

[English]

MR. DEPUTY SPEAKER : You have to read whatever you have written. Only the approved text will go on record.

12.24 hrs.

DEMANDS FOR GRANTS—1988-89
Contd.

[English]

(i) Ministry of Human Resource
Development - Contd.

MR. DEPUTY SPEAKER : Now we will take up further discussion and voting on the Demands for Grants under the control of Ministry of Human Resource Development.

[Translation]

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L. P. SHAHI) : Mr. Deputy Speaker, Sir, the discussion has been going on this House on the Demands for Grants relating to the Departments of Education and Culture and several hon. Members have expressed their views in this regard. Without going into details, I would like to elaborate only one of its aspects. A lot of discussion has already taken place during question hour in this session on the primary education, of which secondary education is a part. During the discussion on Budget, several hon. Members raised questions about Navodaya Vidyalayas and Central Schools also.

In 1985, the total number of secondary and Higher Secondary Schools in the country was 66290, whereas the number of Primary schools was 5 lakhs and 28 thousand. The number of students in Secondary Schools was approximately 169 lakhs. In Middle Schools, the number was 281 lakhs and in primary schools it was 864 lakhs. There can be a slight variation in the figures as they pertain to be period upto 30.9.85 only. The number of teachers in Secondary schools is 11 lakhs, in Middle

schools, it is about 10 lakhs and in Primary schools the number is 15 lakhs and 10 thousands ; i.e. about 25 lakhs teachers are teaching in Primary and Middle Schools and 11.5 lakh teachers are teaching in Secondary schools.

Now the question before us is as to what modifications are being introduced in the existing education system under the New Education Policy. Are efforts being made for its qualitative and quantitative improvement? Age of 18 years has been accepted as an international standard by almost every county of the world to pass secondary course. In our own country also the students who are eligible to get admission in the Secondary course belong to the same age group. But the Government cannot afford to provide free education to all of them. They are, at present concentrating on the universalisation of primary education. Universalisation of secondary has been achieved only by the developed countries like America and Russia. Since our emphasis is on universalisation of primary education, a large number of children of school going age are still deprived of getting secondary education. But through the New Education Policy, it is our endeavour to improve the standard of education, increase the resources for betterment of schools, introduce reforms in examination system, and prepare such text-books which could be helpful in giving a new outlook to their education.

The matter of disparity between schools is often raised here. We are of the view that disparity can be removed only by providing better teaching facilities in all schools and by improving their standard.

Next comes vocationalisation of education which provides an opportunity to the students to learn some practical work along with their regular studies, so that they could find themselves in a position to do some work after completion of school education and might not feel that they would become educated unemployed. The target for introducing vocational education in High Schools by 1990 is 10%. Vocational Education is in vogue in schools of Tamilnadu for quite some time. Vocational Education council is proposed to be set up at National and state level and a number of courses are

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being designed for this purpose. It is believed that one can learn as many as 600 trades in different fields like agriculture, horticulture, commerce, craft and industry through various courses being taught under this scheme.

SHRI AZIZ QURESHI (Satna) : Proper sitting arrangements is not there in schools in rural areas. The schools do not have even mats for the students to sit on. First of all, you give priority to making proper sitting arrangement in primary schools.

SHRI L.P. SHAHI : You were not present on the day when discussion on this subject took place.

SHRI MOHD. MAHFOOZ ALI KHAN (Etah) : Sir, the same is the situation in Uttar Pradesh. Neither black-boards nor mats are there in the schools in rural areas.

SHRI L.P. SHAHI : Improvement in Science Education is the third point. We shall try to bring uniformity in schools by providing them science kits in a phased manner.

Fourth item is class project which is primarily meant for removing mysticism about computer or imparting knowledge about it. This is called class project. 1200 computers have already been supplied to High Schools and some more are likely to be provided in the near future. Moreover, brilliant students do not come from a particular class or parentage. They are the wealth of society and the country. We are paying special attention towards their education. Government bears the expenses on education of students selected on competitive basis under the National Talent Scholarship Scheme. In Navodaya Vidyalayas also, admission is given on competitive basis and the Government is obliged for the admission of even the poorest student holding the desired level of talent. We want the education of talented children to get such a practical shape through these two schemes that they neither have to face any obstacle nor poor financial background could deprive them from their proper development. This is our endeavour to provide every talented child an opportunity to blossom. Besides, overall improvement also matters a lot. Further improvements

are being brought about in the College of Teacher Education. These improvements are being effected by strengthening its physical assets and improving the quality. NCERT has been charged with the responsibility of suggesting changes in text books. We are going to prescribe new text books in a planned manner and for this purpose we shall pursue the State Governments to adopt these new text books

So far as administrative front and school complex system is concerned, it has not yet been implemented. But there is a proposal to give supervision duty in respect of 5-10 Middle schools or 25-50 Primary Schools located adjacent to a secondary school, to the Principal or the concerned staff of the Higher Secondary school. The School Complex System Scheme was introduced some 10-12 years ago, but it could not be implemented properly except in some states where it was started on experimental basis. But now we propose to extend it gradually to more and more schools or areas.

The other important issue is that of examination reforms. In the present system of marking, the examiner feels satisfied by awarding different marks to the students—say 73 to one and 73½ to the other. The students attain first division or second division with a very slight difference of marks. Sometimes even half a mark makes all the difference. But the question is that there are a number of examiners and the level of concentration of different examiners varies during actual checking of papers. Therefore, it has been decided to reduce the under importance of examinations for the present system. It can be done by making regular assessment in place of terminal examinations in schools. It will yield two benefits. On the one hand the students will be regular in attendance and on the other teachers will also be regular in teaching. The note books will indicate whether a particular lesson has been taught or not or whether the students have grasped it or not.

Moreover, it is quite difficult to find out who is more intelligent from amongst those who score marks with a difference of one or two. Therefore, if the present system of awarding marks is converted into gradation it will help in forming an exactitude and

there will be very little scope of under-evaluation in a deserving case which results in depression to the concerned student.

Another issue concerns semester system and Credit Learning System. Semester system will bring about improvement in the present examination system. Formal assessment of a student in 5-8 subjects is done under the present system of examination. Therefore, it does not reflect the overall talent of an individual. Credit Learning System is a way to judge what qualities does an individual possess. Present examination system does not provide any opportunity to reveal the capabilities of person in extra curricular activities like, NCC, Debates, participation in social service camp or sports. Therefore, we are of the view that Credit Learning System is supposed to include all these things so that the total personality of an individual could be reflected. We want to make further progress in this direction.

During the discussion on Navodaya Vidyalayas in this House, many hon. Members suggested that we should not make haste in this matter. They said that we should go slowly and make efforts at consolidation. Their suggestion is good and it sounds plausible in the wake of drought, because due to drought, our allotment has been reduced which has already slowed down our progress. We were planning to open more schools, but due to drought, we are not able to do so. In the meantime, the pay scales of the teachers were revised upwards and we had to divert some funds from the plan to Non-Plan, although our hon. Minister has made it clear on the very first day that we did not surrender any funds. We had a Budget of Rs. 1210 crores in the Plan and Non Plan out of which more than 1209 crores have already been spent. This figure too is based on the reports received four days back. It is not true that the scheme was stopped midway. Actually speaking, we have exhausted all the funds. For these reasons, we had to divert Rs. 85-86 crores from Plan to Non-Plan. So far as admission in Navodaya Vidyalayas is concerned, it is given on merit. Some hon. Members have raised doubts as to the number of students belonging to poor families, or socially backward classes getting admission in these schools. In this connection, I want to

state that so far as the existing schools are concerned, the percentage of students belonging to scheduled castes and scheduled tribes taken together is more than what is supposed to be on normal population basis. The percentage of students belonging to scheduled castes and scheduled tribes at present is 18.1 and 10.2 respectively. So far as the income group of parents is concerned, the students whose parents have an annual income of less than Rs. 3000 constitute 19.4 per cent of the total students, those who have an annual income of Rs. 3000 to 6000 constitute 21.2 per cent and those who have an income of Rs. 6000 to 12000 constitute 22.3 per cent. Thus, you can see that 41 per cent students come from those families whose income is less than Rs. 6000 and 22 per cent students are from income group Rs. 6000—12000. Thus 63% of students are those...

SHRI VIR SEN (Khurja): These figures are from the Lekhpal's report. If he is given Rs. 100, he will issue income certificate the way one likes.

SHRI L.P SHAHI: You have been a Union Minister. Can you tell me on whose reports you used to depend for figures? It is only the official reports that are to be relied upon for figures. 18 per cent students are from the income group of Rs. 12000 to 18000. Half per cent students are from the income group of Rs. 50,000. 17 per cent students are from the income group of Rs. 36000—50,000. Thus, an attempt has been made to reflect in it the social status of the country from income point of view.

This is a new scheme and teachers are being appointed on deputation from old schools. For ideal conditions, the teachers should have been first trained according to new scheme and then those trained teachers should have been appointed in the new schools. But can we wait for such a long time? In democracy, there is always the pressure of doing things at a fast pace and these schools were also started under these conditions. In 1985-86, two schools were opened. In 1986-87, 81 schools and in the year 1987-88, 117 schools have been opened. In all, 200 schools have been opened and some others are going to be started soon. It is our endeavour to make

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these schools among the best and for this purpose good teachers are being appointed. But going by the prevailing situation in the matter of recruitment of teachers, the appointments for the time being will be made from amongst those who are already teaching in schools. They will be replaced, in a phased manner when we get good teachers duly trained on the new pattern. At present, the appointments are being made on deputation basis. They are not appointed on permanent basis.

Before concluding, I would like to say that I thought it appropriate to intervene in order to clarify the points raised about the Secondary Education.

[English]

SHRI PARAG CHALIHA (Jorhat): Mr. Deputy Speaker, Sir, I am sorry I have to speak something concerning my region. It will appear that the Kendriya Vidyalaya Sangathan has not been able to or has deliberately not given due importance to the peculiar facets of the North-eastern region. The number of teachers in Kendriya Viyalays say in Manipur, Nagaland and all the States of North-eastern region is very very low, absolutely not in conformity with the pattern followed in respect of other regions. In 1984 there was a special recruitment board constituted for recruitment of teachers in the North-eastern region for Kendriya Vidyalayas. Only people from outside the region who had their own relatives and managed to make some temporary habitation there got recruited. So the position has not improved.

