

[Shri Dwaraka Nath Das]

[English]

has been brought to the notice of the Ministry of Communications several times with a request to upgrade the Hailakandi Post Office, but to no avail.

Under these circumstances, I urge upon the Government to upgrade the Hailakandi Post Office at a very early date so that people get facilities of a full-fledged Post Office.

[Translation]

(v) Need to include the names of Bangla-deshi refugees settled in Nainital and Pilibhit Districts of U.P. in the voters' list

SHRI BALRAJ PASSI (Nainital): Mr. Chairman, Sir, the Hindu refugees came in lakhs from Bangladesh after the partition and they were rehabilitated in Nainital and Pilibhit districts under a Government sponsored scheme. They have been continuously participating in the general elections and exercising their franchise since then, but all of a sudden the Government has decided to exclude their names from the voters' list. Consequently, most of them could not cast their votes in the last Assembly elections. A domicile certificate is being demanded from them now to include their names in the voters' list. Most of them dwell in huts/jhuggies and their certificates have been damaged by fire or flood. It is an injustice to ask domicile certificate after so many years because in case of those refugees who came from Punjab and Sindh at the same time and settled there certificate was not demanded. Their names are included in the voters' list.

Therefore, I request the Government to include, the names of Bangladeshi refugees in the voters list at the earliest.

(vi) Need to convert manually operated telephone exchange at Dhugguri in Jalpaiguri District of West Bengal into an Electronic Exchange

SHRI JITENDRA NATH DAS (Jalpaiguri): It has been a long standing demand of the people of Dhugguri in the district of Jalpaiguri, West Bengal to convert manually operated telephone exchange to electronic one. Dhugguri is a very important, thickly populated block headquarter. It is the nerve centre of the Duars in regard to business. A large number of applications for telephone connections have been pending for years together. This block is surrounded by a number of tea gardens.

I urge upon the Central Government to take necessary steps for conversion of the said exchange into electronic exchange at an early date.

12.46 hrs.

**DEMANDS FOR GRANTS
(GENERAL) 1994-95**

**Ministry of Human Resource
Development—Contd.**

[English]

MR. CHAIRMAN: The House shall now take up further discussion and voting on the Demands for Grants under the control of the Ministry of Human Resource Development. Shri Chinmayanand Swami was on his legs. He has already spoken for four minutes. I call upon him to take the floor.

[Translation]

SHRI CHINMAYANAND SWAMI (Badaun): Mr. Chairman, Sir, discussion

on the Budget of the Ministry of Human Resources was started on 29th April, Initiating the debate on the subject I had pointed out in the House that we should have an education policy of our own. Policies on different matters were, of course, formulated. The Government should have accorded priority to the formulation of education policy. Then only other policies should have been formulated. But undue delay was caused in this regard.

Steps in respect of education were first initiated in 1986, and the Bordia Committee presented a document of the education policy. But it was not considered to be up to the mark. As a result, the Ram Murty Commission was set up. But the report presented by this commission was also not considered to be adequate. Thereafter, the Yashpal Committee was set up followed by another committee. Thus one committee after the other has been set up, but no specific policy has been finalised so far. The country is now facing the evil effects of not having an education policy of its own. Today, there is a complete lack of national values in the country and my opinion is that the only reason behind it is the absence of an education policy. Had it been formulated, moral values which strengthen our cultural heritage would not have degraded and become a matter of dispute. Today, the country is entangled in issues of caste, communalism, language and class. So much so that the issues of economic development have become of secondary importance. Had the education policy been wisely formulated focussing on the development of the nation in accordance with the spirit of the constitution of India, aged and senior politicians would not have got any chance to make uncalled for comments in regard to the natural heritage and national leaders. If at all they do so, they

would have lost public support. The people would not have tolerated then. But it is unfortunate that we are unable to decide so far as to who were the actual great leaders, who symbolise our cultural heritage and national faith? Who propagated national integrity? Was the father of the nation, Mahatma Gandhi not a national leader? If he was, then the nation must bow before him. In what context derogatory statements are being made against him? Had our education policy been proper and clear, nobody would have dared to speak against this great luminary. There is a provision in the constitution to penalise those who speak against the President and the Constitution but there is no such law to punish those who speak ill of the Father of the Nation. The underlying factor of all this is absence of a clear education policy. There are some elements who condemn Mahatma Gandhi and glorify Mahmood Ghazanavi. Why is it happening? Had the history been taken in right earnest, there would not have been such a chaos in the country as it is happening today. Our education would have imparted high moral and character to us so that every person in this country bowed his head with reverence before every great leader and would not have spoken even a word against him.

Mr. Chairman, Sir, democracy guarantees freedom of expression to everybody. But paying no regard to national values since independence suggests that our education policy is not clear. Therefore, through you, I would like to submit that we neglected primary education and concentrated on higher education. If the report submitted by the Ministry of Human Resource Development is taken as the basis, it will be seen that development of primary education has not taken place as that of the higher education. The Government set up the University Grants

[Shri Chinmayanand Swami]

Commission to provide grants to universities. Provision to give scholarships to students studying in these universities was also made. No specific policy was formulated. But with regard to primary education under which basic education is given, I feel that it was as important as bread and butter.

Mr. Chairman, Sir, it has been stated in the report of the Ministry of Human Resource Development that as compared to the number of 2 lakh 20 thousand primary schools in 1950-51, the present number has gone up to 5 lakh 72 thousands in 1992-93. It is true that the number has increased two and a half-times, but our population has also increased at the same rate. It means that we are still there where we were. There is no change in it, though we claim to achieve hundred per cent literacy by the year 2000. If we evaluate the position from 1947 to 1993, we would find that only a miracle could help in achieving hundred per cent literacy by the year 2000. Is any miracle going to take place? We should have not only concentrated our attention to primary education but also think about books. Books are becoming a curse today. We have accepted that all the knowledge come from books and we can gain all knowledge only through books. This is adding only to the burden of children.

Mr. Chairman, Sir, the Yashpal Committee Report has expressed concern that the weight of books the children carry is more than their own weight these days, and this burden is likely to prove a curse not only to their physical development but also to their mental development. The number of books should be reduced a little. If books teach everything.

What are the teachers and schools therefor? If the schools and teachers cannot reduce the burden of books, then what for they are there? I do feel that if books are the only means to teach children, then their is no need of teachers. Therefore, the number of books should be reduced. Mahatama Gandhi had favoured the idea of 'learning by doing'. In other words children can be taught by engaging them in practical experiences. We have not developed the technique of learning from environment, from our family and from the surroundings around us.

[*Translation*]

Had we developed any system, our children would have not been overburdened with books today and an educationalist like Shri Yashpal ji would have been constrained to comment that overburden of books is proving to be a curse on our new generation. We should be worried about it but more worrying will not solve the problem. We have to find out a system by which we can impart firsthand knowledge to the children about the rivers or the mountains. It is amazing that we take the children to laboratory to teach them about agriculture but we never think of taking them out to the open laboratory of nature. We are worried about computer. We should also accept it that the growing need of computer is an universal challenge but whatever we learn from it that would be utilised for scientific and technical education. Agriculture is the means of livelihood for 80 per cent people of our country. Therefore, instead of putting more stress on the relevance of computers in imparting agricultural education it would be more useful for us if we develop a system in which our children get acquainted with practical work of agriculture, animals, fishes, trees, moun-

tains, rivers and other various aspects of the nature. There is neither any mention about it in the new education policy nor in the document provided to us by the Ministry of Human Resource Development.

As yet educational work is being carried out by the Central Government with the assistance of State Governments. A scheme named "Operation Black-Board" was started in 1987.

I think, that was a good scheme. For its effective implementation, the use of assistance given by the Centre to the States should have been monitored by the Centre. But it was not alone as a result of which today this scheme has become a mockery. In the area, which I represent, this scheme is merely on papers. The operation Black Board scheme has not benefitted the rural people, tribals and the people living in remote areas for whom it was formulated. In that area the Chief Minister of Bihar has launched a pilot scheme named 'Charwaha Vidyalaya' which is a good thing and no one can have any doubt about it. Arrangements have been made for the children to learn while doing their other works. But more thinking is not enough. Had there been a strong will power behind it, it could have been run effectively but it did not happen so. The schemes, which are formulated, should have wider scope so that the people living with animals and birds could also be taught. We have a private organisation named "Vidya Bharati" under which Vidyalayas are being run in each tribal area. There is only one teacher in a school who lives with the tribals mingles with them and teachers them in their leisure. This scheme was started two years back and during these two years the strength of such teachers has risen

to 750 in Santhal Pargana district. You can well imagine how we have achieved success in making this scheme extensive. If the Government support this scheme, we can make 13.00 hrs. operation Black Board more effective. It can be done but the problem is that the Government scheme becomes merely an instrument of Government employment and the teachers engaged in it earn their livelihood, through it but they do not realise their responsibility towards the children to the extent they should realise.

Madam the condition of schools functioning under Operation Black Board scheme is such that the students take admission in them but later on the number of drop-outs is very high. Their number goes on decreasing constantly because there they find no attraction at all. These schools should be made attractive and interesting so that the children may like them more than their homes. So long as children do not have attachment with the teacher it is doubtful if they would learn any thing from them. We can easily learn from a person with whom we have some sort of attachment. But today the relation between the teacher and the student has become rather professional. Teaching has become only a means of livelihood for the teachers and that has nothing to do with the human values.

[English]

MR. CHAIRMAN: As the hon. Member will be continuing his speech after Lunch, we may now adjourn for Lunch.

The House stands adjourned to re-assemble at 2.05 p.m.

13.01 hrs.

The Lok Sabha then adjoined for Lunch till Five Minutes past Fourteen of the Clock.

14.13 hrs.

The Lok Sabha then re-assembled after Lunch at Thirteen Minutes past Fourteen of the clock.

[SHRIMATI GEETA MUKHERJEE *in the Chair*]

DEMANDS FOR GRANTS-
GENERAL 1994-95—CONTD.

**Ministry of Human Resource
Development—Contd.**

[English]

MR. CHAIRMAN: Shri Chinmayanand Swami may continue now.

[Translation]

SHRI CHINMAYANAND SWAMI (Badaun): Madam, I was speaking on primary education. Before lunch, I have submitted that the work which should have been done under operation Black Board has not been done and the scheme has not reached the areas and the people for whom it was formulated. That is why we are not getting desired results. I think, had this scheme been reviewed from time to time by the Centre and the States and monitored properly, it could have been made more effective.

It can be said about this scheme that something more can be thought about it and something more can be

added to it. I have given two examples—one about the Charwaha vidyalaya' started by Bihar Government and another about one teacher School started by a private organisation. There are two experiments of similar nature. While formulating the scheme Operation Black Board. If these two experiments also had been viewed jointly it could have become extensive and effective scheme. In this very context I was saying that the need of books in primary education should be minimum and that too to such an extent that they are not felt essential while teaching the students.

The books should be only a general and accessorial means of education. If this had been the case, then, undoubtedly the teachers would have taken interest in students and *vice-versa* and both of them together would have made education interesting. The students would attend schools regularly and that would put an end to the complaint that the number of students in schools is decreasing and that small children do not come to schools.

There is one more reason. The small children for whom the Operation Black-Board has been launched, belong to those families in which the heads of the families force their children earn a living and engage them in earning meals. As a result thereof, the child gives more importance to eking out livelihood than to education and devotes himself to earn to his bread and butter. The children who are engaged in earning a living present a very sorry state of affairs. They are seen collecting coal, some collect waste papers, while some others are begging on roads and railway platforms in the country. While in the process of earning a living for themselves, they got deprived of essential education. If while making

this scheme an arrangement was ever made to provide food to these children then it had not proved effective. Had they been provided meals then they would have surely attended those schools regularly and their life would have been ameliorated.

I would like to add something more in this regard, that, on one hand, the Government is launching schemes like Operation Black-Board, etc., but on the other hand, some private organisations run convent schools and some other kind of private schools where education proves to be very expensive. Without mentioning the name, I would like to mention a school. A school in Mussoorie charges Rs. 72,000 per annum. Only those children pay Rs. 72,000 and go to this school who do not have to worry about earning a living. Is it not a matter of concern that there are two types of educational system in one country and that too at the primary level? The people of this country do not worry about that. But they should. Because if this aspect is ignored, then, the students passing out from these the different kind of schools will be having different mentality. Would the students passing out from one school will talk of prosperity in the country and the students passing out from the other will be frustrated by the menace of poverty and it will be difficult to predict their actions.

Why are we having this dual education policy? I would like to thank the hon. Minister of Human Resources Development for his efforts to increase the provision made for education from the 3.5 per cent of the total budget to 6 per cent in the Eighth Five Year Plan. I feel that he will try further to fulfil their requirements. What per cent is spent on the primary education. If a big amount is not spent on the Primary Education,

then, the outcome would be disastrous from the proportional point of view. So, the primary education should be taken as an elementary education and as a national requirement. It should not be completely left to the responsibility of the States. I am distressed to say that some States do not recognise the importance of the primary education, instead they grossly neglect it. The need of the hour is that the Ministers of States do something in consultation with each other and recognise the importance of the primary education.

Madam Chairman, now, I come to secondary education. Generally in most of the districts we have only one or two Government colleges for secondary education and the rest are run by private organisations. So far as our State Uttar Pradesh is concerned, there are one or two Government colleges in each district and the rest are run by private organisations which get grants or assistance from the Government. And so far as the secondary education is concerned, nobody seems to be bothered as to whether the syllabus prescribed for the secondary education is in consistent with the adolescent minds and whether through it they can identify themselves with the society and the nation and fulfil their requirements and to what extent they can accept commercial challenges. Here, vocational education has been introduced after the approval of the new educational policy. Technical education has been introduced in some schools under vocational training. I would like to mention about Uttar Pradesh. In our State, approval was accorded to the proposal of introducing vocational training in schools in 1991 but today the year 1994 is at its end but the grants approved by you are yet to be fully disbursed. Even the classes have not been started as yet the vocational education specified to be in-

[Shri Chinmayanand Swami]

roduced in schools includes only photography, typing, etc., as if they are being groomed to be clerks or labourers. At the time of considering the commercialisation of education they should have thought of agriculture also. How many districts have secondary schools teaching agriculture? There are several cities, districts which do not have agriculture as a subject in secondary education. I know that there is not even a single such school in my district. Agriculture has ever been a sector posing challenges for our country. Agriculture should be introduced as a subject in consistent with the local circumstances with a view to boost of agricultural produce. The educational system needs to be streamlined. Similarly, the arrangements, for imparting educational training in fruit preservation and flower preservation apart from Agriculture in Secondary education, should be made in backward forest and hilly areas. The rural children can learn the local professions of manufacturing traditional items and start their own business. This way they would neither have the need of having high-school certificates nor would they depend on Employment Exchanges. You should consider this aspect as well.

Before talking about higher education, I must say one thing that from education point of view human development takes place in three dimensions—physical, mental and intellectual. Body, mind and intellect constitute a person, we should be worried about the physical development of a child right from his childhood. These days, three year old children are admitted to convent schools under the present dual educational policy. They are packed off to school in manner Modern bread is packed. They do not know what's the

pleasure in playing about in the fresh breeze. They do not know anything. They are only aware of a limited number of sports, cricket, and Badminton, etc. because these are played at international level. But the yoga education, which develops the physique of a person, was not included in educational curriculum though it has been included in the new education policy, I remember that many Yoga Instructors had been appointed in Kendriya Vidyalayas and other schools a long time back. This scheme seems to have been abandoned. How many schools have Yoga Instructors today? I do not think that any school in our district has a Yoga Instructor. Though, Yoga Instructors were supposed to be appointed in Kendriya Vidyalayas. Could the hon. Minister tell us the number of Yoga Instructors working in Kendriya Vidyalayas? Would you make arrangements to ensure a complete development of human beings through the natural, Indian system.

