : I shall now put all the Cut Motions moved to the Demands for Grants relating to the Ministry of Human Resource Development to vote together, unless any Hon. Member desires that any of his Cut Motions may be put separately. *(Interruptions)*

Mr. Krishna Iyer, do you want your Cut Motions to be put separately? *(Interruptions)* I cannot hear all. I have called Mr. Krishna Iyer. *(Interruptions)*

SHRI V. S. KRISHNA IYER (Bangalore South) : Sir, with regard to the Cut Motions moved by me...

MR. DEPUTY SPEAKER : Are you withdrawing, or pressing your Cut Motions?

SHRI V. S. KRISHNA IYER : With regard to the Cut Motions moved by me, the Hon. Minister has replied to all the points, except one important point, which I would like to mention. *(Interruptions)* That is with regard to the medium of instruction in the Navodaya Schools. He knows the feelings of the people, particularly in the South, and also in Karnataka. We have admitted that we have got Navodaya schools in Karnataka. People are very sore that the medium of instruction, after the VIII class, is English or Hindi. I can understand Hindi being there,

because it is our link language. I want Hindi to thrive. We are prepared to learn Hindi, and we are committed to the three-language formula. But I cannot understand making English as the medium in the primary schools. The State Government's policy is that all Government schools will teach only in the regional language. The medium of instruction at the primary stage is the regional language. That is the case. Many of the Hon. Members here have repeatedly said this.

MR. DEPUTY SPEAKER : Please speak about your Cut Motion.

SHRI V. S. KRISHNA IYER : I would request the Hon. Minister...

SHRI P. V. NARASIMHA RAO : I have answered that question many many times in this House. *(Interruptions)*

SHRI V. S. KRISHNA IYER : No, Sir. *(Interruptions)*

MR. DEPUTY SPEAKER : When he is speaking, why should other Members stand? Mr. Krishna Iyer, what do you want to say?

SHRI V. S. KRISHNA IYER : At the primary stage, I insist that the medium of instruction in the Navodaya schools should be the regional language of the State concerned.

MR. DEPUTY SPEAKER : Now, has Mr. Barrow the leave of the House to withdraw his Cut Motions?

SEVERAL HON. MEMBERS : Yes,

Cut Motions Nos. 1 to 4 were, by leave, withdrawn.

MR. DEPUTY SPEAKER : Are you withdrawing your cut motions?

SHRI V. S. KRISHNA IYER : No.

MR. DEPUTY SPEAKER : Now I shall put the cut motions moved by Shri V. S. Krishna Iyer to the vote of the House.

Cut Motions Nos. 5 to 9 were put and negatived.

Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of Payment during the year ending the 31st day of March, 1988, in respect of the heads of Demands entered in the second column thereof against Demands Nos. 44 to 47, relating to the Ministry of Human Resource Development."

The motion was adopted.

MR. DEPUTY SPEAKER : I shall now put the Demands for Grants relating to the Ministry of Human Resource Development to vote. The question is :

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President, out of the

Demands for Grants in respect of the Ministry of Human Resource Development for the year 1987-88 voted by Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grant on account voted by the House on 13th March 1987		Amount of Demand for Grant voted by the House	
		Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.
MINISTRY OF HUMAN RESOURCE DEVELOPMENT					
44.	Department of Education	1,81,83,00,000	8,00,000	10,25,48,00,000	42,00,000
45.	Department of Youth Affairs and Sports	14,02,00,000	58,00,000	70,11,00,000	2,92,00,000
46.	Art and Culture	22,84,00,000	...	82,91,00,000	20,50,00,000
47.	Department of Women and Child Development	43,80,00,000	...	1,90,97,00,000	...

13.36 hrs.

MR. DEPUTY SPEAKER : We now adjourn for lunch and shall re-assemble at 2.30 PM.

The Lok Sabha adjourned for Lunch till thirty minutes past Fourteen of the Clock.