There is another discriminatory thing. Those coming to opt for appointment in the North-eastern region were allowed extra allowance of 25 per cent over the basic pay and the condition was that they would not ask for any transfer. This is discriminatory because the people of that region, supposing somebody from Manipur is appointed somewhere in Tripura or Assam he is given but people from North-eastern region are deprived of this special allowance. Another peculiar thing is that condition precedent upon that special allowance was that they would not ask for any transfer. But, somehow or the other, we have a record that a lot of people, enjoying that particular bonus, have been transferred to their hometown.

I have already brought it to the notice to the Ministers concerned—both Shri Sahi and Shri Rao—about certain very objectionable attitudes shown by some select principals of the region. I would just relate one instance. In the Kendriya Vidyalay, Diphoo, the principal was so averse to the local conditions that despite some very serious protests, he held the annual examination on the very day when Assam celebrates its most important festival Bohag Bihu. I brought this to the notice of the Minister. But till now, not a single reply has been received.

Then, I refer to the central university which forms part of the Assam accord. We are sure, the hon Minister has been making some headway. But we feel that as there is a strong resentment about the Assam accord not being implemented, this particular central university should not become a political issue, as it now appears to be. The very purpose of its being included as one of the provisions in the accord shows that we must bear to the peculiarities of the demands of the local people. Therefore, the sooner the central university makes some concrete steps, the better it is.

Another point is about historical monuments. Assam is very rich in historical monuments. But the tempo of any improvement or tempo of any monument being preserved is such that despite several moves from our side, nothing tangible has been done. We have now the Sarkaria Commission's report. There have been references that a historical monument of a particular region should not be taken as being important only to that region. Perhaps it has a national bearing.

We have quite a lot of people like Jaimati, the great heroine who sacrificed her life for the cause of the motherland and Lachit Borphukon who annihilated the Moghuls. They are known as national heroes but nothing has been done for making a national monument in their memory. We, therefore, implore on our very astute and hon. Minister of Human Resource Development to look into this matter. This will create a lot of resentment that the historical glory of Assam has not at all been investigated in any way, much less honoured and much less appreciated.

We have very efficient and experienced Minister. In Assam, we have brought out a number of young men and women right from the rural areas. But the facilities afforded for the rural sports have not been up to the mark. We request you to give some special attention regarding how to bring out, how to imbibe certain facilities for the rural youth of Assam to make their mark in the national forum. With these words, I thank the Minister for doing so many things. But I particularly ask him to bear these points also in mind.

PROF. NARAIN CHAND PARASHAR (Hamirpur): Sir, I welcome the report presented to this House by the hon. Minister for Human Resource Development. Also, I support the demands presented to the House for this purpose.

At the very outset, I would like to congratulate the Minister for improving efficiency in the implementation of the national policy on education for which the House gave its approval sometime back. It was on 3rd January 1977 that, with the assent of the President, the education became a Concurrent Subject and our long-standing grouse, that the Centre was not doing much in the field of education, was removed. But unfortunately, the new Government that took over did not utilise the opportunity properly and in fact, sought to transfer the education back to the State List with the result that the precious days were lost. So, the first National Policy Resolution of 1968 could not be implemented properly and it was only afterwards and specially in the year 1985 when the Government decided to go ahead with the programme and this policy and ultimately in May 1986, the new National Policy on Education was evolved and presented to this House and was approved.

Going through the various aspects of the report and especially the implementation report, I am happy that the Government had taken adequate action and tried to move in with the advancement of technological aid and here is a report on improvement in efficiency. The UGC has already sanctioned installation of computer system in 93 universities and 200 colleges have also been provided assistance in small computers. This is not a very big leap but it a

significant beginning in the field of higher education and another thing is that the Government set certain guidelines to the State Governments for setting up of State Councils of Higher Education. Andhra Pradesh Government started implementing this but the Supreme Court objected to it and new guidelines have been sent and therefore, it is accepted that in due course State Councils of Higher Education would be set up. So, there is a lot to be said about the UGC. I wish that the House would find some time to discuss the Annual Report of the UGC which has not been discussed for many years so that the higher education can be discussed in a detailed manner in this House as higher education and the standards of higher education, its maintenance, etc. is the responsibility of the Central Government. Therefore, I plead with you to allot some time for a detailed discussion on UGC's Report. In higher education, the Reports of the National Commissions on teachers were available and Mahotra Commission was appointed on teachers for their grievances. Negotiations took place and then it was implemented. Some discrepancies still persist here and there, specially the Delhi University Teachers Association, it is still persisting on their demands. I would request the hon. Minister to take this also into stride and remove whatever grievances the teachers have so that harmonious approach and concerted effort can be made on the part of all, the Parliament, the State Government, the teaching community and everybody else concerned to put into practical shape the new educational policy in every campus, a college or a university.

I would also like to appreciate the good work by the NCERT which has gone ahead to help you in training the teachers to the new orientation that they require and 1.5 lakh teachers have been trained. It is a gigantic task and the Prime Minister also had been pleased to appreciate the good work by NCERT as one of the lead intellectuals we have. Last year, Director, Shri Malhotra has been doing good work. I hope that NCERT will still come up in its effort to promote the quality of education throughout the country, especially in the consultation with the various States and also to

[Prof. Narain Chand Parashar]

carry out the programme which has also not been so far carried out for paucity of funds and things of this kind. My main concern is with the new higher institutes of education that are coming up, especially regional colleges of higher education, regional engineering colleges, Indira Gandhi National Open University and the new Central Universities that are being set up. I want that these institutions should be dispersed with a national approach and all parts of the country should benefit. It should not be the attempt of the Government that historically since some Central Universities have been located in certain parts of the country where some other Central Universities may also be located nearby, certain pressures have been developed. I request that all parts of the country, the north-western part like the Himachal Pradesh, Punjab, Jammu & Kashmir, Haryana, etc. and also other parts which have been left should also be the beneficiaries of the location of Central Universities because they become ultimately the pace setters. I would plead for a Central University in the North-Western States and also a regional college of education in Himachal Pradesh.

I would also like the association of the representatives of the people, especially the Members of Parliament, in all the Central schemes of education that you have been putting into practice, especially the one relating to the Navodaya Vidyalayas and the Central Schools. As the people expect something from the Central Government, they do not approach the M.L.As, they just approach the M.Ps for betterment in standards, for improvement in quality and also sometimes for admission. Therefore, I would suggest that the Members of Parliament belonging to these areas, irrespective of the parties, to which they belong, should be involved in the implementation of the National Policy of Education, especially the new system that has been started, Navodaya Vidyalayas and the Central Schools, and the new institutions that you are going to set up like the State Council of Higher Education. It would strengthen your hands, it would give a voice and a role for the Parliament to play at the district and State level and that would be to the benefit of all. I am also sure that the M.Ps. would act in harmony with their State Governments

because no Member of Parliament wants to work against his own State Government or even the Central Government. It is in the interest of all, the State Government, the Central Government, the Members of Parliament as also the Members of the State Legislatures that a uniform pattern of management and participation of the representatives of the people is enforced at the district and the State level.

I would now come particularly to the field of culture, which has been the focus of attention of the Prime Minister. It is with an eye on the cultural development that he undertook the task of setting up of seven Zonal Cultural Centres throughout the country. It is a good sign that all of them started functioning, but a lot remains to be done in the field of functioning and performance. From the various things that I see, they are not performing the role which they should perform. One primary role was to integrate the region and harmonize their difference and contradictions. But in case the big functionaries are allowed to head these institutions, what happens is that they do not have time. In our own northern Centre, Mr Ray who is pre-occupied with the Punjab affairs is the Chairman of the Governing Board of the Cultural Centre, but he does not have enough time. May I request you to look into this aspect instead of big functionaries, the Heads of the States in which the institutions are located, if some men of eminence are made to head these institutions, I think the participating States would not be averse to this idea, because it is some sort of a very special attention that these Centres require at the initial stage and unless special attention is given at the initial stage, it would not be proper to expect many good results from them.

Now, I require your kind indulgence for the promotion of languages. That is one field which has been neglected though the National Policy of Education has been promoted, accepted and approved by Parliament and implemented, the National Policy on Education is welcome, but the National Policy on Language. Development has yet to come. There are many languages which are not included in the Schedule, but they are living languages, languages having a long literary tradition also, but they are not

getting adequate patronage. In this connection. I would welcome the evolution of Hindi as a national link language. Nobody could object to that and Hindi should be the repository of respect from all sides. Though Hindi is spoken by less than forty per cent of the people at the moment, but census figures do not matter much, because Hindi is our link language for the entire country and we welcome that. We would like that the regional languages should be given a greater importance and I would like to quote Shrimati Indira Gandhi in this respect :

“India is a tapestry where many colours exist side by side to make a beautiful pattern. It is not a melting pot where the ingredients are compelled to lose their identity. Hence the basic harmony between so many racial groups, regions and languages in our tradition. Each has been able to retain its distinctive personality and make its contribution to national life”.

So, it is retention, preservation and promotion of the distinctive personality of the languages, that is important and for this the Government should come to the rescue, because though the developing languages, spoken sometimes by more than a million people, are not getting adequate resources and adequate patronage. Here, it is the role of the Sahitya Academy and the Department of Culture that comes out.

13.00 hrs.