If we link yoga education with the development of children then undoubtedly they will have healthy physical as well as mental disposition and their intellect will also continue to sharpen. We should attach importance to yoga education. The provision made in the Budget for yoga education for this year is equal to that of last year, it has not been increased.

Madam, Chairman, the third important thing is how can we include sports as a compulsory subject in the secondary school curricula in order to create patriotic feelings in the hearts of adolescents. There are several schools in villages which do not have a PTI or a sports teacher. It is good to construct stadia, impart sports coaching etc. exclusively but can we not prepare our schools as playgrounds also? Can sports not be

included in every school's curricula as a compulsory subject? I am of the opinion that it should be done at the primary level only.

Madam, Chairman, several programmes have been launched by some Government aided organisations to inculcate national awareness among the youth. But I would like to cite an example as to what kind of national awareness is being generated through these programmes of these Organisation. The Government's Department of Youth Affairs and Sports has submitted the annual report which has a picture on page 28, of a programme organised by Nehru Yuva Kendra with the National Flag hoisted upside-down. It goes to show that the funds provided to these centres for such programmes are ill-spent. It is an official report in which the National Flag was printed and this report is submitted by the Department of the promising hon. Minister Wasnik ji with reverse order of colours. But they have brazenly disclosed this incident. A few days back a furore had been created in the House by the introduction of a poster by centrally sponsored organisation 'Sahmat.' I appreciate that the hon. Minister has accepted that it was mistakenly brought out. But will the hon. Minister also state as to what led to it. Is any attention paid to whether the funds provided to the organisations are spent fruitfully or not and how much national character is built up by that.

Madam, what is the condition of education in the Universities? A reply sent by the hon. Minister reads that 32 fake universities are functioning in a district. It is no secret to guess as to what these fake degrees can do and what impact do these have on the young generation. What kind of nation-building and character-building can take place

with such degrees? Can we not put an end to it? Can we not take action against them? It is a very sorry state of affairs to find that the Government is aware that 32 fake universities are functioning yet, it is not being checked. The situation is that university examinations are not being held as per schedule. The examinations for the year 1989 were held in 1991 and for the year 1990, these were held in 1992. Two to three years are taken to hold examinations. Only occasionally some university may be holding exams as per schedule. Why there is no mechanism to regulate it? Examination are inter-related. I would like to tell you that now even education is being politicised. The normal question of holding examination has now been Politicised Examination is the ultimate test of education and unless examination is unpoliticised we cannot have proper education. The education system cannot be disciplined unless examinations rules are not strictly adhered to. Education requires intellect but now it seems to need copying in examinations. Now it needs to decide whether the examinations will be based on intellect or copying. If intellect is to be used in examinations that the examinations need to be certified/ authentic and if these are to be based as copying/ cheating, then, you may hold the examinations in any way you like.

Madam, Chairman, I would like to say one more thing about the universities. There was a proposal to construct à Dr. Ambedkar Central University in Uttar Pradesh for which the State Government had provided a requisite piece of land also. I would like to know what action is being taken by the Central Government in this regard. I would like the hon. Minister to state in his reply as to the latest position about Dr. Ambedkar Central University in Uttar Pradesh and why it has not been constructed?

[Shri Chinmayanand Swami]

Madam Chairman, I would like to repeat that education should be a means to build characters and it should be seriously taken up as a national programme.

In the end, I would like to say something about the curricula. The Government should give it a serious thought. A national policy should be formulated about the contents published in Books throughout the country. This national policy should decide as to what the students are to be taught and when, where, in how many number and at what price the books are to be made available. Today, several agencies individually publish books and many organisations have started publishing books at higher rates and it becomes difficult for a common man to buy these books. I mean to say that there should be a national policy for books, curricula examinations etc. and I am sure that the hon. Arjun Singh who is regarded as the most responsible person among the present cabinet members and is in charge of this Department, will pay a serious attention to these points as he does to other issues. I agree that he has done a lot about Cultural policy and educational policy but the outcome is yet to be viewed. A discussion is going on to decide a cultural policy but nothing has been finalised as yet and the proposal to have a policy on Education is also in hang up at present. I would like the hon. Minister to formulate a policy for the nation during his tenure. It is imperative to formulate a Cultural policy and an educational policy for a country whose cultural legacy has been a matter of pride but unfortunately for the last several years it has been getting along without any educational policy. I am sure that the hon. Minister of Human Resource Development

will try to satisfy us by replying to all our questions.

With these words I conclude and thank you for allowing me to speak.

[English]

DR. VASANT NIWRUTTI PAWAR (Nasik): Madam Chairman, I thank you for giving me this opportunity to take part in the discussion on the Demands for Grants under the control of Human Resource Development.

HRD subject is a very vast subject. I am on my legs to support the Demands for Grants of the Ministry of Human Resource Development.

As it is a vast subject, I will just restrict myself to youth activities and sports. As far as the Budget allocation for the year 1994-95 is concerned, there is only a marginal increase of about Rs. 10.48 crore. In fact, the youth population is increasing as per the Census Report. But, the Budget allocation is not proportionate to that.

Under youth and sports activity, a very good activity, NSS, had started in the year 1969. Now we are celebrating the Silver Jubilee Year. This is covered in about 159 Universities and about seven thousand and odd Colleges. Under this activity, personal development, promotion of national integration and values are especially taught to the students and they are very important. But there has to be a monitoring system for this NSS. We are having about 12 lakh NSS volunteers in our country and still all the colleges are demanding that there should be more volunteers and there should also be more grants. So, I request the hon. Minister to see that this activity is

strengthened and more Budgetary allocation is provided to this activity.

About NYKs, I would like to say that this is catering to the need of non-student population. There are about 448 Kendras all over the country. They are doing a good job.

This year is the 50th birth anniversary year of our late Shri Rajiv Gandhi and to celebrate the 50th birth anniversary, the Ministry has properly planned the youth festivals all over the country starting from the block level, then to the State level and then at the national level. The 12th January of every year is the National Youth Day, the birth anniversary of Swami Vivekananda. NYKs still need to be strengthened in the tribal area and in the rural area. The budgetary allocations should be more for this and this scheme should be strengthened for giving good results.

The other activity of the Youth Department is to help the voluntary organisations who are planning the youth programmes. There are very good organisations which are devoting their time and organising the youth activities. The youth is the hope of our country and if we guide them properly, they will definitely take part in the nation-building. The allocation for these voluntary organisations is about Rs. 55 lakhs. This has also to be substantially increased so that the voluntary organisations get some promotion for organising these youth programmes.

Madam, I would like so say something about scouting and guiding. This is really a 'Catch Them Young' programme for the young students, boys and girls in the schools. This scouting and guiding is catering about eighty thousand stu-

dents all over the country and this also should be further strengthened. A number of schools have recently been opened and their is still a demand that this scouting and guiding unit should be given to all the schools.

Madam, I would now come to the Sports. The Sports is in the State List. I think that should be brought on the Concurrent List because the Central Government's duty is restricted only to just give them some grants. There is no accountability in the Sports Department. All the Federations are managing their own programmes and have their own selections. There is fighting and infighting in all the Federations. If something goes wrong and if there are no medals, everybody blames the Central Government, that is the Sports Minister. But he does not have any power to control that and to bring in accountability in the sports field. So, I urge upon the hon. Minister to bring this subject on the Concurrent List and have a maximum say in the activities of the sports. I will quote one example. We are giving support to have the infrastructural facilities. In our Capital, the Indira Gandhi Stadium is there. I think it is under the Sports Authority of India. A maximum investment has already been done for that stadium. Nearly 1500 students can stay there. But now the problem in front of the Government is how to manage all the stadiums. An amount of Rs. 6 crore has been sanctioned for maintaining the stadiums and out of that Rs. 3 crore is being paid to the State Governments by way of taxes. Now, the Central Government has brought out a scheme that if any industry invests in the sports activity, it will get hundred per cent exemption. But State Governments are imposing their taxes. So, something has to be done. We should urge upon the State Governments that they should not tax the stadiums or the infrastructural facilities of the sports

[Dr. Vasant Niwruiti Pawar]

and they can also contribute to the activities of sports. I came to know that there are about 1500 rooms in the Indira Gandhi Stadium. Now the question is how to manage them. So, they are thinking that it should be converted into a hotel.

Now again the idea is changing and they are thinking that instead of a hostel, let there be a hospital over there. If such things are going to happen, then I think even if we create the infrastructural facilities, they will not be of any help to the youth of our country.

The budget for Sports is about Rs. 71 crore, which is not at all enough. I thank the hon. Prime Minister for having declared that in the next Plan, this budget for Human Resource Development will be six per cent of the GDP. But, at the same time, the budget for sports activities must also be improved. For the rural sports tournaments, the budget is only Rs. one crore. How will the rural youth take part in these tournaments? I do not know how they will organise tournaments in such a vast country with just Rs. one crore. The budget for the Playing-Fields Developments Programme is also Rs. one crore and the condition is that every school will get Rs. one lakh for the development of its playing-field. That means only one hundred schools, out of the thousands of schools in our country, will get only Rs. one lakh each for the development of their playing-fields. What about the remaining schools? So, we have to think in a proper direction so that the infrastructural facilities for the rural sports are definitely increased.

For sports, there are so many awards and the people are getting the

awards. Programme for international exchange of youth is also there. We are giving grants for the youth hostels also and these hostels are doing well. But I think the Government should have a consistent plan for creating a sports *mahol*. Let the students be tempted to have sports as their career. The students are not at all ready to have the sports as their career because they are seeing the hardships being faced by the ex-sportsmen. Those who have retired from the sports, are not being treated properly. They are starving. So, we have to think seriously on these lines so that we shall have good sports *mahol* in our country and we shall be able to guide the youth in our country to build the nation in this manner.

With these few words; I support the Demands for Grants. Thank you.

[Translation]

SMT. GIRIJA DEVI (Maharajganj): Mr. Chairman, Sir, Education and Culture are the parametres of the development of a country. Ours have been a glorious past, the story of which can be linked from Ancient age, Medieval age to the period of our independence. Today what has happened to this glorious past of ours which was once rich with scientific knowledge and cultural heritage. A period of 47 years has since gone when we had formed our own Government. This Government had given priority to the literacy of the masses. I consider that literacy is something different than being educated. Sometimes or the other we read in the newspapers that such and such district has achieved the target of total literacy. I am sure enough, if the hon. Minister get it inquired through an investigative agency he will find that all such claims infact happen to be tall claims. The name of Ministry of Education has been re-

named as Ministry of Human Resources Development. In its changed approach towards education it says that for the total development of the people it is very essential to provide such education which may prove beneficial for their physical and mental development besides making them able to earn their livelihood. It sound good at the level of imagination to which I also do not oppose. A dream has been woven that by the end of the century each and every person in this country will be educated. Many drafts are prepared for this purpose and it is claimed that it would prove a mile-stone but I feel if the money being spent on the propagation of this idea is diverted on opening of schools in villages then we would be able to make a number of districts literate. They invite foreigners instead of our own educationists. I also have been invited to participate in this meeting. What I feel is that all this paraphernalia is not going to help. If you really want to literate people then you should accepted those suggestions. The Government, itself set up a committee and thereafter rejected its recommendations and has kept these in a library like a dead person is kept in a mortuary.

Mr. Chairman, Sir, the Department has been divided into four parts. Previously, there used to be only one Minister but now this number has risen to four so that the all-round development could be achieved. Primary education is the most important in the sense that it teaches us the basics of everything. Even the hon. Minister admits that he wants to give such an education which will accumulate employment, culture and physical education but we cannot even make universalization of education. Our schools have produced outstanding personalities like Ramanujam, Radhakrishnan, musicians like Pt. Onkar Nath Thakur and Vishnu Digambar

Paluskar, who are the project of our ancient education policy and its edifice. They have earned prestige for the nation on several occasions. All of them are the product of ordinary schools.

Mr. Chairman, Sir, Navodaya Vidyalaya are being run in the name of quality education. It was planned to open a Navodaya Vidyalaya in every district to educate 80 students only but due to extravagance these are proving white elephants. A Navodaya Vidyalaya is also in my district. If it is run properly it may prove beneficial. Operation Black board was the brainchild of Late Shri Rajiv Gandhi but schools even lack black-boards. If you want to pay him our tributes through this programme then we are ready to cooperate. We will participate in it with all our might by considering it as our first duty.

Mr. Chairman, Sir, there are 1600 villages in my constituency and even half of them do not have a school. The number of voters is 12.50 lakh and there is only one Navodaya school for them. How you will accommodate all these children? You need a number of Navodaya Vidyalayas for them. How you will be able to make literate all of them by the year 2000 A.D.? Since 1947, we have only been able to achieve a target of hardly upto 50-51 per cent of literacy and so far as women are concerned, only 19 per cent women are literate in my constituency. The people very well know about these facts. In such a situation if we claim of providing quality education there it seems as totally unjustified. The story of quality education goes like this. 40 years ago, the idea of Navodaya Vidyalayas was conceived. Our hon. Minister has also admitted that at the time of setting up of Navodaya Vidyalayas, it was thought of providing every type of co-education through them and these

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schools were considered as an effective means of National Integration, but the present situation is as such that 30 per cent Hindi Speaking students are sent to non-Hindi speaking areas, where Hindi teachers have not been appointed till date. As a result of that our children can not take benefit of three language formula. I fail to understand that what is the use of sending children there in such circumstances?

Two years after passing their sixth class examination our children are of a age of 13-14 years. If children of north go to non-Hindi speaking areas then how they will cope-up with the language there. There was a provision in the draft of this plan underwhich such teachers were to be appointed but by not doing so and merely blowing great guns cannot be anything except hollowness of our mentality. This is a sheer injustice to education, and the poor students studying in these schools, to their guardians as well as to the society as a whole.

I, therefore, want to submit that first of all we should talk of standard education, opening of schools in each and every village and a black-board for every class room. Most of our schools which are upto seventh standard have only one teacher for the last 20 years. You can well imagine that how a single teacher can handle seven classes himself. I feel that no other policy of any other Department is so hollow as this policy is in the name of education.

The same situation prevails in the field of Secondary Education. If the thinking of our future generation suffers internal injury then how they will make

progress? If one does not get proper education at primary level then one cannot cope up with the study at secondary level. Besides lack of school buildings, books and poverty among people in my constituency also stop them from being educated ones. If we really want to implement a proper education system for poverty stricken children then first of all we will have to establish such schools in each and every village which have produced scholars and thinkers, then only we will be able to spread light of education in the villages. One or two modernized schools cannot spread the light of education.

Before me, one of my colleagues drew our attention towards the hollowness of education at the varsity levels. There are many fake varsities running in the country. The grant being given to the varsities is so uncertain that every teacher asks there that when they are going to get this month's wages. He does not ask whether the research work on such and such topics has been completed or not. This draft paper prepared by the hon. Minister is an illustration of the vacuum prevailing the field of education.

However, in our country, it is talked about imparting free education to all. Earlier, there were eight universities but their number has now gone up in thousands. Despite this, the standard of education has been deteriorating continuously. There are many educational institutions or central universities which are functioning under direct control of the centre. Banaras Hindu University is one among them. I know the state of affairs of that university. There was no vice-chancellor for many days there and this resulted in turning that university into a racial battlefield. Today that world famous university is fighting alone against this racial battle.

There are several posts of lecturers lying vacant, which are yet to be filled. I would like to speak on Art Faculty. In this faculty too, the process of filling up the post of lectures has not started yet. It is the direct responsibility of the Department of Education at the Centre. You have flatly refused to set up a Central University in my constituency and I do not know, what is the harm of a Central University is opened in my constituency. Had you recognised Patna University as a Central University, there would not have been a storm and the sky would have not fallen? It would also have not proved a costly affair. The existing teaching staff would have been sufficient. A mere formality of displaying the board of Central University was required to be completed. Although you release grant to these universities, yet you should have also worked towards upholding their prestige. The number of teachers, who are working there at present would have been sufficient for its smooth functioning. Shri Vidhanchand Rai was a student of this University. Even today, we can produce another Vidhanchand Rai but the fact is that nowadays the teachers do not get due regards. They look forward to Delhi for the grant to be approved so that they would be able to get their due.

So far as UGC is concerned, it has also recommended to increase the grant by 15 per cent. To escape from the severe blow of the price rise, the dearness allowance is also being increased every year. However, the increase in demand does not match the great provided by you. Therefore, you should keep the education away from politics and let it remain confined to the field of education.

There is Department of Culture under your Ministry. If the Greek say that

they have the oldest culture, we can claim ourselves to be belonging to the Culture much older than theirs because Mohanjodaro and Indus Vally Civilization are much older than their civilization. But today, nobody can deny from or ignore this vacuum and the dominance of Western culture in our society. It is because of our ancient culture that foreign students come here in search of peace and do spiritual performance and improve their standard of life. But, on the other hand, our youth have gone astray and they are outclassing one another in the race of drugs and westernisation.

Madam Chairman, the Government has prepared a draft on culture but even after two years of its finalisation, the Government have not yet laid this paper on the Table of the House.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): Madam, Chairman, I have been listening to the hon. Members for quite some time but it would be factually wrong if I do not tell the House that the Approach Paper on Cultural Policy has already been laid on the Table of the House and whenever the hon. Speaker, Sir, allows, a discussion can take place in the House.

SHRIMATI GIRIJA DEVI: Madam Chairman, I accept my mistake but if the paper is laid on the Table of the House and no discussion takes place on it, it becomes dead. I hope you would also agree with my view. My permission is not required to hold discussion on this paper. It is with your permission that the discussion would take place and a consensus would be arrived at for this. You would agree that there is continuous deterioration in the field of culture.

[Smt. Girija Devi]

15.01 hrs.

You have distinctly divided our culture on a large scale but there is no use of doing it. In this country, music has been recognised a true form of our culture. Earlier, 'Paierthagaiyas' had also accepted this truth. Even our republican Pluto have also agreed that music must be made compulsory for all and it could bring "Satyam, Shivam Sundaram" in our society. You too are learned people but if you ignore this deterioration, the coming generation will never forgive you.

There is generally a discussion about Westernisation. The primary education, which you claim a milestone, is not a origin of your mind. It looks justified if you get loan from foreign countries for generating employment opportunities but if you get loan for education, we cannot claim that education policy of our own. The money lender who gives us loan, puts his own conditions. I donot know about the conditions agreed upon for getting loan from foreign countries. Further, nobody knows that how much it would be recognised by foreign countries and how much by our own country. I would, therefore, request that there should not be any foreign invasion of our education and it should be confined to the country only. You can get loan for other fields but for improving the standard of education, you should mobilise the resources available with you. You should close down those political centres where there is widespread looting. You are doing all this through NGOs. Having faith in NGOs, I would say that in some cases you become more liberal but you start shrinking when the time for its inquiry comes. It is also through these NGOs that many people are being pleased. Therefore, it would be better if you rise above party politics and give the primary education a real shape.

[SHRI P.C. CHAKO *in the Chair*]

Now the situation is that when there was British rule in India, there were our own schools in every area and our children used to study in Hindi medium. But today, we have our own Government but the schools in villages are being neglected. In Union Territories, I have myself seen that by the side of every Government school, there is an English Medium School and their members are increasing day by day. As one of our colleagues has said that the culture of consumerism is ingressing our schools. The people think that if they do not impart education to their children in a foreign language, their children will lag behind in the field of proper education. In the race of westernisation, the culture of education has lost its entity. To do away with this westernisation, the appropriate step would be to close down all the secondary schools for a certain period in those areas where there are reports of looting and well-equip them during that period.

If on the lines of "Netra Hata" schools, where our hon. Prime Minister had gone to know about the system of Navodaya Vidyalaya, new schools are opened at suitable places, it would not only be a difficult task but would prove economical too.

It is being said with great zeal that after industrialisation, you are going to formulate an employment oriented educational policy based on this system. But, you have still not set any criteria as to how to implement this scheme. As regards vocationalisation, the people from north to south part of India are being guided by their own discretion and they are plundering at their will.

I have not risen to criticise your policy. I have the draft of the paper with me. As I have said earlier, all district headquarters may be directed that in each school, the education may be imparted according to the system of "Netra Hata" so that it could help in improving the standard of education.

So far as vocationalisation is concerned a very appropriate and economical system has been adopted by opening "Charwaha Vidyalayas". On hearing the name of "Charwaha Vidyalays", the people laugh over it. But, Charwaha Vidyalaya truly imbibes the concept of education where the child never gets cut-off from his culture and environment. It rather brings more closer to the child towards his culture, vernacular and occupation. When he grows up, he is able to earn his livelihood through his skill and technique. To escape from the increasing number of unemployed persons, we should completely disband their unecological and dual education policy and adopt the policy based on Charwaha Vidyalaya, which could help in making education available to all.

In the regions dominated by women, scheduled castes and scheduled tribes, the girl child does not go to school for the fear of social insecurity and some other reasons like non-availability of educational facilities. If she does go to school, she leaves it after 5 or 6 years. You should also think over this point. Your thinking should be sharp. If a class of the society remains backward, there could not be overall development. If you are not able to open schools for them within a walking distance, you would not be able to feel the impact of their becoming literate in the future. A woman becoming literate means the whole family becoming literate. You should at least know the essence of Vivekanandji's teach-

ings that if five children of a family are imparted education, there will be only five literate members. But on the other hand, if five women are imparted education, they would be able to educate five families. Thus, the light of knowledge will spread and the society will become well cultured and educated. Only 30 per cent reservation for girls in Navodaya Vidyalayas will not prove adequate. However, if any scheme is to be formulated for imparting education to women it could be possible only by opening primary schools within walking distance.

There are many things linked with our culture. Here, the artists are ignored and they have to reel under poverty. The art should be viewed in a broader perspective. We should inculcate a feeling of security in the minds of the artists. Earlier, an artists progeny used to flourish their tradition, which they inherited from their ancestors. But now they like their progeny to be a doctor or an engineer or atleast a teacher of a primary school, instead of grooming him as an artist. This is the result of our social or political negligence. Today, our society is sustaining the blow of this negligence. The coming generation would not be able to inherit the heritage of our ancient matters. They admit that the arts of our artists are becoming extinct in their funeral pyre.

One does not lose anything while honouring their arts. Today you can see that postage stamps are released in the names of eminent personalities. But we have to find out that how many of them are artists or how many of them belong to political field. It is only one aspect of the realm. Even art institutions are not named after the artists. They are rather named after such persons who cannot even appreciate the tradition or the school to which a particular singer or artist belongs. Prizes

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are awarded to commemorate such persons and we are reduced to mute witnesses to all this state of affairs. The prevailing situation is no more different from the situation in which Shri Gatha Gadgil felt himself helpless. Prior to independence, perforce we used to eulogise the rulers and that alone helped us in earning our livelihood. Even today we cannot earn our livelihood in a respectable manner. It is, therefore, my humble submission that the field of arts should not be made an arena of politics, otherwise the hooliganism and pandemonium witnessed in the institute established by Rukmani Arundale are likely to be witnessed in the whole length and breath of the country. Still there are some artists, though only a few could be counted on tips, with whom the cultural heritage of this country is intact. You should protect this heritage at any cost. For this purpose, you may even setup archives and maintain video cassette libraries. You are aware of some such artists who had heart attacks twice or thrice but no help was rendered to them. I must thank you for your benign deed that Pandit Ravi Shankar has been allotted a piece of land for setting up an Ashram which will be run in accordance with the "Guru Shishya" tradition. There are many other persons who deserve the same honour but I would not like to mention their names here. We should try to preserve and protect our classical music by patronising our eminent artists such as the singer of eastern or western school of singing or the singer of Dhrupad, which have almost become a thing of past. You have the resources available with you. Therefore, you should preserve them so that these may serve as a beacon for posterity.

What a miserable life the eminent sport-person lead when they leave the sports field. One hockey player, who brought honours to this country at inter-

national level, was so much fed up with the miseries of his life that he was even prepared to commit suicide.

Pension was sanctioned to him only after the matter was raised in the House. I would like to express my gratitude to the hon. Minister for this. Had his talent been timely recognised by conferring awards etc then the country would have definitely benefited.

I have got other points to submit too. The issue relating to setting up and expansion of libraries of often raised in the House. There is a library in Rampur which has not only costly books but rare books too. I would like to submit that steps should be taken for protecting the books from termite and insects etc. The same is true of 'Khudabaksh' library which also has mostly priceless Urdu books. I had undertaken research on 'Indian Muslims and Music'. During this research work, I had visited the library a number of times and had a chance to meet Sagri Sahib. There are such rare books and other things which symbolise the blend of Hindu-Muslim cultures. The Government should try to preserve these books and articles.

The Department of Archaeology is also under the charge of the hon. Minister. However, I want to point out that smuggling of idols out of the country has become regular phenomenon. Through a letter to the hon. Minister I had drawn his attention towards this and probably within a few days I might get reply too. There is a place called Chiran in Saran district, which is famous as the capital of Mordhwaj. After carefully examining the excavated site it might turn out to be older than Mohanjodaro civilisation. Further the story of the generosity of legendary 'Mordhwaj' is also associated with it. Through a question I had tried

to draw the attention towards Eintkhori. However, it was not allowed by saying that it is a state subject.

I agree that Bihar is a poor state and it does not have enough funds for the upkeep of its denizens. Bihar is becoming poor day by day because the Centre does not allocates sufficient funds to the State. However, it is not the heritage of Bihar alone but of whole of the country. The Centre should take over archaeological remains of Eintkhori, Chiran, Monghyr, Nalanda and Vikramchila and also get these places properly surveyed. If this is done then posterity will remember the hon. Minister for a long time.

A delegation of Budhists from there had paid a visit to many foreign countries alongwith the relics of Budhism. The place of origin of Budhism is a neglected site these days. Politics has creeped into the temple of Bodhgaya. The Government should take over Bodhgaya region to free it of politics and should pay attention towards the place of Budha, who is known for advocating the cause of peace for humanity and devoted his life for the upliftment of humanity. This act of the Government will be highly appreciated.

Smuggling of idols from India has been going on for a long time. Books have also been smuggled out of India. However, Rahul Sankratyayan has been the only person who brought the books into the country. Rahul Sankratyayan was never shy of changing names and embracing other religions for this cause. He devoted his life to bring books from anywhere. However, his books are in a state of neglect. Nothing is being done in his name. The Government should pay attention towards this.

Sir, I thank you for giving me the time to speak. I would also like to remind the hon. Minister of Human Resource Development that while making arrangement for education for all, villages should not be ignored. Education should be linked with employment and culture. For this parameters are available in India itself.

With these words I conclude.

[English]

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT) (SHRIMATI BASAVA RAJESWARI): Mr. Chairman, Sir, at the outset, I would like to thank the hon. Members for having given very good suggestions. Once again, I thank the Members of the Standing Committee who have given very constructive suggestions at the time of discussion. I have gone through various suggestions that they have given. They have taken lot of interest in the women and child welfare programmes. I would like to give replies to a few of the suggestions that they have given.

First of all, I would like to tell about the programmes that we have been doing during the year 1993-94. The major programme in our Department is the Integrated Child Development Programme. It was started in the year 1975-76 with 33 projects. As on today, we are having 3.378 projects including the World Bank Ad project and also State projects. It covers about 1.61 crore children of which 32 lakh are women including pregnant women. We want to universalise this programme. That was one of the suggestions in the Standing Committee. But we need a huge amount of

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Rs. 1166.27 crore during the Eighth Plan for universalising this programme. The States also have to spend Rs. 1379.96 lakh for the nutrition. Last year we got a sanction for 300 projects and this year we have again got a sanction for 200 projects. Last year's projects have already been sanctioned and we have distributed the money to various States. I have written letters to the Members concerned wherever such projects are there.

One more concern expressed by the Standing Committee was that there should be proper cooperation and coordination. I do agree that there should be proper cooperation and coordination while implementing the ICDS programme. Once the panchayat elections are over and once the lady members get elected in the panchayats, we want to entrust them with the job of monitoring the work of *anganwadi* workers, CDPOs and supervisors and to monitor all our programmes which are concerned with the women and child development and for which we have already constituted *Bal Vikas Samithis*. These *Samithis* will look after the monitoring of such programmes. There is a good monitoring system as far as their health, nutrition, immunisation and attendance and everything else are concerned. We are getting monthly and quarterly reports. And in that way, we are monitoring the whole system of ICDS. I think that once these panchayati raj institutions start working and once the lady members constitute these *Bal Vikas Samithis*, there will be more monitoring of these programmes at the grass-root level.

The second thing which I would like to say is regarding the SAARC Declaration. We have been a signatory to the SAARC Declaration which is for the

survival, protection and development of the girl child. Consequently, we have constituted a National Plan of Action. In that direction, we have worked out various programmes for development of the girl child. Amongst the various programmes which we have worked out, one of the programmes relate to adolescent girls. We have already started this programme in 507 blocks covering about 2 lakh children in the adolescent sector. We are giving them good nutrition, education health check ups and training in various skills. We are also giving them food; we keep them in our *anganwadis* and we look after them well; and we send them back to home after their work is over. In that way, this programme is being implemented in 507 blocks in various parts of the country.

Regarding creches, I would say this is an old programme. As on today, we have stopped opening up more creches. But this year, we are going to start under National Creche Fund. This Fund has been started with Rs. 19.90 crore which we got from the Government of India. We are going to start more and more creches during this year. There was a remark made by the Standing Committee that we have provided only Rs. 1 lakh in the Budget, but how is it that we are going to have so many creches during this year? This is a corpus fund which generates interest with which. We are going to run more and more creches. And at the time of starting more creches we want to convert 40 per cent of these in *anganwadis* converting them into creche centres so that our *anganwadi* also will be benefited out of this.

Some of the Members have mentioned about Balwadi Nutrition Programme (BNP). We are not going to see that these BNP are stopped. They will be

protected as we are protecting them till now. And the same amount will be given to these BNP. Another thing as far as creches are concerned is that this creche programme will continue during this year.

Some Members have mentioned about *Rashtriya Mahila Kosh*. This is a new programme. *Rashtriya Mahila Kosh* will give money to the informal sector, to those persons who are already working in various jobs, whether it is a new job or whether it is an existing job in which they are working in the informal sector like the vegetable vendors, mat weavers, fish sellers, flower sellers etc. They are finding it very difficult to get money from the banks. They would not get the credit and even if they get the credit, it will be at a high rate of interest. We thought that one person should be responsible for these borrowings. Last year, we got Rs. 31 crore from the Government of India. We have kept it in the bank and from the interest which we are getting on it, we are running this *Rashtriya Mahila Kosh* through our NGOs. There are various NGOs in our country who are very much well-versed in this credit and thrift programmes. They are experienced in these kinds of programmes. They are already implementing such programmes. We are giving priority to those NGOs who are well-versed in this programme for a period of 3 years and they will get the money from the *Rashtriya Mahila Kosh*.