Sir, I am happy to see that a beautiful report has been presented to this House by the Department of Culture and it is more of an artistic production. There are very many good points in it but what I would like to refer to is this. In an answer to one of my Starred questions last month, the Hon. Minister of State for Education, Shri Shahi was pleased to state that the Government has decided to develop 34 such regional languages which are spoken by more than a million people and Pahari language of Himachal Pradesh is also one of them. Sir, many State Akademies are working and many other institutions at the voluntary level are also functioning for the promotion of these languages. They are preserving the rich cultural heritage and

our Department of Culture and the Ministry of Human Resource Development owe to the nation that the living languages do not die away, that the folk lore is protected and that it is preserved. The Sahitya Akademi, Lalit Kala Akademi and the Sangeet Natak Akademi have the responsibility to ensure the promotion of Art and culture of these languages. Sir, I would particularly appreciate the role played by the Sahitya Akademi which has recognised 22 languages so, far, that is, more than those included in the Schedule. But there are many more which are to be developed and which are to be recognised, which are clamouring for recognition. But recognition is not given to them for one or the other excuse. So, I would expect a liberal approach and I would suggest that the Language Development Board and the Sahitya Akademi may be encouraged.

Sir, I would also welcome two other statements which were made recently, that is, the National Bureau of Translation and the National Institute of Translation are also being set up. Sir, these are the two institutions that will bring the country together because myriads of varieties of our cultural patterns are spread out across the country but they are not able to reach others. Because of lack of translation, it is not possible to appreciate the beauty of the language of other part of the country and, therefore, cannot contribute to the mainstream of cultural life. I would also suggest that the link between education and culture be widened and in this respect, I would like to point out a very sad discrepancy. Even in the Central School the Music teacher is given only the scale of the primary school teacher whereas the music is supposed to refine or lead to the refinement of the soul and the intellect. I would plead with you that all the subjects which are being taught and which are there in the syllabus of the Central Board of Secondary Education should be introduced in the Central schools. At the moment, Arts, Painting, Music and even the Physical education are at discount in the Central schools.

SHRI A.E.T. Borrow (Nominated Anglo-Indian) : Because the University do not recognise Arts.

PROF. NARAIN CHAND PARASHAR : Therefore, it is not the fault of the talented students who want to have proficiency in them. Our talent, may be in art, music or in any other field is going waste because the students do not find any opening after the 8th standard. Therefore, please do something about it. The students in the Central Schools should get more attention and all the subjects which are traditionally very good for our country and which would bring about harmonious development of the country are also introduced at the higher level and students are allowed to join late in the universities. So, there will be close working and living connection between the primary school and the secondary school, may be Government Secondary School of the State or Central school of the Union or Navodya School and ultimately the University and the Ministry of Education.

Sir, now a word about the technical education. Country looks forward to the advancement in Science and technology and you have done many good things by starting the Indira Gandhi National Open University and also the Engineering college. Sir, in this respect I suggest that more study centres of the Indira Gandhi National Open University should be opened throughout the various parts of India, especially the Special category States which do not have many universities and many facilities for their students at the Post-graduate level.

Sir, with these words I would appreciate the good work being done by the Department of Culture, the Secretary, the Joint Secretary culture, Shri Manmohan Singh, and various Akademies but what I would plead is that education should be linked and based on the culture. If you are able to do this, the education pattern of this country will survive and inherent strength of our old educational, moral, cultural and spiritual values that this country had in the past which inspired Mahatma Gandhi, Swamy Vivekadanda and the scholars like Rabinderanath Tagore and others who started the experiment of the role of education would be fruitful in the long run. I would suggest that your attempt to provide a teacher of Culture in each school is a laudable attempt but what is required more is that

the cultural apparatus, the various infrastructure, required for the culture should also be made available. The States, due to paucity of resources at the primary school level, do not have enough funds even to provide buildings for the schools. So, I welcome the arrangement you have made to get funds from the NREP, RLEGP, etc., to construct buildings for primary schools at the grassroot level. But, I would like to stress here that buildings won't make schools. It is the educational and cultural infrastructure and welltrained staff that would make schools proper centres of culture.

Let every village bloom with its own complex of culture through your initiative and let cultural and moral values be dovetailed in the system right from the primary school to the university. That would be a happy day for the country when ultimately a child right from the primary level to the university level, would be able to develop his personality in association with culture in the language of his own region, his mothertongue and ultimately speak out through Hindi the national language and international language like English which should not be neglected on any score because it happens to be the only window available to an average Indian in all parts of the country to see the horizons of the world.

With these words, I thank you and I congratulate the hon. Minister and the other Ministers who are in his Ministry, especially Shri Sahi and Smt Alva for doing good work in the field of child welfare and other integrated subjects.

[Translation]

SHRI MOHD. MAHFOOZ ALI KHAN (Etah) : Mr. Deputy-Speaker, Sir, although our country achieved freedom 40 years ago yet our education is still passing through an experimental stage and not much success has been achieved in this field. If the foundation of a house is strong, the upper storeys will also be strong. But, here the whole system is in bad shape. I would like to mention about the condition of the teachers in the primary schools, from where a child starts his education. After ploughing their fields at

seven O'clock the teachers come to schools and the children just run here and there. Mostly there are only two teachers in a school to teach one hundred and fifty students. We can very well imagine the situation. There is no proper sitting arrangement in the schools. If at all, there are some schools, they are without roofs. The children are thus exposed to scorching heat and rain. This is the situation in the primary schools. The teacher comes, marks his attendance and leaves because he lives in the nearby village. They get handsome salary just for paying visits to the school. I request you to give me a job of a school teacher in lieu of my membership of Parliament... (*Interruptions*). You try to understand the reality. Such decent pay and four months vacation in a year. There is no better a department than this. Make me the Principal of a college. There are many pleasures in that job which a Member of Parliament cannot have. All that they do is just to defool the students and go away. I have seen the notes of Professors and teachers. If you see the papers, you will simply tear them. They keep very old notes. They just come, deliver lectures and go away. This is the present condition of education in our country. I don't mind saying that Navodaya Vidyalayas are opened due to political pressures, but actual survey is not done in the places where these schools are needed most. I want to submit that from the point of view of education my constituency—Etah—is the most backward area. In Etah, there is a small township named Burgain which has a population of thirty thousand mostly belonging to minority community. Shri Khurshid Alam Khan, who is present here, will surely support it.

SHRI KHURSHID ALAM KHAN
(Farrukhabad) : I am not supporting it.

SHRI MOHD. MAHFOOZ ALI KHAN : There is not a single school. Shri Khurshid Alam Khan is the Chancellor of Jamia. He doesn't speak for us, but I will speak for his university. I would like to submit to the hon. Minister that the Jamia Millia was established by our great leaders. Either you close down this institution or else stop linking it with the names of those great leaders. The hon.

Minister must pay attention to it. All leaders like Pandit Jawaharlal Nehru, Dr. Zakir Hussain and Mahatma Gandhi had sympathy with the institution, but today only the name is left. Therefore, either you close down the Jamia or give it the full status. I have told the Chancellor also, but he will not speak for our school.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P.V. NARASIMHA RAO) : Don't worry. If he does not say. I am here to listen to you.

SHRI MOHD. MAHFOOZ ALI KHAN : Thank you. There is only one school in that area and that too upto class seventh only. Thirty thousand population of that town consists of minorities and scheduled castes. It also fulfils the stipulated condition of three acres of land. Besides, a number of facilities like electricity, water, railway line and road are also present there for the benefit of the teachers. It will be appropriate if a school is opened there. I have given you in writing also. So far as the admission is concerned, a poor man has no say anywhere. In Navodaya Vidyalayas also, children of rich people get admission. When a poor man in tattered clothes goes there for admission, the Principal tells him to get out. The children of only those people get admission, who give donation. A common man's child cannot study in the expensive schools being run in Delhi. These schools are run by missioneries. They have made them into a business. Just start a school, there is no need of any agent. Make your men fight the elections and get the money yourself. Make propaganda in your constituency. The Government recognises even those schools where there is no teaching at all. There are many high-schools where degrees are available for Rs. 500/-only. One such famous school is there in the constituency of Shri Khan, where a student is declared as passed in exchange for Rs. 500/-even though he might have actually failed in the examination. These private institutions should be closed completely. You should adopt a uniform policy of opening at least one Navodaya Vidyalaya in every district. A co-educational Intermediate school should also be there in the district. There is a degree

[Shri P.V. Narasimha Rao]

college in Etah. The people of that area have demanded that a Law college should also be set up there. They want that law classes should be started there. Etah is a criminal infested area and, therefore, the people want to practise law there itself after obtaining law degree.

Now, I want to speak about Aligarh University. It is a great misfortune that though four members are elected for representation in the court of the university, yet we are not able to win. The Vice-Chancellor of the university is indulging in high-handedness there. Nobody knows better about Aligarh than me. The members of the court also know about the condition prevailing there. There are medical and Engineering colleges but admissions are given to near and dear ones only. Administration in the University is so poor that it is beyond description. Today, the condition of Aligarh university, which produced some of the best brains in the country who occupied very high positions and earned a name for India, has become very critical. It is really regrettable. Therefore, I request the Minister of Education that whoever is appointed Vice-Chancellor in future, should be conversant with the state of affairs there. He should be an old student of that university. You may get an enquiry instituted. Vice-Chancellors like Shri Hashim Ali or any other retired I.A.S. officer are appointed there who face a variety of difficulties. I am not criticising anybody but if a view-chancellor with an academic background is appointed, he can control the situation better. He can run the institution in a better way. I want that you may pay attention towards it

There are many small Arabic schools in our area, but Government pays little attention towards these primary schools. There has been a school in Etah district since 1929-30, which used to receive financial assistance of Rs. 5 from the Government. The amount of assistance has now been raised to Rs 25. You can well imagine what benefit an amount of Rs. 25 will yield to the institution and even this much increase has been allowed after great efforts. When Shri Hemwati Nandan Bahuguna was the Chief Minister of Uttar

Pradesh, he did frame a policy that Urdu should be the second language in schools. Urdu teachers were appointed during his tenure. But the situation today is that many vacancies of urdu teachers are lying vacant. These vacancies are not being filled up. If any student comes forward, he is driven away. Intermediate pass boys want to work as Urdu teachers but they are told that there is no vacancy, whereas in fact the vacant posts do exist. Therefore, I would like to request you that you may recognise Urdu as second language and do not give it a step-motherly treatment. The language which you and we speak is none else than Urdu, no matter whether you call it Hindi or Urdu, both are alike. Both of them are spoken by the human beings. Therefore, step-motherly treatment should not be given to Urdu or Arabic institutions and aid to Arabic institutions should also be at the same level. I hope that Government will pay full attention towards it.