We give them at the rate of 8 per cent and they give it to borrowers for 12 per cent. I think only short term and medium term loans have been given. In the short term loans Rs. 2500 and in the medium term loans about Rs. 5000 we are giving to each borrower. That will be repaid within a period of fifteen months and three years respectively. This programme is going very well in this

country. This Kosh is working very well. It has already covered more than 37,000 women and Rs. 4.39 crore has been distributed in 1993-94. It was a little bit delayed. We had planned to spend Rs. 8 crore during 1993-94. But we could not reach this target for various reasons. The reasons are it was started only recently, registration and other things took a little bit time. Very recently we have included small organisations like Women Development Corporation. Other umbrella organisations are also entitled to get such money from the *Rashtriya Mahila Kosh*. Another thing is, in the *Rashtriya Mahila Kosh* somebody asked why this amount cannot be increased. I do not think for the present we need to increase this corpus amount which itself will generate a lot of funds. Till now we have not taken a review because the programme was started only recently.

The second point which the Committee recommended is regarding Mahila Samruddhi Yojana. Very recently our Prime Minister launched this programme. This is a programme wherein a woman can save something from her income. Wherever she gets some income, she has to save something. In that way she saves and to get passbook from the post offices. There are 1.32 lakh post offices in the country. They are the operating agencies; we are only the nodal agency. They are supposed to distribute the passbooks and the forms. We were told in the Committee that forms and passbooks are not distributed at the grassroot level, hence deposits cannot be made so far. It is a fact that initially post masters were not given training. Now many of them have been given training. The money has also been given to the Post Masters General and all the Post Masters General have printed the forms and also the passbooks. They have distributed them to all the post offices at the grassroot level. I think by this time

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nine lakh accounts have been opened. This is a scheme wherein a woman can deposit up to Rs. 300 and she will get 25 per cent incentive on it, that is Rs. 75 she will get after one year. There was a suggestion as to why not ladies from the urban areas also be included in this programme. At present we have not included urban women—whether they come from slum areas or not. Anyhow after the review is taken up we will take into consideration whatever suggestions that have been given by this Committee.

Regarding working women hostel many suggestions have been given. At present we have sanctioned 687 working women hostels covering some thousands of ladies. We have got a programme to cover 3,0000 women during this year. Whatever amount we have provided during this year was not sufficient to cover all the working women because there is a great need for opening more and more working women hostels. For constructing a hostel we will give 50 per cent of the land cost 75 per cent of the building cost and per head we are giving Rs. 40,000. Everybody is saying that due to high cost and rise in prices this is very insufficient. As far as cosmopolitan cities are concerned, they are finding it very difficult to get the land. In that way the proposals are not coming. Even then some of the universities and NGOs, some of the good institutions have come forward. We have sanctioned more than 30 new hostels during this year. Many proposals are coming. We will definitely sanction the working woken hostels because it is one necessity for women as far as their security is concerned and they are supposed to have this security.

There were complaints that their stay would be extended from three years

to five years and again even some women would like to stay for ever. I will tell you on the floor of the House that at the Centre, we have taken a decision that even upto an income of Rs. 500 girls can stay and their stay would be extended from three years to five years. Even in some cases, we allowed them to stay for some more period because of special difficulty they are worried about their security because their husbands may be working in some part of the country and the ladies may be working in some other part of the country. That way, they would like to stay in our hostels. This is all that I would like to say about the working women hostel.

Regarding Indira Mahila Yojana, some Members are very much concerned about this. We have committed that this Indira Mahila Yojana will be started as early as possible. The correspondence on this has been going on since the last three years. We wanted to bring this programme under one umbrella. But, for various reasons, many Ministers could not even agree to bring their own programmes under one umbrella. Now, at least we have come to the conclusion that awareness generation and income generation could be given to this programme. We have been insisting on the Planning Commission to give us at least 200 blocks during this year, to start with. But still, the Planning Commission has not cleared our proposal and tentatively an amount of Rs. 8 crores has been earmarked for this Indira Mahila Yojana. I hope this Yojana will be considered during this year and we will get the sanction as early as possible.

There are so many atrocities committed on women. We have been seeing in the papers about child rape, atrocities, infanticides, etc. So many things are going on. Now, we have set up a

National Commission for Women which will look after the atrocities and other things. They are even examining the various laws which are existing as of today. There are 14 laws. Already they have given suggestings for amendments to the clauses of two Acts—Dowry Act and Sati Praveention Act. We are examining how best we can bring in the amendments so that more punishment can be given to the culprits. So also, wherever such cases are brought to their notice, they will interact with them; they will give their advice to the State Government; and they will contact the police. Thus, they will see that the culprits are booked as early as possible.

As far as the atrocities are concerned, we want that awareness generation must be the criterion for bringing down the atrocities. As far as awareness generation is concerned, we are printing all the legal literacy manuals in regional languages with the aid of UNICEF; We have tried our best to see that they reach the grass-root level. We have informed the State Governments. We have informed the Women Development Corporation. We have distributed them to the Family Counselling Centres so that they will reach the grass-root level. Once awareness generation comes into the minds of the women, atrocities on women will be reduced as far as possible.

Regarding political empowerment, we have reserved 33 1/3 per cent for the women in Panchayati Raj System. I think, we should appreciate our hon. Prime Minister Shri Narasimha Rao for having amended the Constitution and having given 33 1/3 per cent reservation for women. This is our primary duty to see that women in Panchayati Raj are being given training at the grass-root level. Without giving training at all the three levels, I do not think that they will

be in a position to work effectively. Therefore, we have started the training programme. Wherever the NGOs or other institutions or the universities come forward to give such training to such women who get elected from the Panchayati Raj institution, we could give them Rs. 10,000 from the Central Social Welfare Board. The Boards are constituted and they are working. I have written so many letters to hon. Chief Ministers stating that whenever they give allotment to the fair price shops or dairy development corporation or gas agencies, the priority should be given to ladies. I am very happy that the Andhra Pradesh Chief Minister had immediately responded and he had given priority to ladies in the case of fair price shops. The Karnataka Government has also come forward to give priority in the allotment of fair price shops to the ladies at the grass-root level.

The second point is about the nutrition component. Nutrition is a major part of our ICDS programme. As far as nutrition is concerned, we want to expand our activities. Very recently, we found that the State Governments were giving nutrition to the extent of only 50 paise in some States, 60 paise in some States. 75 paise in some other States. We have told such States that until they gave Re. 1 per child per day for nutrition, we are not going to sanction any new project. Many States have come forward to give Re. 1 per child for nutrition of the children under the ICDS programme.

We want to start a national resource centre for women to look after research and gender sensitization training and networking, we are going to start this programme this year. Today, we have got child research centre wherein they give training. As far as supervisors and *anganwadi* teachers are concerned, training is being imparted. Like that, we

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wanted to make an indepth study of the women as far as women are concerned. These are various programmes which we have undertaken during this year.

You know that very recently, we had an earthquake in Maharashtra. At the time of earthquake, so many international agencies on our behalf have come forward. They have donated much. We also sent a team of officers to Latur. We have opened more than 135 creches there to see that abandoned children are taken care of. We have also sanctioned short-stay homes for women. We have also started some income-generating programmes. The World Bank has come forward to give Rs. 6 crore to the State Government for the benefit of children and widowed women. These are the various programmes which we have taken up.

Another suggestion was made in the meeting that the staff was insufficient. Though the programmes has been expanded very much, the staff is insufficient. I do agree that the staff, at present, is very insufficient even though we have expanded so many programmes during the last year like Mahila Samridhi Yojana and National Creche Fund. We are going to start all these programmes. I hope the Government will take into consideration and see that sufficient staff is given to us.

Another suggestion in the Standing Committee was that we were not giving much attention to the old programmes and we were giving importance to new programmes. That is not our idea. We are going to give sufficient funds to all the programmes which have already started. We are strengthening them. we

are giving much publicity as far as old programmes are concerned. As far as new programmes are concerned, we are giving publicity through various agencies like TV, Doordarshan and wall painting etc., etc.

By all these programmes, I think, there will be social empowerment among the women. For economic empowerment for them, we have income-generating projects wherein we give training not in the traditional way but in the non-traditional ways like computer science, electronics, beauty parlours, etc., etc. We are giving them training. For that, we give 90 per cent grant. Such income-generating programmes are going on even in the Rural Development Department and also our Department. Such programmes will definitely give training and income to the ladies. After this income generation, they will save something.

After this social empowerment, comes the economic empowerment. We are giving that through our income-generating programmes.

The third one is the political empowerment which our Prime Minister has given through the Panchayat Raj institution. With these empowerments, the women in our country will rise to the occasion. As far as income is concerned, they will become independent and would see that there would not be any school dropouts among their children. They will be in a position to look after their girl children and thereby there will be an improvement in the education of all our children throughout the country.

With these remarks I conclude my speech and I thank you very much once again.

SHRIMATI MALINI BHATTACHARYA (Jadavpur): Since the Demands for Grants of the Ministry of Human Resource Development stretch over a large area, I will keep myself confined only to some pointed remarks in some specific areas which will be illustrative of the overall tendency in the Budget.

The Government have, on several occasions, emphasised the importance that they give to the universalisation of elementary education. In the Presidential Address at the beginning of this Session, there was the promise to achieve 'Education for All' by the turn of the century. It was also stated that in the Ninth Plan, the outlay for Education would be increased to six per cent of the GDP. However, we find that while in 1993-94, the outlay was only 3.5 per cent of the GDP, there has not been any step up in 1994-95 at all. Now, the Ninth Plan will begin in a couple of years' time and there will have to be a massive step up at one go. If there is no increase year after year, can we believe that when we come to 1996-97, there will be a sudden jump? So, in order to fulfil the promise which has been made before the Parliament, the Government should have really stepped up the share of Educational Outlay in this Budget itself, which of course has not been done.

In 1991, we find that there has been some development and some progress in literacy. 52.19 per cent of the people over the age of seven have now some kind of literacy. And yet, there is such a lot to catch up with. We find that while there is 64.20 per cent literacy among males, literacy of women is still lagging behind. In spite of the fact that the rate of female literacy has gone up, only 39.13 per cent among females are now literate. One can see that while certain schemes and projects are taken

up, but at the same time, the target keep on receding in the distance because of a continuing backlog. Unless this continuous backlog is made away with, I think the target can never be reached. The target has to be approached from two ends. One is the universalisation of primary education for children and the other is reducing illiteracy among adults.

Let us take a look at primary education. The number of primary and upper primary schools has, of course, increased when we see the comparison made in the report between the Fifties and the Nineties. Between 1950-51 and 1991-92, there has been an increase in the number of schools in comparison. We find that there are now 7,17,863 primary and upper primary schools and 2,70,000 non-formal education centres which together enrol 136 million children. And, yet, as the Government has pointed out in this book which is brought out during the 'Education For All Summit', a high level access does not necessarily lead to a higher level of enrollment. That is, just if schools are there it does not mean that children will go to the schools. This is exactly what is happening. The number of schools has increased but the enrollment has not increased to that extent. Also, the gross enrollment ratio is found to be varying very substantially from one region to other. Even today, 24 million children between age group 6-14 are out of school. The drop out rate is very high, 45 per cent, between classes 1 to 4 and, it is appalling, that is 60 per cent if we take classes 1 to 8. So, the question is, if schools are there why children are not sent to schools; why is the retention rate so low and why are there so many drop outs. All these questions will have to be tackled by the Government. These are not easy questions. Unless there is a serious political

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will, I do not think this problem will be solved. Even, a certain amount of money—that is being spent on it—is being sent down the drain because the targets are continuously being pushed back.

Let us look at Operation Blackboard Scheme. There has been an enhancement in this in the present Budget and yet we find that so far as the Operation Blackboard is concerned, there has been a failure to reach targets. As per the 'Programme of Action, 1992', by March 1992 Operation Blackboard covered 4.14 lakh schools in 5,385 community development blocks and 11,000 municipal areas. The schools that have been covered are only 77 per cent of the target. The Report says that owing to resource constraint all the primary schools of the country could not be covered, as envisaged. Only about 70,000 teachers have been appointed as against 1.52 lakh single-teacher schools identified for coverage. I think this figure is slightly outdated. By now the number of teachers appointed would have increased to 1.02 lakh and not 70,000. But, even then one can see there is a great lag between the targets that were set for enhancing the number of teachers and the actual number of teachers recruited.

Same is the case with regard to construction of classrooms. Only 43 per cent of the total target has been reached. I am not going into the misuse of money that has been alleged or the corruption that has been alleged, but even the targets that had been fixed have not been reached. Operation Blackboard Scheme is lagging behind. While there are still a large number of single-teacher schools, the Department surprisingly has decided to introduce three-teacher schools without consolidating two-teacher schools.

The Department is also going for the expansion of Operation Blackboard to Upper Primary level.

I think what should be done is the consolidation of the work that had been started instead of going a step forward without having accomplished the targets. We also find that in the Operation Blackboard Scheme there has been a certain lack of flexibility. People who do not need teachers but needed school rooms were told to appoint teachers. Those people who did not need rooms but needed teachers could not do that. So, I think in this kind of a scheme in consideration of the variety that we find in the educational situation across the country, a certain flexibility has to be introduced into this scheme otherwise there is going to be this misuse or underutilisation of funds.

There is also this District Primary Educational Programme which is meant for decentralisation and district level participation in educational planning. This was also mentioned in the President's Address. Of this 85 per cent is to come from external resources and 15 per cent from Government resources. Although it was announced with such fanfare we find that this external assistance is yet to come to this very important scheme. I consider this scheme to be very important. The money that is needed for its implementation is not there. Therefore, I would suggest that there should be pilot projects where a strong Panchayat system is there and with that it should start acting. But I feel that there is a certain lack of political will once again in this discrepancy between the plan and the mobilisation of resources.

There is also I think a certain contradiction between the stated National Policy of Education—Goal for Free and

Compulsory Primary Education and the emphasis that is being given to non-formal education at the primary level. I would like to quote briefly from the national policy about the relationship between formal and non-formal education.

"NPE envisages free and compulsory education of satisfactory quality should be provided to all children up to 14 years of age..."

"The NPE admits that the school would not reach all children, particularly, millions of girls and working children whose participation in school system is thwarted by socio-economic parameters."

Now, you are saying that you are going to have free compulsory primary education in this country. Of course compulsory education does not mean that you can drag children to schools and submit them to an educational system. In order to implement compulsory education, certain infrastructural facilities have to be there. It has to be seen why children do not come to school; now they may be made to come to school; and now working children can be relieved from the burden under which they work and brought to the school system. So either you say that you are going to have free compulsory primary education by such and such a date or you say that it would not be possible to give compulsory education to all the children of school-going age. So, we have to have this non-formal education. It seems to me that non-formal education should only be there for children within a certain time frame only as long as the implementation of compulsory primary education is not worked out.

· And that is projected at the end of the century. So, there is not much time

left. We have also to see how non-formal education can be conduit to the formal system. This is mentioned in some of your Reports; this is what NFE should try to do. Non-formal education should be a step for these children who did not have any access to education to move over to formal schooling; and for this, of course, formal schooling itself has to be changed; it has to be made more flexible; it has to be made more open; it has to be made more accessible. So, it has to be a two way process. But you cannot consign the whole generation of children, particularly girl children only to non-formal education just because they cannot have socio-economic access to school.

For total literacy campaign, the budget has been considerably enhanced. We also feel that this National Literacy Mission is on the right track, it has done some good work in certain areas; and it has been successful in reaching total literacy in certain areas. Some of the districts of West Bengal have reached total literacy. Dongarpur in Rajasthan has reached total literacy. Kerala, of course, has reached that before.

However, we find that actually the Department had demanded Rs. 180 crores to extend total literacy programme to 60 new districts. Instead of Rs. 180 crores, they have been given only Rs. 154.75 crores. Post-literacy programmes have not really taken off so far as is evident from the budgetary picture. The budget estimate for 1993-94 was Rs. 13.50 crores, but the revised estimate was only Rs. 8 crores. So, is it likely that this total literacy programme is being slowed down? Is it going to be slowed down for want of funds? On the whole, we find that there has been no substantial increase on education; the promised increase on education is not there. We feel that the total literacy

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programme will suffer unless there is enhancement of allocation.

Kendriya Vidyalaya do not have any planned budgetary support and yet there is a tremendous demand for them, because education is becoming very expensive in the private sector. It is not in every State that you find State-run schools. That is why, there is a demand for Kendriya Vidyalayas and yet we find that in the Kendriya Vidyalayas the ratio of teachers and students has gone down; between 1992 and 1993, the number of schools remained the same, but the number of students went up, which means that some schools are becoming over-crowded. Infrastructure is not there. So, unless some plan support is given to them, I don't think it will be possible for them to serve their purpose.

Navodaya Vidyalayas, as you know, are meant to be pace-setting institutions. Are they pace-setting institutions today? There have been two reviews of Navodaya Vidyalayas.

16.00 hrs.

The second report says that it has to be continued but there are some notes of warnings that are sounded. The scheme may be followed but three things must be kept in mind—constant review to keep the scheme as cost effective as possible; ensuring continued validity and reliability of the admission test; and more particular attention to be paid to the pace-setting role of these institutions. The question is whether these things are being done?

Some Navodaya Vidyalayas in certain area, I know, are running quite well.

But there are a large number of Navodaya Vidyalayas in different parts of the country where a completely different picture emerges. We find that the percentage of students passing out at the senior secondary stage is quite low. The latest figure that we have is 2738 students passed out of 4097. It is not a very good record. These students were chosen for excellence. They were chosen because they are considered to be specially talented students. We have also to find out not just the percentage of students but the quality of their results.

MR. CHAIRMAN: You have consumed the full time of your party.

SHRIMATI MALINI BHATTACHARYA: I am only on education now.

MR. CHAIRMAN: It is only a caution for you, you may start winding up now.

SHRIMATI MALINI BHATTACHARYA: I will be as brief as possible.

What they are doing when they are passing out, whether the results that are shown by the Navodaya Vidyalayas warrant these centres for excellence; whether the same results could not have been achieved by upgrading and improving the existing ordinary schools? Why Navodaya Vidyalayas were necessary for this? What particular excellence is being achieved here? These are the questions which come to our minds.

Vocationalisation, in comparison has not been sufficiently paid attention to. There has been an enhancement in allocation, no doubt, but we find that this enhancement is only marginal when we compare it with the need that there is for vocationalisation. This is one of the

most important areas in education and it is really a matter of regret that so far vocationalisation has not made much progress.

So far as higher education is concerned, I would just say this that there has been enhancement in the Budget of the UGC. Yet we are told that this additional investment will not spread over the country in the colleges and universities under the UGC, but a large part of this additional investment is for the engineering college and two central universities to be set up in Assam. I think, it is very important that an engineering college should be there. You can talk of one central university being there in Assam. But when we are unable to finance central universities that we have, why does the Government go in for two universities in the same State at a go? Is it going to help the people of Assam in any way? This is something, I do not understand. Would not the people benefit much more if the ordinary colleges and the States universities were strengthened and improved instead of being given two universities at one go? This is a question, I would like to ask.

Sir, I will take a few minutes to speak on Women and Child Development, Just now the hon. Minister has spoken on this. I would just like to point out that there is no lack of schemes in this department, and the department in fact, has got a substantial rise in allocation. However, what is rather disturbing is that schemes had started, but then after a point they do not seem to be getting on.

Indira Mahila Yojana immediately comes to our mind. This was announced in 1991 and it was proposed to allocate Rs. 1785 crore for the Eighth Plan. Nothing came of it. Now there is a

revised plan for Rs. 78 crore for the rest of the Eighth Plan. Even this has not yet been approved by the Planning Commission.

The National Plan of Action for children is another scheme. We know that it is the different departments which are expected to spend money for this. But Women and Child Development Department is the nodal department and it is strange that in the Budget of this nodal department we do not find any indication as to whether this National Plan of Action for Children has progressed, how far has it progressed, whether it has progressed or not.

Then the next scheme is Rashtriya Mahila Khosh. What we find is that an amount of Rs. 31 crore has been sanctioned for the Fund. But this year only a token provision of Rs. 1 lakh has been made. We do not know why. If there is no planning for the channelisation for the money then why was this corpus fund laid out, holding money in that direction I do not know.

The ICDS, these days is being seen as an umbrella organisation, a kind of a single window scheme which would provide for the needs of women and children in this country. This was to include early childhood education, Balwadi Programme, Day Care Centres, everything. The ICDS schemes are doing very good work in many parts of the country. I have no doubt in saying this, whatsoever. And yet, while at the end of 1993, we find that a number of blocks have been covered, out of 5,239 blocks 2,119 blocks yet remain to be covered, and if on an average 200 blocks are covered every year, even then to cover the entire country would require ten years. It would require ten years! At the same time, we find that all the schemes have been

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included in it—Creche, Day Care, Early Childhood—all those are within this basket. There is no additional allocation for these schemes, whereas the separate schemes that there had been for these things had been made non-expanding schemes; they are in fact, drying up. Therefore, I would suggest, that as long as ICDS scheme is not sufficiently strong, to include these other schemes, the other schemes should be continued. There should be no drying up of these.

Just a few more minutes on the Department of Culture. Culture is an area where Government intervention may or not have a positive effect. I mean, that here, simply by giving money positive effects cannot be achieved. One has to ask very carefully for what purpose is the money being spent, for whom is the money being spent. Today we find a massive commercialization of culture.

The Information and Broadcasting Minister was here just now, I am sorry he is not there any longer. Only today, before I was leaving my house I heard that the 10 o'clock English news on the Metro Channel today was postponed! Do you know the reason Sir?

It was because Doordarshan proposed to broadcast a live fashion show, Pierre Cardin fashion show. And for this reason, the 10 o'clock Metro Channel English News had to be postponed. Where are we? Sir, the Government self is talking of cultural invasion on the one hand and promoting this cultural invasion on the other hand. I think, where the Government actually should give impetus is for alternatives to the people, particularly the urban and the rural poor because today the kind of cultural invasion that we witness is becoming the

opium for the people; a kind of a debased culture is becoming the opium for the people. So, the Government has to provide an alternative to this commercialisation of culture. I am sorry to say that in spite of the fact that many of us have been saying this for a long time, there is yet no separate allocation for folk and tribal culture. These are living forms in our countryside, which are surviving a lot of neglect from us, elite people. Even without yielding them over to market places, by encouraging them at the local, at the grass-roots, where they thrive, a new impetus may be given to them. And the benefit of Government assistance should go to the artistes and people and not just to the intermediaries, through whom funds are channelled.

On the one hand while the people are starving of culture, on the other hand we find that the resources of the Culture Department have not been fully utilised for the last few years. So, instead of huge cultural complexes, where most people would have no access whatsoever, I would suggest that smaller cultural centres both in urban and rural areas, with ample scope for regional varieties, may be formed. In the Indira Gandhi Centre for Arts work has been delayed for years. It gets a substantial share of our Culture Department's budget. And yet, this multi-cultural complex, which Indira Gandhi Centre was supposed to build up, is still not built and now we have another scheme for another big multi-cultural complex. This is not the kind of a thing, which can lead to a proper allocation of resources at the grass-roots.

Finally, Sir. I welcome the scheme for District Museums and rural libraries. I think, this is a very good scheme. It has to be worked out properly. I hope that it will be implemented very soon.

As for one library in our country, it deserves a great deal of our attention and that is the National Library. I should say that the administrative problem there has been allowed to go out of hand for a very long time while readers are suffering. Therefore, I would say that there should be stern administrative measures against all indiscipline, flouting of authority, hooliganism up to the highest level and no one should be spared. A Committee must be formed immediately to go into the problems of the National Library as a whole and the national importance of the National Library must be restored to it.

Thank you.

KUMARI MAMATA BANERJEE (Calcutta South): Mr. Chairman, Sir, I am grateful to you for allowing me to participate in the important discussion because ours is a vast country and HRD is a very important and a big Department.

Sir, as you are aware, there is a proverb, "a tree is known by its fruit". Building up of the country depends upon its education. A country is known by its education, its tradition and its values.

16.15 hrs.

[SHRIMATI SANTOSH CHOWDHARY *in the Chair*]

Today I quote Rabindra Nath Tagore who said:

"Where the mind is without fear and the head is held high; where knowledge is free; where the world has not been breaking up fragments by narrow domestic walls; where the words have come out from the depth of truth; where the clear stream of reasons has not

lost its way into dreary desert sands, of dead habit; where tireless striving stretches its arms towards perfection; where the mind is led forward by thee into that ever widening thought into action, Oh my father, let my country awake".

Today, I quote Shrimati Indira Gandhi who said:

"I cannot understand how anyone can be an Indian and not be proud".

Today, I also remember Shri Rajiv Gandhi who had started this 'Operation Blackboard', the 'Literacy Mission' and the other programmes for this country so that our education system can reach the grass-root level and also our education system can build up our moral character. I quote Swami Vivekananda who said:

"We have to build up our moral character. We have to start our character building programme."

We are not doing today. That is lacking today. That is why, I think, I should not concentrate myself on the other subject but I should concentrate myself on the Education itself because earlier I had not got that much scope. I feel that Education is a very important area and our Government is giving more emphasis and more thrust to this area. But the main problem is that we have so many schemes and so many programmes. The main problem is education is a State subject. Indian sports is a State subject. Government is giving money. Government is having some schemes also. There State Governments—I am not telling about all the States—are doing very well. I must congratulate the Government of Kerala

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in this regard. Their literacy rate is so high there. Even the Maharashtra Government is doing well. (*Interruptions*) The Governments of Karnataka and other States are doing very well. (*Interruptions*)

SHRI SAIFUDDIN CHOUDHURY
(Katwa): What about West Bengal?

KUMARI MAMATA BANERJEE: I am coming to West Bengal. I have all the papers with me.

Madam, you will appreciate that Education is the most important area and we should not politicise atleast the Education system; we should not destroy the educational institutions. Due to political interference and due to political brain washing of our system should not be spoiled. Education is not only to make some study but the good education will give us the healthy body, healthy mind and healthy soul. But what is happening today? I am not going to discuss this in detail because it is already mentioned in the budget papers and in the Standing Committee's Report.

Firstly, I am coming to the issue of National Library. We are proud of our National Library. Of course, we are proud of our heritage; our own tradition and our own values. I do not know for which reasons or pressures from which political party this institution is being destroyed. Who are responsible for this? There are Members in this House who say that they do not want politics in education. These are the very people who are interfering unnecessarily in the institution's affairs. That is why the present situation has arisen. What are the far reaching consequences of all these interferences? What is the fate of that institution? Earlier there were no disputes or quarrels. But

this time because of the political interference, far-reaching consequences have occurred. The internal rivalry creates much more serious and adverse affects on the day-to-day administration of the institution. I am quoting from the Ministry's note itself.

It says:

"The developmental programmes of the Library, such as, computerisation programme, micro-filming programme, purchase of books and journals, etc. have practically come to a standstill, as the Library authorities find no time for such constructive activities. Accordingly, a large portion of plan budgets have remained unspent from year to year. Even the Rs. 42 crore project of construction of Bhasha Bhawan appears to have slowed down appreciable."

Why? Because when the earlier Director was there, there was no dispute or anything. Madam, you will appreciate that since we are a democratic country, there must be some rival union everywhere, in every industry. It is not for any particular institution, everywhere the employees have the right to form unions. But that does not mean that the union people, with the help of the politicians, will destroy the situation. I do not know how this Department has humiliated and how this department has insulted. I am just showing you the papers. Now, why is it happening in the National Library? It is happening because of some promotion, because of some recruitment, because of some appointment on compassionate grounds. Since this Library is in my constituency, I met several times my hon. senior Minister, Arjun Singhji, and told him that it should not be closed down. If there is any dispute, these two

unions can sit together. The Director himself can convene a meeting or somebody can go from Delhi. They can sit together and decide the things. But nothing has happened. What is happening is that after the present Director*.... was appointed, these disputes have started*.... I want to ask the Minister.

Madam, you will appreciate that on 6.9.93, for a particular promotion, Shri D.N. Banerjee has written that Shri Safulla Kumar Nandi of Calcutta is promoted to the post of Assistant Librarian (Oriya). I tell you that this is a departmental function. Again a letter came on 4.10.93, saying that the Office Order No. 538 of 1993-94 dated 6th September, 1993 is not to be implemented till further direction of the Department of Culture. Then again another letter came on 9.10.93. This again is from Shri D.N. Banerjee. In that letter he has written that there is no need to hold a Review DPC in respect of this item, that is, that this man should be promoted. Then again another letter came from Shri N. Shakdhar on 26th October, 1993. In this letter he has written:

"As already clarified in our letter of even number dated 20th September, 1993, the recommendation under item No. 3 of the minutes of the said DPC for the promotion of Safulla Kumar Nandi, to the post of Assistant Librarian, is in order."

Then again, another letter came on 3.1.94 saying that on 3rd August, Shri Nandi was promoted to the post of Assistant Librarian, so his seniority will be fixed as per the rules.

Now, Madam, the Departmental Promotion Committee is giving him proper promotion. Fourth time they are

giving him the promotion and one time they have said: No, it should be kept in abeyance. After giving him promotion for four times, again the Department is writing on 21st February, saying;

"Till the report is received, the salary of Shri Safulla Kumar Nandi is to be released in the Library on the Information Assistant's post. The promotion of Shri Nandi to the post of Assistant Librarian and Information Officer, vide office order No. 990 of 1993-94 dated 3.1.1994, is kept in abeyance."

So, it is kept in abeyance after giving him promotion for four times vide orders issued by the Department itself.

Then again, on 21st March, 1994, the Director is writing. How he became a Director, I do not know. I do not know whether a Director of an institution can write like this. This is order No. 1217 of 1993-94, which says:

"Due to various news appeared in the media on 18.3.94 regarding appointing a committee by the Ministry of Human Resource Development to look into the affairs of the National Library...

I continue to quote.

"It is considered that all the controversy and pending issues may be kept pending including the case of Shri Safulla Kumar Nandi till the report of the said Committee is received."

This Director observed the news from the media and he is giving the office

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order. This is the functioning of that person. This is the type of functioning there. When it goes on like this, then not only the National Library but all the important institutions will be destroyed. May I request the hon. Minister to look into this?

The Director issued a letter on 21st March. Again on 20th March a letter came from Shri Ashok Bajpai, Joint Secretary that Shri Safulla Kumar Nandi and other should get salary according to their promotion. Regarding one promotion so much has happened.