Although our hon. Minister is very able and competent person and he must be knowing that a great poet named Amir Khusrau had existed in our country. Incidentally he was born in a town named Patiali in my constituency. I had written many times to the then Minister, Shrimati Krishna Sahi that some school or college should be built there after his name so that the memory of the international poet who wrote high grade riddles in Urdu as well as Hindi could be made everlasting. I submit that while you are setting up other institutions, you should set up a college or a school in Patiali after the name of Amir Khusrau, which would be a true tribute to that great poet.

[English]

SHRI SATYENDRA NARAYAN SINHA (Aurangabad) : Mr. Deputy Speaker, Sir, I rise to support the Demands of the Ministry of Human Resource Development. In the last year, the Ministry had taken some steps. For instance, they have released money for 34,000 new teachers under Operation Blackboard. 1.95 million non-formal education centres have been set up. 98 district education centres have started functioning. 205 Navodaya Vidyalayas have been opened. Nine lakh teachers have been retrained.

And yet, I would say that we have not gone far enough in this field because, the situation is such that it requires much more effort, much more funds to improve the situation. When the New Education Policy was adopted here it raised hopes and expectations all through the country. We felt that it was intended to provide education for social justice, for social equality, for changing the social outlook, social attitude for growth, for development, for everything, so that the social structure may be transformed, and the duality of educational system that persists in the society may go or there may not be the necessity for maintaining such a dual system in the society. That is why emphasis was laid on operation black-board, and the Prime Minister and our Minister for Human Resource Development laid emphasis on improving the quality of primary education first so that in the rural areas whatever education is imparted, is imparted of a quality which will obviate the need for students from rural areas to crave for going to public schools or to schools run by persons who cater to the affluent society. We were told that the Government of India was determined to make adequate allocation of funds.

At the time of that discussion I had expressed my doubts that all the educational policies have been framed with lofty ideals but unfortunately when it comes to implementation, these policies have foundered on the rock of implementation itself, for want of funds, for want of will, for want of the requisite imagination to implement them.

Here now we find that we had been given Rs 800 crores last year 1987-88 as against Rs. 375 crores in 1986-87. Unfortunately droughts and floods crashed our hopes and obliged the Government to make a cut of Rs. 100 crores, and in addition Rs. 80 crores out of this was diverted for non-Plan expenditure to pay higher salaries to teachers.

SHRI A.E.T. BARROW : Striking teachers !

SHRI SATYENDRA NARAYAN SINHA : I will not say that, but I would say, to the teachers. This has made a

serious inroad in the allocations and we were expecting that this will be made good at least in the budget year 1988-89, but what I find is that the allocation for this year and for the budget year 1988-89 also is almost the same amount.

SHRI A.E.T. BARROW : Zero growth.

SHRI SATYENDRA NARAYAN SINHA : Yes but growth in that way, I agree with you, and the allocation is only Rs. 800 crores or Rs. 835 crores which means nothing. This is against our demand for Rs. 1439 crores made by the Ministry. The Minister had exhorted the members of the Central Advisory Board of Education for maintaining a sustained climate of optimism and hope without explaining the basis on which this hope and optimism can be sustained.

SHRI A.E.T. BARROW : Both have failed.

SHRI SATYENDRA NARAYAN SINHA : They may have failed.

As my friend said, it is said that, both these policies would not go together. *(Interruptions)*

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P.V. NARASIMHA RAO) : We have been persisting on Education. How can you fail on this ? *(Interruptions)*

SHRI SATYENDRA NARAYAN SINHA : Surely, all credit for policies will not be able to sustain our hope, unfortunately, or optimism. And the expectations raised are turning into some kind of despair. We were told that there was a political commitment, and this political will should be there. I would like the hon. Minister to consider this aspect of the situation. In view of the fact that we do not have enough funds, I would submit for consideration of the hon. Minister that he should think of other alternatives as to how he is going to educate those children because I am afraid that at the moment we have 254 million illiterate in the country. At this rate, perhaps, we will be entering into the 21st Century with

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almost 400 to 500 million illiterates which may not be a very good commentary on our performance.

Sir, Operation Black-board has to receive priority because this is the foundation on which the whole edifice of education is to be erected. I would like to invite the attention of the hon. Minister to the state of affairs or the situation prevailing at the grass-root level at least in my State where an official survey revealed a dismal picture that 50% of the schools are held in open air at all times, 40% of the schools do not have any building at all, another 20% of them have dilapidated buildings. Some of them do not have black-boards, about 13,270 schools do not have mats for students to sit. Only 7 schools had chalks and dusters. In 9453 schools there were no bells and only 2531 had any blackboards. Sir, the situation in several other States is not any better. The other day I read a news item in 'Hindustan Times' which stated that in Punjab, the position was as dismal as I have made out just now. I do not think that it is better anywhere. Sir, Bihar alone require Rs. 72 crores for improving the situation in at least 13,000 schools. I do not know what allotment of funds would be made.

MR, SPEAKER : Please wind up

SHRI SATYENDRA NARAYAN SINHA : Sir, I am only at the primary level. Please give me more time. So, Sir, in these circumstances I feel that any cut in allocation for primary education will not be desirable because so far as primary education is concerned, we should give top priority and in the countries of the world, top priority is given to primary education. I beg of the Government and the Minister particularly, to attach highest importance to this,

Sir, cost benefit studies have been made in this context. One such study quoted by the Economic Times of September 19, 1987, said that returns of investment in primary education were 20 to 33% as against 25% to 35% in private investment in industrial assets. As I said, all over the world, the countries are attach-

ing importance to the primary stage. But unfortunately, we are giving importance to the University and Secondary Education and not primary education. It is again neglected. I do hope that this Operation Blackboard will be implemented with full dedication and zeal at every level and I hope the situation will start looking up when the deprived section in the rural areas will feel that they are also getting quality education which other sections of students are getting because this will be in tune with the spirit of socialist goal that we have set before us.

Sir, as I said, I would also like to go into the other alternative, that is, better system of schooling. For instance, I am told that Puna based Indian Institute of Education has tried community based system capable of attracting more students at primary level. Their classes are held at convenient times resulting in high levels of attendance, particularly of girls. Education is made relevant to the community needs, the cost is stated to be Rs. 50 per student. The Ministry should go out of the way to consider such alternatives to get best results for the available resources. Meanwhile, the Government should be able to tell us what happened to the reported offer of the World Bank to finance primary education in India.

SHRI A.E.T. BARROW : The Minister has not heard this.

SHRI SATYENDRA NARAYAN SINHA : I have just said, 'if there was a reported offer'. It was reported that the World Bank had made an offer to finance primary education. What had happened to that offer, I would like to know from the hon. Minister. (*Interruptions*).

Now, Sir, as I said earlier that national literacy mission has been set in motion. For that we will be needing about Rs. 550 crores. Does the Government have so much of resources, the House would like to know, because this is a very good mission and I hope it will be able to remove the illiteracy and reach its goal, but the funds will stand in the way. That is why we want to be assured whether the Government will have the requisite funds or not.

Sir, I would like to know whether the Government has thought about it that this kind of improvement in the quality of education of the state of affairs cannot be brought about without the involvement of voluntary organisations also. So far as adult education is concerned, I am not very happy of the way it is being carried on. I do not know about the experience of other Members here, but my personal experience is not one of great satisfaction and there is also malpractice being indulged in, in regard to turning out books for adult education, which I know from my personal knowledge, and if you want to improve the situation, if you want that this adult education should succeed, there should be a campaign. I think we have got to involve voluntary organisations public men and even the students who are public spirited, they may be asked to make at least two persons literate in the country. This way we can achieve our goal and this has to be done and we have to take requisite steps to involve these people in this campaign because without public cooperation and without public involvement, I don't think we are going to succeed in this, whatever amount of money we might have spent. (*Interruptions*).

Sir, 205 Navodaya Vidyalayas have been opened. A lot of criticism has been made that these are elitist schools. Well, I don't share this view. I have great faith in the Navodaya Vidyalayas because I feel that they are intended to cater to the students of rural areas and admissions will be on the basis of examination. But the schools have been opened in a very hasty manner without assuring themselves about the availability of land, about the availability of building and even with regard to the fairness of the examinations held, I would like to submit to the Minister on the basis of what I know in my district that he must set up a monitoring cell to look into these things. It is because, you have to create and provide the same type of education to rural boys from poorer sections as well as to boys from affluent section so that they may enter the society without any complex. If you have that high objective, lofty ideal, then you must see that there is no malpractice. This can be achieved only through monitoring by having a monitoring cell at this level. What is happening

today? The way the schools are being opened, the missions are made, I would like you to have a kind of assessment and a survey made as to how many students are coming from poorer sections and how many students from the affluent section and the influential section. I know that about 40% of them have come from Scheduled Castes and Scheduled Tribes and backward classes. But still in regard to the students who have admitted to these schools, about giving admission to students from affluent section, there is a lot of *Golmal*. These things need to be looked into.

In the Plan of Action, you have said, there would be a District Council for Education. If that has been set up, perhaps these things could also be looked into, without bothering to set up a separate monitoring cell. But the District Council for Education has not yet been set up. Even the State Council has not been set up in my State. It has not been done. I would beg of you to see that at least these things start functioning at the earliest. What else are you going to implement in the New Education Policy? How are you going to fulfil the expectations that have been aroused from the new Education Policy?

With regard to university, I know you are going to introduce vocationalisation at +2 stage. But that has not taken off the ground so far. I would like that this should have a close link with the industries concerned. But what will happen to those areas where there are no industries. How are you going to establish any linkage in those areas? You have got to have a dialogue with the Industry Ministry to set up more industries or at least some industries in the No-industry districts so that the linkage is established. This should be done, if you want vocationalisation must succeed and attract the students.

With regard to university education, modern countries like U.S.A., Japan, USSR and France are acutely conscious of the quality of their education system. In these countries, universities are being maintained by industries. Now a stage has come for us also when the universities have also to be linked to the industries. For instance, Stanford University through their research has given birth to Micro

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Electronic Industry. Because of the assistance of that university, it is starting the industry in that way. We have got to lay emphasis on identification of knowledge and also giving importance to knowledge and encouraging universities to devote more time for research.