There are two unions there; one is NLEA and the other is NLSA. One is, of course, supported by the ruling party in the State and the other is an impartial union. (*Interruptions*) You are telling now. I may tell that you are destroying the institution. (*Interruptions*) When you got the opportunity why did you not speak? You got time. Why did you not utilise it when you go to say something? (*Interruptions*) What I am saying is based on the documents.

SHRI MANI SHANKAR AIYAR (Mayiladuturai): You raised the question. She is answering. (*Interruptions*)

KUMARI MAMATA BANERJEE: Madam, this is most unfortunate. I am not supporting any union. What I am saying is that if anything happens in the dispute, then the Director should take action against both the unions. But, Madam, the Director with the support of the CPI(M) party is doing this. he is reacting in this way. This is the document here. I am showing it to you. (*Interruptions*) I appreciate it. (*Interruptions*) When the person was humiliated they have complained and action has been taken.

One member has been terminated from service and three members have been suspended. Hon. Member Shrimati Geeta Mukherjee is here. I am not telling about former political outlook. You ask her about an incident. One Shrimati Kalpana Dasgupta is a Librarian there. She is a very noted person. In front of the Iranian delegation, she was humiliated and she was heckled like anything. Why was it done? In this case nobody was suspended. I am asking why no action was taken against the people concerned in this case. This is a matter of shame. I submit that if there is any punishment, both sides should get the punishment. Shrimati Kalpana Dasgupta was a noted lady. She was the Lady of the Year last year. She was humiliated like anything. She complained against it. She also lodged a F.I.R. with the police station. But nobody was arrested in this case. These things are going on in the National Library. All the development activities there have stopped. My request to the hon. Minister is to look into this with all seriousness. I am not going to support any union because my interest is for the people; my interest is for the readers; my interest is for the nation and my interest is for the country. That is why I request the hon. Minister that whoever may be the Director of a particular institution he should work impartially and he should work without taking help from a political party and he should work for the greater interest of the institution. That is my submission. Government should try to ensure this. Otherwise this type of a thing will spoil the institution. This type of institution will be spoiled. That is why I wanted to raise this issue in this House.

Madam, I am coming to the point of literacy programme of the Government. Late Shri Rajiv Gandhi started the "Operation Blackboard" and literacy programmes. I think the Government

must go through in great detail about the Operation Blackboard programme. They should see which are the States which are utilising the grants for this programme in a proper manner and which of the States are not utilising properly. Whatever money is going from the Centre is not spent properly due to the lack of the communication system and due to the lack of monitoring on the part of the Government. That money is not properly utilised. I have visited several places. I have seen that in the name of Operation Blackboard there is no blackboard in many places. That is the situation. I do not know how they will teach and operate without blackboard. I think the Government should monitor the programme and there must be some evaluation of these programmes also.

As far as the Literacy Programme is concerned, of course, I must congratulate our Government. Our Government is trying its best to give thrust to the Literacy Programme and some States have achieved total literacy also.

Madam. I want to mention about three books which are taught in the Literacy Programme. If the Minister wants I can hand over these books to him also. I think the Government should implement the Literacy Programme through some reputed organisations like Ramakrishna Mission. I do not know about other States and Members from other States will raise points about their own State. So, I would like to say as to what is happening in my State under Literacy Programme. In our State of West Bengal, in the name of Literacy Programme they are politicising the programme. I want to mention something which is mentioned in a book which is taught in the Literacy Programme of our State. It is in Bengali and I know that most of the Members here will not understand Bengali. So, I

will give the English translation of some portions from that book. It says: "Our country's capital is Delhi. The Government does not want to accept all our demands if the demand is coming from the common people or from the State. They are ruling this country. They do not want to accept our demand. They are not giving anything to us because they are self-gaining. They do not want to listen to this."

Madam, this is what they are teaching in the Literacy Programme and this is how they are brainwashing the illiterate people of the State of West Bengal. Then, in another place they mention about hammer and sickle. Their election symbol is hammer and sickle and they are telling the people like this: "If you want a life, you strengthen the hammer and sickle."

SHRI SAIFUDDIN CHOUDHARY: I think Ox, Bulls and all kinds of animals are also there.

KUMARI MAMATA BANERJEE: If you are willing then I will send it to the Election Commission. They will be very happy and they will give you the reward also. This is the type of Literacy Programme that is going on in the State of West Bengal.

SHRI SAIFUDDIN CHOUDHURY: Hammer and sickle symbolise *mazdoor* and *kisan*.

KUMARI MAMATA BANERJEE: I am not against *mazdoor* or *kisan*. But you are brainwashing the children and you are brainwashing the illiterate people so that they can vote for you. The standard of the Literacy Programme has gone down because of this kind of politicisation.

[Kumari Mamata Banerjee]

Madam, in literacy level earlier West Bengal's position was second in the entire country, but now our position is 18th in the country. So, what I want to say is, Literacy Programme should not go as a political programme. We should educate our people and we should educate everybody. We should follow the principle of "Each One-Tech One". We should give proper education to the people instead of giving this kind political education. But, Madam, everybody depends on the document.

In the document you will see that the officers have said, there is cent per cent literacy. If you go for a sample survey, without informing the State Government and the concerned agency there, you will come to know what is the rate of literacy there. They claim, in Burdwan, there is cent per cent literacy. You visit Nigom village, Aousgom village, or Purwa Sthali. You will come to know that this is a farce.

That is why, I think, it is my moral duty to raise this issue inside the House so that the Central Government should know what is going on in the name of education. In our State, they have not allowed any model school to set up. What is the problem? For classes I to V, there is no English teaching in the Government schools. They have changed the system in the last 17 years. Now common people are going to send their children to the English medium schools. Now so many English medium schools have been set up in the State. If a particular parent wants to send their child to a English medium school in maximum cases he has to pay a donation of Rs. 30,000 to Rs. 1 lakh for each seat. The parents are bound to do it because they know that their children have to learn English. Otherwise, they cannot

compete in the higher education. This is the situation.

I do not know why our State Government has not allowed the model schools, Navodaya Vidyalaya to be set up. If the State Government has allowed Navodaya Vidyalaya, at least 50 schools to 60 schools would have been set up and 50,000 to 60,000 children would have got opportunity to study in those schools. Due to politics, they do not allow these schools. I would request the Minister to look into this so that Navodaya Vidyalaya are set up in our State. Late Shri Rajiv Gandhi was a man who wanted talented children from the rural areas, from the Scheduled Castes and Scheduled Tribes community. They should get proper education through Model School.

I am raising another point regarding education for the Scheduled Castes and for the minorities. I met some minorities people. In my State, they said, 150 *Madarasa* schools are asking the Government for the recognition. But out of them no *Madarasa* school has been recognised till now. One Urdu Academy is to be set up in West Bengal. The foundation-stone is there. I do not know how much time it will take at least for setting up one Urdu Academy in West Bengal. At the time of vote, they will ask the minorities that their Party is doing so many things. But it is a matter of shame that you have no recognised one *Madarasa* and have not set up one Urdu Academy in West Bengal.

There is the 15-point programme for the welfare of minorities but no point has been implemented by the State Government.

SHRI SYED MASUDAL HOSSAIN (Murshidabad): For your information, there is *Madarasa* Board in West Bengal.

KUMARI MAMATA BANERJEE: In a small area, they want to set up *Madarasa* like a primary school. There are about 400 *Madarasas* which are awaiting recognition. You give education to minorities also. Forty per cent of the people are Muslims in some areas and we have to look after their education system also.

SHRI SAIFUDDIN CHOUDHARY: Do not confine them to *Madarasa*. Let them go to general schools also. Let them come out of their shell. There is need for reform of *Madarasa* education. Minority children will go to *Madarasa*. But that system is also not reformed for many years. There has to be an overall look to this problem.

KUMARI MAMATA BANERJEE: If some people want to study in the general school, we do not have any objection. We encourage them. But Urdu language is not given recognition, is not taught in any Government school.

You have to appreciate that Urdu language is not available in every institution. I am talking about the language.

MR. CHAIRMAN: Please sit down. *(Interruptions)*

KUMARI MAMATA BANERJEE: Please let me clarify. *(Interruptions)*

MR. CHAIRMAN: You try to conclude now. *(Interruptions)*

KUMARI MAMATA BANERJEE: When they are giving a running commentary, how can I complete my speech?

I want that there must be some model school to be set up in our State. I do not want to suppress their welfare.

Some new school like Central School or Navodaya school should be set up so that all people can come up to the school. But, at the same time, you will appreciate that Urdu speaking people want that *Madarasa* should be set up because they want to learn their own language.

SHRI E. AHAMED (Manjeri): Hon'ble Member may request H.R.D. Minister to ascertain from West Bengal the real position with respect to the position of the minorities.

KUMARI MAMATA BANERJEE: That is why, I am raising this point. There is no problem for those who are willing to have general education system. But I am talking about the problem of the Urdu speaking people. Many Urdu speaking people are there even in the adjacent Calcutta. They do not know even Bengali. They know Hindi. You have to appreciate the language problem also. That is why, I raise this issue Government should take up this matter with the State Government.

MR. CHAIRMAN: There are many other Members to speak. Please conclude.

KUMARI MAMATA BANERJEE: I am not going to speak in detail about other things.

SHRIMATI MALINI BHATTACHARYA: (Jadavpur): Urdu language is allowed as a medium in Secondary examination in West Bengal. *(Interruptions)*

KUMARI MAMATA BANERJEE: How many times they have interrupted while I am speaking?

MR. CHAIRMAN: Do not interrupt now.

KUMARI MAMATA BANERJEE: I seek your protection. A good number of Members are interrupting. But my voice is for my people. I am alone. But I can fight with these people because my voice is louder than anyone.

I wanted to raise this issue in the House. If my information is wrong, the Ministry can send from here a team who without informing the State Government and without informing the concerned agency can go direct and approach the people. They will ask the people what happened. I know the Muslim Institute is one of the important Institutes in Calcutta and you also know the Muslim Institute.

MR. CHAIRMAN: Please conclude now.

KUMARI MAMATA BANERJEE: I want to raise this important issue. Shrimati Basava Rajeswari has already spoken on this. So, I do not want to speak in detail.

Regarding the National Commission on Women and regarding the State Commissions, of course, the Government had set up this National Commission on Women and some State Governments have already set up the State Mahila Commissions. Our State Government also set up this Commission. I feel that due to lack of infrastructure, due to lack of communication between the Commission and the Administration, this Commission is not able to work in a proper manner. That is why, my request to the Government is that Government should see that the matter is pursued seriously so that National Commission on Women or the State Commission on Women should work in a proper manner. I do not know whether it is a fact or not that out of six Commission Members, two Members already resigned from the National Commission. If it is true, you tell

me how the Body can function when two Members resigned out of six.

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT) (SHRIMATI BASAVA RAJESWARI): One Member has already resigned and another Member has given resignation letter.

KUMARI MAMATA BANERJEE: In these circumstances, what will be the position of this National Commission on Women?

This is a very highest body and this is an important body. The members of this body should have to look after the grievances of women. I have seen so many times that the members of the National Commission on Women went to some States for inquiry. But the administration were not listening to them. Even they were not able to meet the people. If this is going on, then there will be no value of this National Commission on Women or the State Women commission. We have got the State's Women Commission. The members of the Commission are not from my party but they are from their party. They wanted to visit one lady called Alpana Banerjee. Even the Superintendent of the Hospital did not allow the women members of the State's Women Commission to see the victims. Then, they personally met the Superintendent and said: "We are the State's Women Commission members. If we are not allowed to meet, then how will we find out the details for the victims? What is this?" So, things are going on like this. Therefore, my request would be that the Government should take up this matter with the Home Ministry also.

Next, the Gender Sensitisation Programme is there. Some States are

trying to implement this programme and some States are not implementing this programme. Then, there is the issue of atrocity on women. If there is any atrocity on women, people will say that this is a law and order matter and the Home Ministry will look after the matter. But the fact of the matter is that the Human Resource Development Ministry have set up this Commission. Due to communication gap, they are not able to function. I do not know what is the reason. The Ministry can find out the details. Therefore, I request the hon. Minister to look into the matter seriously. I would also like to plead for Youth Affairs and Sports. The Government should attach much importance to this Department because our youth are talented sportsmen. They should get the opportunity through this Department. If we want to build up the character building programme, then this Department should get more funds to evaluate this programme.

With these words, I conclude. Madam I think you for having given me this opportunity. I must also thank my friends from the Opposition because they have encouraged me to speak on these things.

[Translation]

PROF. PREM DHUMAL (Hamirpur):
Mr Chairman, Sir, we are having discussion on the Demands for Grants of the Ministry of Human Resource Development. For the last few days I have been trying to lay my hands on the report of the Standing Committee pertaining to the Ministry of Human Resource Development. On enquiring from the Members of the Committee I came to know that the report was submitted to the Ministry a long back, but it is yet to be distributed. The Committee has made valuable recommendations regarding the function-

ing of the Ministry in the report after taking great pains. However, probably report has not been distributed. The hon. Minister should inform us about the reasons therefor during the course of his reply on the Demands for Grants. I have with me the last year's report; i.e. for May, 1993. This Department is quite big. Though the hon. Minister is quite active, yet due to unknown reasons the report has not been received.

Sir, for achieving 100 per cent literacy there is the need to bring about qualitative changes in education. Under Article 45 of the Constitution there is a provision for free education of children between the age groups of 6 to 14 years. Though all parties and all the Governments make announcements and promises in this regard yet the work has not been accomplished.

I would like to quote from the last year's report available with me. In the report attention has been drawn towards two-three points under 'Operation Blackboard':—

1. Need to construct atleast all weather two rooms buildings with separate toilets for boys and girls in the same compound.
2. Provision of atleast two teachers in each school out of which one should be a lady teacher.
3. Arrangement of necessary teaching aids like blackboard, maps and other equipment.

Emphasis has been laid mainly on the aforementioned three points in the report and the report further mentions that lady teachers have been found to

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be more competent. In comparison to gents teachers, lady teachers more often make use of the teaching aids. Thereby, it justifies the rationale of arranging the teaching aids under operation Black-board. The Committee further stresses in one of its recommendations that it should be ensured that atleast 50 per cent of the teachers appointed are women.

One year has passed but this year's report is yet to be made public. I urge the hon. Minister that while giving reply he should also dwell on the steps taken for the implementation of recommendations of the Committee, contained in the report. I would like to know whether the vacancies for Lady Teachers have really been increased?

A little while ago an hon. Member from West Bengal dwelt on the Adult Education. I myself have not fully understood the rationale behind Adult Education. I hail from a rural area. Objective behind it must have been good *i.e.* to make everyone literate, but a lot of money is being spent on it. I urge the hon. Minister of Human Resource Development to get an evaluation done as to how many persons have been made literate so far. In common parlance, Adult Education is known as fraud education in rural areas. I fully endorse the views of Kumari Mamataji. I have myself observed that when any inspection is made regarding the number of persons enrolled, then people are made to come with the temptation of food and entertainment. Organisations entrusted with the task of Adult Education organise cultural programmes and song festivals.

I visited a place in my state where a large Panchayat Convention was being organised. A member of the Block Samiti

in his speech mentioned that even if adults have not become literate but walls, stones and buses have definitely become literate as everywhere slogans have been pointed. When I enquired from the Panchayat members whether education is also being imparted, I was told that they were helpless because people argue that at the age of 60-65 years a person could learn nothing except putting his signatures. Therefore, I urge that more emphasis should be laid on primary education.