With these words, I support the Demands for Grants under this Ministry and I do hope that the Minister will provide the necessary leadership in respect of education at the State level.

[Translation]

SHRI ABDUL RASHID KABULI (Srinagar) : Sir, the unemployment is increasing in our country and the number of educated unemployed youths, who are already in thousands and lakhs, is further increasing as more and more of them are coming out from our colleges and other institutions. I am of the views that the success of the Ministry of Human Resource Development would be judged from the fact to what extent unemployment is being removed in our country. I think that basic objective of education should have been to provide employment to as many youths as possible on completion of their studies. If the objective of education is to render them unemployed after passing B.A. or M.A., it will be nothing but harming the strength of whole country and wasting its resources. Therefore, I want that before formulating their policies, especially in the sector of education, the Government should ensure that the policies so framed must provide maximum employment opportunities to the people. Merely obtaining degree of doing graduation is leading to increased unemployment and it is not benefiting the nation in any way.

Sir, through you, I would like to draw the attention of the Government towards Jamia Millia University. The hon. Minister is aware of the fact that during the freedom struggle, Mahatma Gandhi had felt the need for laying foundation of an institution of basic education which could help in our intellectual development besides meeting the educational requirements of post-independence era. He took initiative

in this direction and his efforts culminated in the shape of Jamia Millia University. Great nationalist leaders like Maulana Mohd. Ali, Mahmudul Hassan and Hakim Ajmal Khan took initiative and established this institution. Thereafter, this institution started functioning formally from 1922. We should not forget that Dr. Zakir Hussan, the former President of India, had at one time accepted service at a salary of Rs. 40 to run this institution and, thus, he nurtured it with his ability and dedication to make it success, so that this institution named Jamia Millia University could progress. But I feel distressed to say that Delhi University which was established in 1922 and Jawharlal Nehru University which was established much later have progressed a lot and the Government has spent enormous funds on them to facilitate their development, but surprisingly, the Government has not so far recognised Jamia Millia as full fledged University. It is a matter of great regret that things go wrong right at the top level where our policies are framed and that too deliberately—and, therefore, there is need to remedy the situation. I demand that Jamia Millia University should be given the status which it deserves.

I would also like to say that only two languages i.e. English and Hindi have been accepted in our country as official languages practically. But in a vast country like India, which has limited resources and other problems of its own, two languages cannot continue to work for a long time. We cannot keep two official languages before the coming generation of India. It carries a big danger. It has divided the country into two, two different outlooks. If Hindi is the language of crores of people and it has been accepted constitutionally for the entire country, than there is no reason why it should not be accepted as a official language. I understand that Hindi has not been given that place and status which has been envisaged in the Constitution. I find that in all competitive examination, whether they are conducted by Public Service Commission or are otherwise prestigious, English is given more importance than Hindi, English dominates. The result is that the people who have no proficiency in English, our young men who may be highly capable and very talented but have no

proficiency in English are left far behind. Their only fault is that they have no proficiency in English, English is not their own language. As a punishment for this crime, our generations are being ruined. I would like to warn the Government that it will have to take a decision in this matter or else they will have to amend the Constitution to make English the Official language which in turn would be a signal of danger for the country, because I am of the view that English is the legacy which has suppressed our culture and civilization and, thus, it is an obstruction in the path of our progress. Therefore, I would like the Government to take some decision in the matter of language.

At the same time, I would like to most humbly submit to the hon. Minister of Human Resource Development that Urdu is spoken by crores of people in the northern and southern parts of India. The hon. Minister himself is very proficient in Urdu, We are encouraging poets like Iqbal, Faiz, Meer and Firaq Gorakhpuri on official level. International conferences are being held in Delhi and Lucknow. A few days back, a big seminar was organised on Faiz Ahmad Faiz in Lucknow, to which his wife Begum Alis Faiz was invited from Lahore. It was stated in the seminar that this language was ours and these poets belonged to our country. Iqbal, the poet who wrote "Sare Jahan se achcha Hindustan hamara" was Indian. This language is ours and we must adopt it. But is it possible to develop this language in this manner, Government has not so far accepted it as second language in U.P., Bihar, M.P. and Delhi. I believe, more than 10 crore people in this country speak Urdu. Recognition of Urdu as second language will not cause any harm to Hindi. To my mind, due to neglect of Urdu, development of Hindi is lopsided one. Hindi-Urdu is one and the same language. Urdu and Hindi are sisters, the only difference between them is that they have different scripts, but despite this, the mixture of both of them is Hindustani. The speeches which the hon. Members deliver in the country are in Hindustani and the newspapers which are published in Hindi and Urdu are also in this simple, easy to understand language. The only

language which is widely followed in the country in films, dramas and in public life is Hindustani. This Hindustani is the mixture of Hindi and Urdu. The Central Government must pay attention towards this. My request to the Government is that education to the children should be given in the mother tongue. But it is really unfortunate that despite the inclusion of Urdu in Eighth schedule of the Constitution, it is discriminated against other languages. I would submit that promotion and development of Urdu alone is not enough, the Government should assure the coming generations that after they complete their education of Urdu language, there would be fairly good job prospects and other opportunities of rising in life for them.

At the same time, I also want to state that enough attention is not being paid to our cultural heritage. By the grace of God, State of Jammu and Kashmir in the biggest Centre of ancient culture. But despite this, the Department of Archaeology and other departments are not fulfilling their responsibilities in the matter. The hon. Minister should visit Srinagar himself and see in the valley the old monuments of the times of Pandavas in Avantipura, Patton etc, and old localities in the ruins around the city which date back to Kanishka period or even earlier. Due to the negligence of the Central Government, the imprints depicting our cultural heritage are vanishing. Therefore, I urge upon the hon. Minister to pay attention towards this.

[English]

THE MINISTER OF STATE IN THE DEPARTMENT OF YOUTH AFFAIRS AND SPORTS AND WOMEN AND CHILD DEVELOPMENT IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI MARGARET ALVA): Mr. Deputy-Speaker, Sir, not very many points have been raised so far as Programmes for Women or Sports or Youth Affairs are concerned. Therefore, I do not really have very many answers to give. But I am intervening to place on record some of the important programmes of the Department which are part of Human Resource Development and very much a part of our work together.

[Shrimati Margaret Alva]

Sir, so far as education itself is concerned, I am glad to say that special emphasis in the New Education Policy is being given to women's education, to technical education for women and also for removing the sex bias so far as women and girls education is concerned through the Special Cell in the NCERT which is looking into the Text-books, which, shall I say, have been in the past propagating, maybe, inadvertently through the text books certain bias against women in society... (Interruptions) Certain States have also taken steps to reserve posts of primary teachers for women which, I think, is a very healthy trend because getting more women into the Primary School Stream would really help very much in getting more girls into the Primary Schools, particularly in the rural side. Further, non-formal education, the Open University System, the Condensed Course for women have all been receiving special attention and will, I know, lead to increase in literacy figures for women in the years to come.

So far as the women's Department itself is concerned, I am glad to announce—there have been repeated questions in the last few months about them—that the National Committee, which had existed before and which had not been reconstituted, has recently been reconstituted with the Prime Minister as the Chairman and experts from different fields of women's development serving on it.

A National Core Group was set up a few months ago for the review of the existing plans and programmes for women and to see where and why they have not succeeded and what requires to be done so that by 2000 A.D. some concrete resources in the field of women's development could be seen. The Core Group has submitted its report and has sought certain corrective measures, certain positive interventions and essentially for greater emphasis on woman in the existing plans and programmes so that benefits could go to the women in particular.

[Translation]

SHRI RAJ KUMAR RAI (Ghosi) : Barring the two lady Ministers, no lady Member is present in the House at the moment.

[English]

SHRI A.E.T. BARROW : Kindly make note of it.

MR. DEPUTY SPEAKER : The point is that she represents the whole

SHRIMATI MARGARET ALVA : Maybe, it is more important to win over men as far as these issues are concerned. So, I am grateful to you that atleast you are here... This, I hope will form a background for the next Plan which is now in the process of being worked out because this would really give certain facts, figures and perhaps certain guidelines which could help in improving women's programme. We had also set up last year, the Justice Krishna Iyer's Commission on Women Prisoners—women under detention. It has submitted its report and an inter Ministerial group has been set up to follow up the recommendations and see how positive intervention both at the State-level and through the Central Ministries, could be made to implement some of these recommendations which are of vital importance.

Sir, a National Commission on Self-Employed Women was set up. It has not yet submitted its report. Mrs. Ela Bhatt is the Chair person of the Commission. The final report is expected to be ready by the first week of July.

We have launched a few new programmes for improving the employment and employability of women and one of the important ones is the Women's Development Corporation in which 51 per cent of the investment is from the State Government and 49 per cent is the matching grant from the Centre. It has been done in order that we may be able to give not just financial support but also to assess new fields for women's employment, small-scale units for women which can be started in different areas. This would also assist in design, development, marketing support and other technical assistance, which would

help women not only to go in for small projects on their own but also to train them to be able to be better employed, in the new areas.

We have tried to make some of the existing schemes more viable—in view of some of the suggestions from Parliament and outside—and more efficient. For instance, there is the scheme for working women's hostels. We have amended the guidelines to make them more beneficial to the lower income groups of women. In view of the problems which were discussed about the widows, young widows in different parts of the country, we have taken steps to provide for accommodation for them in these hostels by reserving a certain number of seats in working women's hostels for widows in distress. We have also taken up a massive programme of awareness generation and education—formal and non-formal—for women specially the para-legal training and facilities for legal aid to be provided through voluntary organisation and social welfare boards. Counselling Centres and these training programmes have become extremely popular and are proving to be very very useful to women's group and individual women in distress.

As far as legislation is concerned, the House has discussed some of the amendments and also the new Sati Prevention Act which had been brought before Parliament. I will not go into the details because detailed discussion did take place both at the time of amendments as well as on the new Bills. I can only say that our problem is not the law but the implementation and in this we are trying very much to take the State Governments respond to some of the problems which exist because we require their cooperation. It is not only cooperation but their active involvement in implementation of these measures that is required in order to make the legislation more effective. We have also expanded our programmes to assist women in distress, through homes for women, through the State Governments. We have also launched and are in the process of expanding the programme called STEP—Support to Training for Employment—which will, we know, help in probably fighting many other social evils because the

economic status of the woman is very much tied up with her social status and, therefore, it has to be a multi-pronged attack when you deal with atrocities or other problems which women face.

The Dowry law was amended. But you see the problems which we face in implementing it. It is not because the society is not aware but because the procedures and supportive mechanisms have got to be strengthened so that women can benefit from the legislation which has been passed. (*Interruptions*).

SHRI VIR SEN : It is because the provisions of the law are not deterrent.

SHRIMATI MARGARET ALVA : They have been strengthened very much last year after the amendment. But if there are more suggestions which you feel we must attend to, we are always prepared to listen and to see how we can improve on existing legislation. But I am one... (*Interruptions*).

SHRI SAIFUDDIN CHOWDHARY (Katawa) : But what happened to the Sati law ?

SHRIMATI MARGARET ALVA : The Private Members' Bill is going to come before the House and you can discuss them. Nothing has happened since the last sati incident in Deorala to tell us that the existing law is not useful. Therefore, there is no point trying to change the law in every session of Parliament and amend rules. We will have to see how and where it has failed before we can really talk of change in the existing laws.

As far as Children's programmes are concerned, the most popular—and I get the maximum number of requests from the Members of Parliament for them—is the Integrated Child Development Services, the ICDS blocks. I have repeatedly said that our priority is for tribal blocks, for Scheduled.Caste dominated blocks and for urban slums. We are trying to see how this can be phased in a way that all these could be covered as far as possible by 1990.

Shrimati Kalpana Devi and Shri V.C. Jain, who are not here, had raised specific

[Shrimati Margaret Alva]

points about the ICDS blocks. Shrimati Kalpana Devi said that the progress was too slow to have an impact. I would just like to point out that we started with 33 blocks in 1975 and at the beginning of the Sixth Plan, we had only 150 blocks in the country. Today, in 1987, we have reached 1,480 blocks and with the new blocks which have come, we will be able to reach 1,718 blocks including 218 in the State Sector. I cannot say that the progress has not been good. But I would certainly agree with everyone that this programme could be expanded farther, provided the Planning Commission gives us necessary money which, as you know, is always in short supply.

We have allotted specially this year 40 projects for drought-prone areas of Gujarat and Rajasthan. We have even done away with the procedures like training and so on because it was an immediate need and they have been able to attend to children in these badly affected area of Gujarat and Rajasthan during the drought period.

Shri Jain has specifically asked about the projects in two districts of Rajasthan. He is not here now but he has spoken about Barmer and Jaisalmer. I would like to place on record the fact that all the development blocks in these two districts have been covered by ICDS projects. So, he should really have no complaint at all.

About the other two programmes for children, I would like to say that other one is the Creche programme which we are expanding in a big way. I am not going into the facts and figures because it is already in the Report. These are very very essential because large number of working women in the lower income groups need support when they go to work. So, the Creches are being expanded in a big way. I am glad also to say that the early childhood education and care programme was transferred from the Department of Education to the Department of Women and Child Development. In the last one year, we have expanded this programme tremendously. I think that with the New Education Policy, this programme will receive increasing attention in the years to come.

14.00 hrs.

As far as Youth and Sports departments are concerned, somehow the Department of Youth Affairs tends not to get very much attention in the House because everybody looks for results as far as sports are concerned. I would like to say that we have introduced a number of programmes with relation to sports, because we do realise the concern and the criticism which we have been facing that not enough had been done to achieve positive results in the field of sports.

As I have said before, the budget from the last Plan which was Rs. 13 crores has been increased to Rs. 200 crores—thanks essentially to the intervention of the Prime Minister who has been taking personal interest in sports and is now the President of the amalgamated Sports Authority of India. So, he is giving directions personally on many issues for the development of sports.

I am glad also that sports is receiving increasing attention because of the new education policy. The school system itself has at last begun to lay emphasis and realise that sports has to form a part of any educational programme. The Navodaya schools particularly will have the total infrastructure for sports as part of the whole allotments for the development of the Navodaya schools. I am afraid that if some States do not go in for the Navodaya schools, they would be left behind in some of these facilities which are being made available for sports.

SHRI SATYAGOPAL MISRA : They are advanced in sports, don't worry.

SHRI SOMNAH CHATTERJEE : But completely don't deny us everything

SHRIMATI MARGARET ALVA : I am only saying that you will miss out something more than just the Navodaya schools; but also the sports which go with it.

I am glad to say that we have been having repeated consultations by way of meetings with Ministers of Youth Affairs and Sports of the States which has become a regular feature. It has been very useful because we are able to discuss and sort out

many problems of funding, follow-up and so on.

One of the problems we face is that we allot projects to the States; MPs write to us; the first instalments goes; but unless we get the utilisation certificate for the utilisation of the first instalment of the grant, we are not able to release the balance of the grant, with the result that I find half-completed projects all over the country and a demand for new projects coming in simultaneously. We have also taken up the matter now with the Planning Commission. Because we find that there is no point in having half finished projects, in the States without being able to utilise this. In this matter we have appealed to the State Governments to at least see that the statements which we keep sending to them regularly are attended to, so that we get feed back on the position as it stands because otherwise the grants, as you know, kept till March for the second instalment cannot be carried over automatically to the next year according to the procedure.

I am glad also to say that we have signed four Sports Protocols in the last year with the USSR, GDR, Cuba and Mauritius. There are many more in the offing because a lot of interest is being generated in the field of sports cooperation with different countries. I would like to place specially on record the support being given to us by the USSR in the development of the Southern Centre at Bangalore which is being developed into a national centre of excellence for sports development. Equipment, exports and other material are coming from them.

The merger of SNIPES and SAI has helped very much in sorting out many problems of overlapping and duplication Six regional centres—we only had one at Patiala before—are coming up. The regional centre at Imphal will start formally, the construction work tomorrow, when the Prime Minister is laying the foundation stone of the North Eastern Centre at Imphal on the 75 acres of land made available by the State Government. The other centres are at Calcutta for the East Zone, Gandhinagar for the West Zone, Bangalore as I mentioned for the South; besides Guwahati and Aurangabad which are getting sub-centres

for sports their development. Delhi of course and Patiala have been there and a high altitude centre is coming up at Shimla and a winter games complex is planned for Manali. We are in the process of developing the yachting centre at Bombay. Besides these, synthetic tracks and artificial fields are being laid; nine of them have already been sanctioned for different parts of the country. 51 sports field stations are functioning in our universities. We have also begun to fund colleges through the UGC in order that we don't interfere with the autonomy of the universities. But the funding is done by us and the universities are getting special attention for sports infrastructure development. New guidelines for improving our training, selection and participation procedures in International competitions have been brought out. You have been probably reading about the various views and reactions but we have responded to the demand made in both Houses of Parliament after the last Asian games to streamline procedures and to ensure results for the investments which are made in sports and sports' development at the taxpayer's cost. Therefore, we have gone ahead and we are not calling them guidelines. We have called it a challenge to excellence—'operation excellence' so that all of us can work together to achieve results. It is a time bound programme for the next three years. (*Interruptions*)

We do not expect miracles in 1988. For the Olympics our participation will be limited because there are certain preliminary qualifying standards for the Olympics but we are already in the process of long-term preparations for the next Asian games in Beijing in 1990. (*Interruptions*)

The SAF games were successfully hosted in India this year in Calcutta and the national games in Kerala were also a very big draw. We have changed the previous practice of centralising all sports events in Delhi. We are trying to take them to different parts of the country so that not only interest but also infra-structure can be spread to different States.

The NSTC scheme has been decentralised. We have today got with us 63 schools which we have adopted as SAI schools and 345 children specially selected

[Shrimati Margaret Alva]

are already admitted to those schools. We do realise that with these 3 years, experience we need to review and see how we can improve the facilities in all these schools. Therefore, we have set-up a small group of experts to visit these schools and see what results have been achieved.

We have also launched a special areas games scheme. A mention was made in the debate about the need to taking sports to the rural side, to the rural schools and rural areas. I would like to tell you that we have been doing this in a big way. This scheme aims at tapping talent in tribal areas or upto now unexplored areas. Where we have had very good success is archery. Water sports centres are coming up in Andamans and Alleppy. We are going in for contact sports in the North-eastern States. We have picked up long distance runners from Ladakh. We have been able to reap some results. For instance, there is our recent performance in the Asiad Archery Championship, where after 40 years we came to the bronze level. A tribal boy picked up a year ago under this special area games schemes and put, under specialised training won the medal. The boy was in a stone quarry cutting stones a year ago earning Rs. 2 per day. Today he has reached Asian championship mark winning a bronze medal. So we do see that there is talent under the special scheme for setting up hostels. We have already set-up seven hostels and we hope to have 20 by 1990 where working youth, working sports-persons or those who do not have facilities in their own areas are being put up. We also manage to get them transferred or get some kind of employment and give them free facilities for training, board and lodge.

The Dronacharya awards were introduced a year ago for outstanding coaches. We have also introduced cash prizes for winning medals in International championships. But what has been the most popular programme perhaps is prize money for schools at the district level. Eight disciplines have been selected. Schools winning in the district-level competitions get Rs. 10,000 prize money for increasing the infrastructure for sports in those schools. Last year, we had given Rs. 1.8 crores by way of prize money to district level schools.

This year, it has gone upto 2.10 crores showing that more and more districts are participating in the competition.

For the first time, we have introduced a ten-month post-MBBS diploma course in sports medicine in the country in collaboration with the Indian Medical Council because we do feel that scientific inputs into sports training and development are very essential. Sports medicine, imported equipment and long term training have now been made part of the whole training process.

I would like to say that in sports, we have made a bid for the Commonwealth Games in 1994. The existing infrastructure, we feel, is more than sufficient for conducting the games. We hope that the Commonwealth Games will come to us in 1994 adding a new dimension to the sports culture of the country.