I visited a school located on a hillock. Five classes were being conducted there by a single lady teacher. When I enquired as to how classes are conducted I was told that when one class is taken, the students of other classes make noise and when the other class is taken students of former start making noise. The Government can very well imagine as to how a single teacher can impart education to five classes. I would like to stress the need to pay greater attention to primary education and recruitment of more teachers for it.

I fully endorse the views of Kumari Mamataji that black boards, chalks and mats are not available even though it is the responsibility of the State. I urge the Government to issue directions for improvement and also intervene in the matter because it is a concurrent subject. I think that if the standard of primary education improves, a solid base will be created and standard of children will improve.

A few months back a Convention attended by nine nations on "Education For All" was organised in Delhi. 95 crore illiterate live in these countries. While dwelling through the statistics I found that out of 95 crore illiterates 2/3rd are women. In the countries where literacy

among women is high productivity is good, birth rate is low and mortality rate during child birth is low. In these countries there is vast difference in the average life span of women and men. Even in India girls educated upto the tenth standard earn one and a half times more than illiterate girls. These are educated only upto the tenth standard and earn one and a half times more. Therefore, I urge you to lay emphasis on women education.

One more question is connected with it. The Government has announced that by the year 2,000, the goal of education for all will be achieved. For this huge funds will be required. But where from these funds will come? A resolution was adopted at the Convention that to educate all by the year 2,000 developed countries should make available funds. European Union has urged to make available Rs. 600 crore to India. Apparently it seems to be a big assistance but in fact it is a loan. One condition attached with it is that 1/3rd of the amount is required to be spent on the officials posted here. An apprehension is being expressed that naturally these officials will remain loyal to those masters, who are making funds available, but these officials will have to be looked after well as per the preconditions. They will not be interested in improving the education system and in fact will cause more harm instead of doing good. Therefore, education need to be imparted in Indian perspective. Need of the time is not to accept such conditional aid.

Though nine nations made a declaration that by the year 2,000 all will be made literate yet you will be surprised by the amount being spent by these countries. As per the Gross National Product figures available with us. Bangla Desh is spending 2 per cent of GNP on

education, Brazil 4.5 per cent, China 2.3 per cent, Egypt 6.7 per cent, India 3.5 per cent, Indonesia 0.9 per cent, Mexico 4.1 per cent, Nigeria 1.7 per cent and Pakistan 3.4 per cent.

The Hon. Prime Minister has announced that allocation for education will be raised to 6 per cent. For this I would like to thank the hon. Minister of Human Resource Development. I favour early allocation of the same. Some hon. Members have expressed doubts whether it will be increased or not. If it is increased in the later years the maximum benefits will not be reaped. I hope the hon. Minister in the coming years will properly utilise the funds so that objective for education for all is achieved.

A submission was made regarding *Madarsas*. Probably There was some confusion in it. Some Members are saying that permission for 150 *Madarsas* has not been given while others are saying that it has already been given. I would like to draw the attention towards the educational institutions being run by the minorities. In the Constitution it is enshrined that the minorities are totally guaranteed freedom to run their own educational institutions. It is good but some people are running these on commercial lines. There are some educational institutions being run by the minorities which refuse to approve of anything connected with Indian culture. If any student or teacher does the same then he or she is reprimanded.

17.00 hrs.

In this very Parliament the issue had been raised even in the past. An 11 year old girl called Ritu studying in a special school in Bombay was applied Mehendi on her palms on the occasion of the marriage of her sister. When the

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girl attended to school the Principal expelled her. An hon. colleague mentioned about similar incidents in Ranchi and Jamnagar too. Even Court could not intervene in the matter as protection has been granted to those schools under the Constitution. Thereafter all the members of the Parent Teacher Association met the principal and told him that it was a custom in their community to apply Mehandi in the occasion of marriage. The eleven year old girl had applied Mehandi on the eve of the marriage of her elder sister. Madam, you know that the colour of Mehandi fades slowly and the Principal ordered that she can attend school provided she pays fine of Rs. 75 per day till the colour of the Mehandi fades completely. Is such high-handedness permissible? This is the treatment meted out to the minority communities? The Government should not let such institutions go scot-free on the pretext that it does not provide them any aid. The Government must deal with such cases sternly. I leave it to the hon. Minister Shri Arjun Singh in whom I have confidence to deal with this case as he deems fit.

The committee had given one more suggestion which was related to the orientation programme. Before joining the service the teachers undergo through B.Ed. or J.B.T. course. But they must be imparted better in service training in education in the light of the latest developments and additions in the syllabi.

I would like to draw the attention of the hon. Minister to the Kendriya Vidyalaya Sangathan. The Kendriya Vidyalaya concept was launched in the acadmic year of 1963-64. There were certain objectives and its first objective

was to meet the educational requirement of children of defence personnel who have transferable service including those of Central Government employees. Its second objective was to develop these schools as model schools in the context of meeting the national target of education. Its third objectives was to launch and promote new experiments in the field of education in collaboration with other bodies and promote national integration. This committee had also recommended that the Government should explore possibilities for opening new Central Schools in the areas where there is concentration of Central Government employees and adequate educational amenities are not available.

I would like to express my thanks to the hon. Minister of Human Resource Development for opening a Central School in my area which was pending for a long time. During this period I urged all the Ministers of Human Resources Development but it was Shri Arjun Singh who was kind enough to agree with the proposal which was prepared by the ex-service-men. Teaching has already started there since last year. Correspondence with the concerned department is being made from there constantly to create two separate sections for each class but no affirmative reply has been received so far in this regard. I would like to bring this matter into the notice of the hon. Minister. Probably a long list of Central Schools was issued and it seems most of them are located in Madhya Pradesh because perhaps inadvertently against the name of the school in my area it was shown as located in Madhya Pradesh instead of Himachal Pradesh. There was a large number of person working in army, para-military force in two districts, Una and Bilaspur in my State. They are posted in Leh, Ladakh leaving behind

their families. No Central School has been opened in these two district as yet. I would like to request the Government to consider the opening of a Central School in Una and Bilaspur—another Bilaspur is in Madhya Pradesh also—and issue orders accordingly. There has been no principal in Kendriya Vidyalaya, Hamirpur for last two years. If these schools remain understaffed and do not have buildings how can we attain our objective of giving ideal education. The State Government has already provided land for Kendriya Vidyalaya in Hamirpur and I have been continuously writing to the Government for the last several years yet the construction work is not being undertaken. I would like to request the hon. Minister to provide better accommodation for Kendriya Vidyalayas and adequate staff so that the problems facing these schools may be solved. Education has been the most neglected field since Independence. I want that the hon. Minister should make untiring efforts to bring about some improvement in education so that his name is written in golden letters in history.

I would like to say a few things about the Navodaya Vidyalaya. In its report the committee has also stated that the number of the Navodaya Vidyalaya in view of the growing rural population is inadequate. At least one Navodaya Vidyalaya should be opened in every district. We send students of class ninth from one state to another in these schools. The objective is that they may indicate positive virtues like feeling of nationalism. The objective of every programme is good in the beginning but it needs to be monitored later on. I would like the hon. Minister to monitor and study the activities of students after they leave these schools and ensure whether they are successful in all walks of life. Regarding the Nehru Yuvak Kendras I

would like to submit that these centres have been opened for the development of the youth who do not get education in any institution. The hon. Minister also is aware that so many complaints are being received against the Nehru Yuvak Kendras and they have become the dens of vices. Somewhere the youth of these centres have been involved in party politics an enquiry was conducted into it and I hope that the report must have been submitted by now. I want that action should be taken against those found guilty.

I want to say a few words on teaching of Sanskrit. It has been acknowledged internationally that from technical point of view Sanskrit is the best language for computer. I want that in order to improve the quality of education in Sanskrit the Ministry of Human Resource Development should provide more facilities therefor. Sanskrit should be made a compulsory subject up to class tenth at least in the Kendriya Vidyalaya and Navodaya Vidyalayas. This will enable to the promotion of Sanskrit.

Lastly, I would like to urge upon the hon. Minister to ensure that the facilities announced for the education for women and handicapped should really reach these deserving people. The issue of delinking degree from employment is often raised but it should not remain merely an announcement. Education upto the level of 10+2 should be linked with work and the aptitude of the child should be developed.

The issue of bogus Universities has been discussed here. The UGC had issued a list of 27 bogus universities last year. That time the hon. Minister had given assurance that the case is being probed. I would like to

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know whether the inquiry has been completed. The Bill regarding these universities is yet to be passed. The Government should expedite the matter and take initiative in this direction for punishing the people running bogus universities.

Madam, Complaints have been received from some States that some educational institutions want to affiliate themselves with the Central Board of Secondary Education. Some States like Rajasthan have already agreed to allow them to affiliate with the Central Board of Secondary Education. But there are still some states where the State Government is insisting on no objection certificate from these institutions and coercing them to affiliate with state Education Boards rather than affiliate themselves with the Central Board of Secondary Education. Madam, there are 3-4 universities in your state you might be aware of different syllabi of different universities. People want that a national level syllabus should be prescribed in all the universities within a State so that the student undergoing a course may participate in any competition. Therefore it is urged that the Government should intervene in this matter and take an early decision. The educational institutions should have freedom of opinion either to affiliate with the State Board of Secondary Education or with the Central Board of Secondary Education. I would like to request that the representatives of all the States should be included in the University Grants Commission so that the States which have never been represented in the UGC get a chance to do so. With these words I conclude.

[English]

THE MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE

DEVELOPMENT (DEPARTMENT OF YOUTH AFFAIRS AND SPORTS) AND MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS (SHRI MUKUL WASNIK): Madam, I am extremely grateful to the hon. Members who have participated in this discussion uptill now. I am also grateful to those hon. Members who have contributed some important suggestions about the Department of Youth Affairs and Sports.

Before I begin, I would like to put one doubt at rest. There is a generally felt doubt that the allocation made for sports this year has been reduced. This reduction in the allocation is going to adversely affect our sports promotion endeavour.

If we look at the budget estimates for 1993-94, we can see that the allocation for sports was Rs. 62.56 crore which was revised subsequently and was raised to Rs. 76.91 crore. And for this year, the budget estimates show a figure of Rs. 71.33 crore. The difference in these figures is because last year, we had taken up a proposal with the hon. Prime Minister that we wish to prepare ourselves properly for the coming Asian Games. We felt that to prepare properly and effectively, we would require some additional allocation. There was a request from the Indian Olympic Association. Several representatives from the sports federation had also met us. On their request, we from the department had taken up the proposal with the Prime Minister who had readily accepted to allocate one-time grant of Rs. 20 crore to prepare the Indian contingent to participate in the Asian Games which would be held later this year in Hiroshima. There Rs. 20 crore were adjusted last year. About two-third were allocated in the revised estimates.

About two-thirds was allocated in the Revised Estimates and the remaining has been allocated in the Current Year. Therefore, this difference is felt.

I would like to assure the hon. Members that though the funds at our disposal are very limited, we are trying our best to see that sports are promoted and promoted effectively. About two years back, in 1992, a plan of action for sports promotion was tabled in this House and there were three or four important areas where we had decided to concentrate our energies and resources. These areas are (1) greater involvement of industry in the promotion of sports; (2) integration of sports, physical education and yoga with learning process; (3) creation of a proper and suitable sports environment and (4) easy availability of sports equipment.

I am happy to state here that last year while presenting the Budget proposals, the hon. Finance Minister had amended the Income Tax Act and now under Section 35(a) (c), investment which is made by industry in some sports promotion projects is made eligible for one hundred per cent tax exemption. During last year, since the time when this amendment was made, there have been a few proposals which have been cleared. One was the Lala Ram Gupta Charitable Trust to set up a sports centre at Agra which would cost about Rs. 75 lakhs. The second one was the Greater Cochin Development Authority Project for the construction of an international stadium at Cochin which would cost around Rs. 10 crore. And the third one was an Indoor Badminton Players' Association Project to set up a badminton academy at Jalpaiguri. These three proposals were cleared during the last year. We, from our side, have met a number of representatives from the industrialists. I personally had meetings with the

Federation of Indian Industry in Delhi, Bangalore, Calcutta, Hyderabad and a number of other places. We are trying to make the industrialists more and more aware of the fact that there is a need for their greater involvement in sports promotion. It is not only going to be advantageous as far as sports are concerned, but it is going to be advantageous to the industry itself.

The second important area which I mentioned was regarding the integration of sports, physical education and yoga with learning process. Hon. Arjun Singhji, in the beginning of this year, had felt that this particular aspect which has been covered in the National Policy on Education has not been properly implemented up till now. Therefore, he decided to set up a Sub-committee of the Central Advisory Board on Education to go into the matter and make recommendations as to how we can properly and effectively integrate sports and physical education with learning process. There are a few important recommendations of this Committee which were placed before the CAB in the first week of March where the Members had generally accepted the recommendations. Now, we are trying to pursue this matter with the State Governments so that these are made applicable and implemented as soon as possible.

Madam, the CAB Committee had mentioned a few areas. They had stated that:

1. Physical education and sports be made a compulsory part of the school curriculum and assigned at least 40 minutes every day in school time table.
2. A system of evaluation should be prescribed to assess the fitness

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and average participation of children in physical education and sports throughout the year.

3. Subject teachers be trained as physical education teachers through pre-service and in-service training courses.
4. Central Government and State Governments should make contribution to the Sports Fund for creation of sports infrastructure in colleges and schools.
5. Mass participation activities and sports competition should be organised by all State Governments regularly for schools and colleges.
6. Special weightage may be given to the students, at the time of admission, who have excelled in sports.

We feel that unless and until sports and physical education is integrated, we will not be in a position to broaden our base of the playing population. Till the time we are not able to do that, we will not be in a position to get excellence at the top. Therefore, we are giving a lot of attention towards this and we are trying to see that this is implemented as soon as possible.

There seems to be a greater activity in schools and colleges these days, but we would still pursue to see that this is made compulsory and is made an integral part of our curriculum both at the school and college level.

As far as creation of sports environment, or sports consciousness in the

country is concerned, I am happy to mention here that recently Doordarshan as well as All India Radio have started giving more programmes on Sports. Earlier we used to see only cricket or tennis. We will now see Kho-kho, Kabaddi, Malkhamb and many other games which we could not see a few years back. So, the changes which have been made, as far as the programme content of Doordarshan and All India Radio is concerned, I am sure are going to increase the consciousness towards sports. It will create a proper environment which will motivate youngsters to go for sports in larger number.

17.23 hrs.

[SHRI NITISH KUMAR *in the Chair*]

We have also recently started a scheme to give pension to our meritorious sports persons. Those persons who got medals in Olympics or Gold Medals in Asian Games are now entitled to a pension of Rs. 2000 per month and Rs. 1500 per month respectively. This is definitely going to help in our endeavour.

Another important area is availability of sports equipment. We have taken care of this and I do not think that this is going to be a problem area.

Mr. Chairman, Sir, the Standing Committee which has examined the Budget proposals of the Department of Youth Affairs and Sports has made several important recommendations. I am happy to mention here that some of the recommendations made by the Committee have been accepted by the Department. A few of them I would like to mention here.

NSS, which is one of the largest youth organisation in the country having

1.1 million volunteers, this year is celebrating its Silver Jubilee. It was felt by the Committee that only a few schools have been covered under the NSS and they felt that schools should be involved in larger numbers. We have accepted this recommendation of the Committee and whenever we expand the scheme, we will try and see that schools are involved in larger numbers.

One more suggestion which was made was regarding Bharat Scouts and Guides and All-India Boys Scouts. We have been giving substantial grants to Bharat Scouts and Guides and some grants to All India Boys Scouts. It was felt by the Committee that we should pay some more attention towards the All India Boys Scouts. These schemes which we are implementing should be evaluate from time to time. We will evaluate this scheme and we will also try and pay more attention towards All India Boys Scouts.