I would like to mention here that last year, we had amended that we were sanctioning Rs. 1.00 lakh per district for the rural playfields development programme. We felt that for a whole district this was a bit too small. We have now gone down to the block level. Now each development block will have a nodal school with all the infrastructure. It will look after the sports development in the block itself.

Special Sports Development Area Scheme is also being worked out which will bring together a number of blocks which will have the total infrastructure, including stadia, hostels; all the facilities for the development of sports. So, it could serve as a nodal point for sports development at the grassroots level.

As far as youth programmes are concerned, the NYKS has become now an autonomous organisation. By 1990, we hope to reach every district of the country. They have a budget of Rs. 2 lakhs a year for youth programmes in each district. We now hope to allocate a good part of this sports development as well.

The NSS is being expanded. But what is important is that the NSS volunteers—3.5 lakhs of them—will participate in the national literacy mission as part of their ongoing programme. The integration camps and other camps which are being organised,

will not just be integration camps any more. We are recasting the proforma to see that youth participate in some kind of constructive asset creation at these camps whether it is building of an *Anaganawdi* or helping with the local drainage or whatever it is, so that some kind of physical labour is provided through these camps for youth.

The youth awards were introduced last year. The youth week is being celebrated in a big way in all parts of the country as part of our youth programmes.

As far as youth hostels are concerned, we now have 22 of them. Seven are under construction and another eight have been sanctioned but are awaiting allotment of land by the State Governments. I can only say in conclusion that we hope that the youth will be mobilised in a big way to participate in many many more programmes as we go along, whether it is immunisation, drinking water or any other kind of programmes. We believe that if we can mobilise them through our programmes, then a great asset in national development would have been mobilised. I thank you.

(Interruptions)

SHRI AMAL DATTA : (Diamond Harbour) The Freedom Run.

SHRIMATI MARGARET ALVA : That was not from my department.

SHRI SAIFUDDIN CHOWDHARY : That was part of sports or... (Interruptions)

SHRI AMAL DATTA : You might have run but your department did not run ? (Interruptions)

SHRI SAIFUDDIN CHOWDHARY : Freedom was on the run, it says.

SHRI PIYUS TIRAKY (Alipurduars) : Sir, ours is a secular, socialist, democratic republic. But nothing is secular and socialist here as we have experienced so far. Democracy also is hanging. You have a very vast area to look after—human resource development. First, I should like to draw your attention towards Orissa. Efforts have to be made to stop hunger. This is happening in Orissa and the Government's attention has not yet been drawn towards Kalahari and Ganjam districts which are tribal districts of Orissa. Tribals are living

there. Government is speaking every day for the development of tribal areas. But the Government has not gone there and no statement is given. I expect that the statement should be given as to what is the condition of Orissa, especially in the districts of Kalahari and Ganjam. Many people are starving of hunger. Hunger death was there. Children are being sold as also women. This type of starvation is there. I draw the attention of the Government to see that the conditions should be improved immediately.

As regards education, we are the largest illiterates in the world. So, we cannot boast of literacy in India as the percentage of illiteracy is the greatest here as compared to other countries of the world.

Blindness is increasing. This is because enough food is not given to children. We have not been able to give them the required food. We are speaking of socialism. We are boasting ourselves that India is secular and socialist country. But the living conditions of the people are the lowest in the world. You have so many schemes for sports in Calcutta, Bombay, Delhi and other towns from where the people are also participating. But what is the condition of the people in the countryside ? Development has not reached them. They are lacking drinking water. We are speaking of the development of women and children. But what is the condition of such women and children today and before? Dowry is there and 'Sati' is still present. You are speaking of children in the towns. Go to the villages and see their conditions. I have repeatedly reminded of tea garden people and you are speaking of the tribals. No primary school or no such industry is existing there. Neither the State Government nor the Central Government is looking into it. We are earning Rs 700 crores of foreign exchange. Here these people are poor and illiterate. I draw the attention, once more, of this House that a special look should be given to primary education to the tea garden people and higher education later on. Other facilities are also to be given to them. Tribal people are there in Assam. They are not even counted as tribals. The entire tea garden labourers and 90 per cent of the tribals have been deprived of their rights so far. What kind of human resources are there for them ?

[Shri Piyus Tiraky]

Resources are not present there and not developed.

MR. DEPUTY SPEAKER : When we have decided, we have to stick to the time. We have to finish including the Minister's reply. Otherwise, another Ministry cannot be taken up.

SHRI PIYUS TIRAKY : So, how will you develop ? We are the first in unemployment in the world. In dowry death, we are the first and also in the atrocities towards women. In blindness also we are the first in the world. 40 per cent is below the poverty line and no country has got this much below poverty line. We have the largest number of illiterates in the world, we have the largest number of beggars that any country in the world has.

As I have stated, these are areas where you have to undertake development properly. I do not think these peoples are animals, they are also human beings. Development should reach to them also. I do not understand, how this Government is calling itself as socialist, as secular. How many riots have taken place ? We are a democratic country and must act democratically. You are now thinking of bringing in emergency all over India. The people are starving every year. They are not concerned who is at the helm of affairs, or who is the person in power, You have a vast responsibility towards such people.

For any development work, you have to take into confidence the people of the area. Do not try to work with the help of the-kadars alone. The development work in every village, every place should be taken up after taking the people into confidence. Not by spending money alone, the development would reach those places. Therefore, my request to the Government is that for any development work, the people of that area must be taken into confidence. Only then you would succeed.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P.V. NARASIMHA RAO): Mr Deputy-Speaker, Sir, I am very grateful to the hon. Members who have participated in this discussion. They have given some very good suggestions, though their number had to be

necessarily limited because the debate is one of an on-going programme. Last year, quite naturally, and the year before last, we had a qualitatively different debate because something was on the anvil. I was explaining to the House what the Government proposed to do, and the House was reacting to my proposals and, therefore, I got much more valuable suggestions last year which got incorporated in the schemes, in the proposals. Today, I am mostly on the question of what has been done and what needs to be done. So, it will not be qualitative, but it will be quantitative and, of course, from the quantitative assessment there can also be certain qualitative conclusions drawn. To that extent, it is valid.

Before I go on to any specific subject on education, and implementation of the policy, I would like to draw attention of the Members to one very important fact. It is not so much a fact alone, it is a question of handicap. Several members here hailing from all parts of the country have spoken about what is happening and what has not been happening in their respective constituencies. Fair enough. But I should also be forgiven if I am not able to report uniform progress in all the constituencies in one year, because this has been taken up as a phased programme. If some hon Member says that something which needs to be done has not been done in his constituency, I will have to refer back, to what was undertaken during this one year and if within this one year's period, his area has not been included, it only stands to reason that the complaint would continue until it is taken up in the phased programme. Operation Blackboard, for instance, has been taken up in twenty per cent blocks in the country. There are some areas, some States which somehow preferred to be left out. That is a different story, but the States which have come into it have given us twenty per cent of their blocks. They are listed, each school has been listed, what is deficient, what was found deficient, in each school has been listed and what has been allotted to the State in respect of that school has also been listed So we have gone to that meticulous extent of going down to the grassroot level, to each school, This has never been done before. While the general remarks about the constituencies are valid, I would like to

know which school, which block, whether it has been taken up, whether it has not been taken up and whether it is going to be taken in 1989 or not even now. So, one will have to go into all the details before being able to answer a specific question in a specific manner. So, my proposal is, my request and my appeal to the Members is that we will make available to you all these specific details, state-by-state, district-by-district; the block chosen, the district chosen for the establishment of DIET for instance and whatever has been done with of a specificity in the last one year and for the next years to come because the phase programme has been worked out completely. I will give to each Member of Parliament that specific phasing as we have done it. Will you kindly, will the Members very kindly look into this phasing and wherever they find that a particular place or a block has been included but the programme has not been started there, not gone on as it ought to have, bring it my notice?—In fact we will be sending out teams and we are sending out teams but monitoring for monitoring in the very nature of things cannot be over the whole country. It cannot be hundred per cent monitoring. Monitoring can be only by way of sampling and monitoring itself takes its own time. Therefore, let 800 Members of Parliament become my monitors; my eyes and and ears. This is my appeal. In the next one month I propose to give them all the specific details that we have gathered and all the programmes with equal specificity that are going to be taken up next year. Let them come to our help because for the first time in the history of education in India, the Central Government has gone down to the grassroot level in a big way. The Operation Blackboard has not been taken lightly, or started lightly because when you go to the requirements of each school in the country it means that a huge stupendous programme has been taken up by the Government. We want a little sympathy; we want a little cooperation and we want a little less of general criticism which can be valid anywhere, any time any place. So, this is my offer and as a result, if I get real response from the Members of Parliament, I would say that they would be the real the participants in the educational programmes of the country.

Some Members have approached me and asked me how they can help. I am very glad that for the first time I am seeing Members of Parliament not only offering criticism but also offering their services. Now, here is how their services can be made use of. If you have any other proposal, any other manner in which services of the Members of Parliament can be utilised, I will be very happy to accept it. In the Operation Blackboard Programme, for instance special attention has been paid to backward areas. Now, this is borne out by figures, We have given almost twice the number additional teachers to the backward areas when compared to the non backward areas. In every respect, in every small detail, we have seen to it that the backward areas receive much more than other areas. Therefore, the interests of the backward areas to the extent it is possible in a programme like this have been taken care of. I claim very humbly that this has been kept in view all the time. If you find that it has not been kept in view, if you find there is violation here and there, I am prepared to accept your word for it and look into it. I know that in many programmes, Sir, two or three States in India are going to set a tone for everything and may be they are the bench marks of success or failure I do not know which but all the complaints are concentrated in these three or four States. I would not like to name them. In fact I would like to go there and start the bench marking for whatever it is worth.