As far as exchange of youth delegations representing the country is concerned, it was felt that the criteria of selection, their achievements abroad, their participation there should be spelt out in the various documents of the Department. We will do that and we will incorporate this in the Department's Annual Report.

It was also felt by the Committee that to the extent possible there should be even distribution of youth hostels all over the country. We have also accepted this suggestion and we will try and advise the State Governments about these developments so that wherever we set up new youth hostels, we will keep this in mind.

Two important suggestions were made as far as sports was concerned. One was regarding a need to evolve a mechanism to evaluate the various sports schemes which are being implemented by the Sports Authority of India and the Department. Presently, an independent study is being conducted by the Tata Consultancy Services who are going into various objectives of the schemes which we are implementing—how is the management of all these schemes; what are its technical details—and they will make a thorough study of past evaluation and resource efficiency. The schemes which are under this study are the National Sports Talent Contest. The Army Boys Sports Company, Sports Project Development Area, National Coaching Scheme and the Sports Hostel Scheme. Around 15th May, we would be receiving their Report and after we received their Report and recommendations we will try and see what more we have to do to see that these schemes are made much more effective.

Another suggestion was regarding more representation to professionals in the General Body and the Governing Body of the Sports Authority of India. We have decided that this has to be done. More former sportspersons, sports administrators should be given representation these bodies and we are undertaking an exercise to see that both these bodies are reconstituted to see that more representation is given to the professionals.

I would not like to go into various other areas but before I conclude I would just like to mention a few other important things. Mr. Vasant Pawar had mentioned about the rural sports programmes. We have revised this scheme and to the extent possible we have enhanced the financial assistance which we used to

[Shri Mukul Wasnik]

give at the district level to organise the district sports competitions.

Similarly, there has been an enhancement at the State level and the national level. A new scheme to assist youth clubs, sports clubs working in rural areas have also been evolved.

And we would be giving about Rs. 30,000 to a sports club in the rural area in a non-tribal block; while in the tribal block, we will be giving about Rs. 45,000. In the subsequent two years, we will also be giving about Rs. 5000 per year to these sports clubs.

SHRI SAIFUDDIN CHOUDHURY: Is there any matching grant from the State Government?

SHRI MUKUL WASNIK: There will be no matching grant from the State Government. We will be giving this money. But there will be only one thing that this will be done only under what is available with us. So, we will not be able to cover a large number of sports clubs, but a few sports clubs. We will definitely be in a position to assist them properly so that they are able to work effectively in those areas.

MR. CHAIRMAN (SHRI NITISH KUMAR): You have to invite Mr. Mukul Wasnik to get the grant.

SHRI CHANDRA JEET YADAV: (Azamgarh): We never invite anybody.

SHRI MUKUL WASNIK: We are evolving different systems to see that proper sports clubs should be given the financial assistance. This can be seen in the rural sports tournaments or there can

be various other means to find out. A few days ago, I had mentioned about the incentives to the coaches also. We have started this as a new scheme. Those coaches, who are responsible for the performance of the medal winners in the Asian Games will also get special cash awards for their contribution in promoting sports.

As far as youth affairs is concerned, an Institute called "Rajiv Gandhi National Institute for Youth Development" is being set up in Sriperumbudur. The foundation-stone was laid by the hon. Prime Minister last year. The architectural competition is in progress; and very soon, we will be finalising the details of that. This will be an important Institute for the training of youth organisations, for research activities; and it will be an apex body in the country for all activities in this regard.

A National Youth Festival Scheme has also been decided upon to start this year. A National Youth Festival will start from the block upwards upto the national level; and we will be assisting it directly starting from block level to the national level. This will give an opportunity to the talented young people who are involved in different activities; whether it is music, dance, drama or any other area. So, this will also be an important activity during this year; and it would be continuing.

There is one more important thing which I would like to mention. This is the setting up of the National Adventure Award. There used to be some problem previously, because Arjuna Award was basically for sports and the adventure activists used to find it difficult because their performances were not suitably recognised at the national level. Therefore, we decided to set up the National Adventure Award which will be at par

with the Arjuna Award; and we will be having the first programme of giving away the National Adventure Award very shortly. A Committee on National Youth Programme has also been constituted with representatives from various youth organisations, political parties at the national level, representatives of minorities, the SC & ST; and this Committee is being chaired by the Prime Minister and would be discussing about the implementation of the youth programmes and need to have different of more number of activities to see that we are able to tap the energy of our young people.

I thank you for giving me this opportunity. I would request the hon. Members to give their support to the Demands for Grants of this Ministry.

SHRIMATI MALINI BHATTACHARYA (Jadavpur): May I just seek one clarification? So far as the Nehru Yuvak Kendras are concerned, in my State, West Bengal, in a number of districts, the District Coordinators have not been appointed. We also find that in some of the districts the performance of these Kendras is not at all transparent, is not connected with the locality, with the local people, local institutions. Is the Government aware of this?

[Translation]

SHRI RAJENDRA AGNIHOTRI (Jhansi): Madam Chairman, I would like to submit to the hon. Minister that quota reserved for sportspersons in Central Government jobs has not been filled up for the last 3-4 years. Besides, the quota is already very meagre and it was fixed

15 years back. Would the hon. Minister raise this quota.

[English]

SHRI MUKUL WASNIK: As far as the functioning of the Nehru Yuvak Kendra in West Bengal is concerned, I would like to mention that wherever vacancies are there, we are going to fill up those vacancies very soon.

Another point has been raised about transparency in the functioning of the Nehru Yuvak Kendras. In this regard, I would like to mention that at the district level we have district organising advisory committees, set up under the Chairmanship of the District Collector for Nehru Yuvak Kendras and whatever major activities are to be undertaken by Nehru Yuvak Kendras, are normally discussed in this advisory committee, where there are representatives from certain voluntary organisations and some non official members are also there in that committee. Therefore, I do not think there is anything in the NYK activities which are to be hidden. (Interruptions)*

[Translation]

MR. CHAIRMAN: Shri Panigrahi, this will not be allowed. The hon. Minister will give the final reply to the debate. Please keep your points in your mind and whenever you get an opportunity, please put them forth. I had allowed some members as an exception, but it does not mean that it will be applicable in each case. You are an experienced Member. You may please take your seat and discuss it with the hon. Minister later. Except the speech of Shri Ramashray Prasad Singh nothing will go on record.

SHRI RAMASHRAY PRASAD SINGH (Jahanabad): Mr. Chairman, Sir, first of all I would like to express my thanks for giving me an opportunity to speak on the Demands for Grants of the Ministry of Human Resource Development. Education is an important matter, but it is included in the State list also. The importance of education has not been understood in its proper perspective in our country as yet. We are still adopting the Western model of education whereas our social structure is quite different from that of other countries. Our necessities are of different kind. The reason for low literacy rate in India is that proper attention has never been paid either to primary education or secondary education.

Today the standard of education is deteriorating continuously. Through education we can change the social structure and also bring about social change. The people belonging to backward castes are being particularly deprived of social benefits because of lack of education.

Through you, I would like to draw the attention of the Government that education has been made commercial in our country and the elite group of our society are opening private schools and making it more or less an industry. There is mushroom growth of Public schools today and they are taking lot of money for imparting education.

The practice of getting admission in private medical colleges by paying hefty sum of money as donation is prevalent on a large scale. The Government is aware of all these shortcomings in the present educational system.

Mr. Chairman, Sir, I would also like to state that the Government spends a lot of money on the medical and engi-

neering education whereas it spends a meagre amount on primary and secondary education. Students in primary and secondary schools do not even have any proper building. They are forced to hold classes under the open sky or shady trees whereas the Government spends extravagantly on higher education.

Even the children of the rural affluent do not want to attend the schools in rural areas. Only those students attend such schools who cannot afford to attend schools outside the village. Today the students prefer to attend those schools which have a good building and equipments. The rural affluent are under the impression that good education can be imparted by spending a large amount.

Therefore, instead of sending their children to schools in rural areas they prefer to send them to prestigious schools in urban areas.

Sir, I want to submit that our present hon. Minister for Education is very competent and considerate. If improvement in education does not take place in his tenure it will be never done. He has an unshakable faith in the country. I, therefore, through you submit that improvement should be made in education and the dual policy of education should come to an end. Only one uniform education policy should be adopted.

Sir, even during the ancient times language region and location were no hurdle for education but today the situation is somewhat different. The hon. Member who spoke prior to me rightly pointed out that the scheme of adult education is confined to papers only. The Government funds are going down in drain without the desired results. The officers employed for this task are cor-

rupt and the entire money meant for those schemes is being pocketed among themselves. Why does the Government not monitor it? Why does it not send the monitoring team to Bihar to find out the reality? If it is done, it will be revealed that the crores of rupees being spent by the Government on adult education is going waste. The Government should not think that its duty is over merely by spending the funds. It should monitor whether the money is being spent properly or not.

May it be the State Government or the Central Government, the money should be used aptly.

Mr. Chairman Sir, there are hundreds of villages in my constituency, Jahanabad, which do not have a school even. It has been mentioned in the Constitution that the children between the age group of 6 to 14 years will be given free and compulsory education but, how will they get education when there are no schools. What is the importance of compulsory education? Therefore, the basic thing is also to be taken into consideration. The basic thing has been left aside. There are many villages which have the population of 600 to one thousand and which do not have schools, then what is the use of the compulsory education for the children there. What will they make out of this compulsory education. Will not the people of that area think that neither the Union Government nor the State Government pays heed to their problems? How can we educate our children? The law has been enacted but the schools have not been brought closer to the people. Those children of six years of age are still the bread earner for their parents. You might have seen the children of age group of 5 to 6 years engaged in petty works. The children work in the bus factories. They make the

carpets. The law is just for name-sake. The law has been amended twice in this House. We would like to know the benefits of these amendments. The Government has just enacted the law that it is a severe crime, if the small children are made to work.

Yesterday, I visited an officer's house, there also a child of six years brought tea for me. People are involved in the crime even after the law has been enacted. What arrangements will be made for their education? My suggestion is that a survey should be conducted regarding all those children and give them education accordingly. Will the parents not like that their children should get good education and become officers. Such children belong to Schedule Castes and Backward Classes.

The syllabus is so vast that they can not buy even the books. The Central Government should keep an eye over the aid given to the State Governments, whether the money has been utilised or not.

You talk about Operation Black-Board. My submission is that there may be any party's rule in the State but the Central Government should check whether the work is going on there or not. If the State Government fails to do so, the Central Government should ask the State Government to explain the reasons for it. My suggestion is that the schools should be opened in the areas which have the population of 500-1000. The primary schools should have at least six rooms. Sufficient materials for imparting education to the children should also be available.

New system of education has been introduced in the educational institutions

[Shri Ramashray Prasad Singh]

of Bihar i.e. the officiating teachers in the educational institutions depute a person who has passed matriculation; in their place on rupees 100 per month. Besides it such teachers give rupees 100 to the inspectors even for administrative protection. The person deputed by the teacher in his place teaches but the teacher does some other work. This new method has been evolved and corruption is on the increase day by day. Severe steps should be taken to save the country from corruption.

Today the condition in our country are very bad due to the anarchy prevailing in the educational institutions. The whole case should be investigated. Arrangements should be made to construct buildings for every school and the teachers should be appointed in time. With these words, I conclude.

DR. S.P. YADAV (Sambhal): Mr. Chairman Sir, the demands for grants of the Ministry of Human Resource Development are being discussed. This Ministry was set up in 1985. The aims, at which this Ministry was set up have not been achieved. This Ministry was set up for the development of women education, child development, art, culture and youth programmes. Hon. Shri Arjun Singh, is the Human Resource Development Minister of the 10th Lok Sabha. He is making every effort to make up the deficiencies of Congress. Please, pay attention to eradicate corruption and irregularities found in the field of education. Today, education has become a subject of the State only. Education should be brought in the concurrent list and this should be handed over to the Central Government so that there can be an equal education system throughout the country.

One can see that in Uttar Pradesh, primary education, junior high school education and secondary education are different from the other States. Every State has its own syllabus. We have failed to provide equal education even after independence. The irregularities are due to it. The primary education and the junior high school education are far away from reality. There are two types of education today—the one is the primary education in the cities and the other is the primary education in the villages. We write a number of letters to the hon. Minister regarding the city primary education. We write to the hon. Minister to recommend a child's admission in Central School or in some other school. The arrangements have not been made till date for the admission of the children whether the child lives in Delhi, Patna, Lucknow, or in some other city. The problem of admission is severe. Letters of many hon. Members are received by the hon. Minister. The hon. Minister has formed the system since last year that an hon. Member can recommend only two children for admission. Where the others will go in this case? A number of people approach us for it. If arrangements can not be made for the education of the people then leave the idea of educating them.

No attention has been paid towards the schools in rural areas. If there are 300 children then the teachers are just one or two. There is no proper seating arrangements for them and the buildings are not sufficient for studies. I am sorry to inform you that last year the roof of a three storey school building had collapsed in Moradabad. The third floor roof collapsed so the second and first floor collapsed in chain. Four hundred boys and girls trapped in the debris and were died. This major accident took place in that school in Moradabad. The manager

of that school was arrested but he was granted bail on the very next day. Ask the parents of those little school children, who have died. Shri Rajesh Pilotji had gone there and he brought few children and got them admitted in the All India institute of Medical Sciences. Even then around 400 children died there. When the people were removing the debris from there, they were lathi charged by police and were asked to be away from the debris on the pretext of fear of fanning Hindu-Muslim riots. A little girl came in between two pillars, she peeped from a hole asked for a glass of water. The pillars were cut down and removed and the girl was rescued.

Neither the Central Government nor the State Government is bothered about the plight of the rural areas and the small towns. It is obvious that since 1989 the demands of the Ministry of Human Resource Development have not been discussed. This discussion is going on for the first time. When there will be no discussion how the hon. Members will be able to put forth their problems.

My submission is that in the primary schools in rural areas, there is the problem of mattress, building and admission. The Government should be aware of these problems and these should be removed. I would like to submit one more thing that our primary education and the secondary education are dominated by politics. Conduct a survey of the problems of the rural and urban areas then a number of parents would come to Delhi and will say that their children have not been given admission. When they are not given admission, how will they get education. This is the responsibility of the Government to make arrangements for the education of each and every child.

I would like to draw your attention towards one more thing. Some of the our colleagues were saying as to whether education is on the Central list or on the Concurrent list. I would like to know from you that during 1991-92 the B.J.P. was in power in Uttar Pradesh and they had issued an anti copying ordinance. I think that they had issued the ordinance because the tendency of copying was at its peak in Uttar Pradesh, the hon. Minister may not be knowing that there were contracts from the process of filling up of forms to the conducting exams and the examining of the copies. Both the Management as well as the Principal were involved in it. I had welcomed that ordinance in the House. I had also said that a formula should have been evolved by consulting the educationists so that the children-both, girls and boys of the age group of 15-16 should not have sent to jails. Only the Principal of that college should have been given punishment. The principal in whose college the incidents of copying or mass copying take place, would be given 6 months imprisonment. I know that if the Principal does not desire there will not be any incidents of copying in that college. If one person is cheeked from doing wrong, the whole college will be streamlined.

It was unfortunate that elections took place again in 1993 in Uttar Pradesh.

MR. CHAIRMAN: Yadav ji, your speech will continue tomorrow.

18.00 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Tuesday, May 3, 1993/Vaisakha 13, 1916 (Saka)