Any programme gets into some trouble in some areas, where probably trouble of such kind is endemic. Well, we do not know; we will have to go into it. But, I would like to say that just as the chain is as strong as its weakest link is, educational programmes or their implementation, I am prepared to accept, will be as successful as in the areas they have not succeeded at all or succeeded the least. I am prepared to go to that extent in admitting failure where failure has to be admitted. When it is staring you in the face, how can you not admit it? So, I would like to tell hon. members that I will talk to them separately if necessary, about these areas. We will go to those areas, see why the programme is not functioning, why it is not taking off, why it is taking off in the wrong direction

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and so on. We will have to take all these things into account. Again, it is a question of meticulous micro-planning along with the State Governments, along with the Members of Parliament and along with the legislators. Everybody who is concerned in this huge programme of education has to be brought in. Only then, we will really get some results. It is not a question of just bandying charges against each other. It is everybody's work. And now for the first time, it has become the Central Government's programme after the new Education Policy has come in. So, let us do this experiment in this new spirit.

My colleagues have made my burden much easier. They have lessened it to a very large extent by giving all the details in regard to secondary education, vocational education, sports and women's programmes and so on. I would like to say that the very concept of human resources development has been a new concept, introduced for the first time during the last two or three years in the New Education Policy and being implemented for the first time, in the year 1987-88. Therefore, this is an unexplored area the area about which no one is sure, about which no one can say that this is the *Pathar Ki Lakeer*, this is the last word on this subject and that there is nothing more to be said about it. It is still nebulous, it is still experimental, it is still open—very much open. And that is the challenge that we are facing today. It is something which is open and not the easy method of following the beaten track—a track that has been beaten by our forefathers for centuries. This is not the kind of programmes that we have today. It is a programme in which you have to become—we have to become the path breakers, the path finders, the pioneers. And a pioneer is likely to commit more mistakes than the one who has the convenience of following the pioneer behind. So, I would like to warn the members that there really is nothing set for us in advance by anyone. We will have to find the path ourselves and in this we will have to do a little trial and error also. We may commit an error, but at the same time, we must have the large-heartedness to see the error and correct it. This is the kind of pragmatic approach, dynamic approach which is

forward-looking, that is needed in the implementation of the New Education Policy.

Sir, it is true that I am equally disappointed that we have not been given more money, more than Rs. 800 crores. Now, where does this disappointment lead us? I would like to submit to this House that we have to act just like an engineer. An engineer does not go the field to start his work in the rainy season. He does all the paper work in the rainy season and only in the months of October and November, he goes and starts his field work. In the same manner, we should concentrate on areas which do not need additional funds. Professor Barrow and I worked about 20 years ago on an All India Committee of Examination Reforms. I claim—and I hope Prof. Barrow agrees with me—that we produced a very practical, pragmatic and a beautiful report. And I do not remember to have come across any financial difficulties in putting that through. Why has it not been implemented for 20 years? Is it only finance that came in the way? No, it never came in the way. In fact, we would have saved some money if we had implemented some parts of that report. I am sometimes aghast to find that I had to make a special effort to find a copy of that Report after I became Minister for Human Resource Development. It is very much there now in our possession. But when I first wanted to have a copy, you said what kind of report, we do not remember.

SHRI A.E.T. BARROW : You should have written to Mr. Barrow.

SHRI P.V. NARASIMHA RAO : Yes. Before I wrote to you, I could find it. Otherwise I would have come to you as a last resort or maybe I would have ransacked my own books in Hyderabad or some other place and I would have found it. So this is the condition. When a Report is presented, the cynicism that has developed into educational programmes first looks to the money.

[Translation]

People would say that since no funds are going to be allocated, nothing worthwhile is likely to come out of it.

[English]

There are so many things, where paisa is not needed and we will have to concentrate on those things and if for one year, there has been a moratorium on expansion, on new programmes because of drought, which is of nobody's making, let us face it, let us not be disappointed to the extent of injecting the depression all over the country, let us concentrate on certain things which do not need additional outlays and I can reel off any number of such programmes which are crying for a solution, crying for a very clear cut understanding of the problem at the field level. That is not going to be stopped by way of paucity of funds. So we will have to be pragmatic in these matters also. It is quite possible when you are at the take off stage. After all, this year also, we took seven or eight months in making up our minds, what we are supposed to do. Is it a joke to go to every village and find out the requirements of the school in that village? Has it been done so far? Can it be done just in a matter of one month or two months? We had to take seven or eight months. We had to send special teams out to these States. We had to constitute a specially authorised high-powered Committees at the State level with the full co-operation of the State Government. If in any State Government that co-operation was not forthcoming, where do we end? So this programme has been taken up as a joint programme based on national consensus. It is in that spirit that we went about it. That is why we are able to say that we not only did in 1987-88, we also did the exercise of what we are going to do in the next 2-3-4 years. So this has been a five-year programme chalked out within eight months. See the dimension of this programme. The dimension of this work has to be judged from that point of view. If we have more studies, if we have to find more people to go and monitor the programmes, whatever has been done, we will develop a mechanism by which all this monitoring will be done this year, it will not need much money, it will not need much expansion but it is only a question of persons being available for such work. I am prepared to enlist those who volunteer for this work. Thousands of people would be needed. Their TAs and DAs would not really cost so much. But so much of infor-

mation will come back to us. So I am prepared to tell Parliament what are the areas of activity in education which are important and still do not need very huge sums of money for investment. Let us concentrate on that part of the programme and when by God's grace, rains come and drought will no longer be there in the country, when it will be a thing of the past, then let us ask for more money from the Planning Commission, may be to make up for what they could not give this year. That should be the spirit in which we approach educational programmes.

About women's education, my colleague has already given information. On the Navodaya scheme all the details have been given by Shahiji. I just want to flag one thing. This is a great experience, at least to me has been a very new, refreshing and at the same time startling experience. If you go to any school, whether it is school of the rich or school of the poor—it does not matter, because this school does not judge a boy by the money, he has or the bank balance of his father—you will find boys and girls of all levels of intelligence. So, the teacher finds it easier to level it out. He will be teaching the backward boy, while the boy who has already understood, will not trouble him too much; or may be he will not be attentive, but to some extent the task of the teacher is in a multi-layered intelligence situation is easier. But here is a new situation in a Navodaya School where to the last boy and girl, they are hungering for knowledge. They are so intelligent that it is becoming more and more difficult for the teacher to cope with that surfeit of intelligence coming into the school at one place.

Today, the difficulties pointed out by the hon. Members are not the real difficulties. I can make the selection more fool-proof. The class composition of the boys has been given by Mr. Shahi. I have verified it myself; I have gone to 1 or 2 schools where I have talked to each of the students, to each boy and girl asking him or her what is his or her father. Sometimes I get the answer that he is a police constable, sometimes that he is a wage earner and sometimes that he is a school teacher—something like that. But I have

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never found a zamindar's, a big zamindar's child, i.e. child of a zamindar having 1,000 or 2000 acres, in the Navodaya Vidyalaya, yet; and that 'yet' is important and we would like the class composition of these schools to remain just at this level, and not get corrupted by any means. This is going to be a task by itself, I agree; but my main problem is the teacher. I find that the teacher, howsoever good he is otherwise, in a normal school, multi-layered school, he is likely to be found inadequate in a school where you have this surfeit of intelligence coming from all side of the district. That is what I am concentrating at the moment; and if you ask me, for the next one year the Navodaya Vidyalaya Sangathan would have to concentrate only on this, not quite to the exclusion of other things but mostly to the exclusion of other matters we will have to concentrate on this. Otherwise, the scheme will fail by next year. If the students' interest cannot be kept up, if the students' curiosity cannot be whetted time and time and again, the school will start leveling off coming to plateau, beyond which it will not go; and a Navodaya School is not supposed to come to a plateau ever. It has to be an ever-ascending graph of achievement, understanding, curiosity and challenge. That is what we really want that school to be. We will have to see how it becomes what we want it to become, or whether it becomes. Ultimately, as I said, this is all an unchartered ocean; and in this ocean, where we are going to reach, we do not know. For the last two years, the experience has been extremely good; and I am saying this, not because I am the Minister, not because I am the president of the Navodaya Vidyalaya Samiti, but because as a worker in this field, as a person who was born in a village where there was no school when I was studying, I know that the improvement that we find in these schools, and the kind of intelligence we find there, is fantastic. And we have to cope with it; and this is the spirit in which we have to take this challenge.

SHRI A.E.T. BARROW : What steps are you going to take to get your teachers trained for this purpose?

SHRI P.V. NARASIMHA RAO : That is what we are concentrating on. May be

in the next Session I will be able to tell you more about it. I am only flagging the challenge that has come to our notice. Not that every teacher is inadequate; but what I foresee is that the teacher may not be able to keep pace with the fund of intelligence that he has to deal with. At the moment, yes; in the first 1 or 2 years, the Principal being a very good person, it is possible for the teachers also to do so. But you cannot expect that 450 very good Principals will be available just for the asking. You will have to change the teachers. That is why we have not recruited them finally, on a permanent basis. They can go back to where they came from, and they have a job waiting for them there. They left that job on deputation, and came to us on attractive deputation terms. This is the real intention of not making a permanent recruitment, at least for the first 5 or 10 years I do not know how long will be the time-frame. But we have not done this, with this purpose in view. Otherwise any teacher, good, bad or indifferent, if by mistake or by an honest misjudgement considered to be very good, is recruited here, he becomes a permanent liability for the next 30 years; and the institution suffers.

So, this is the real thing to be flagged in regard to these new schools.

One point which has not really been fully brought to the notice of the House, or not come to the notice of the Members is that the All India Council of Education—I am now going into the area of technical education—Bill has been passed. The Bill has become law. Normally, it takes its own time. After all, it is said that a litigant's trouble starts when she gets a decree from a court in India.

Likewise when a Bill is passed in Parliament, the trouble of the administrator stands because in the implementation there are many hurdles. It is a kind of invisible hurdle race. Invisible in the sense that you cannot anticipate what the hurdles are going to be. In a normal hurdle race, you know there is a hurdle but here, you do not know that there is a hurdle, and suddenly it comes. So, it is a kind of an invisible hurdle race that we have to face, once we pass the Bill and make it law. We have not only made it

law ; but order the law, the bodies to be formed have been formed ; and from the next academic year i.e. from June onwards, the All India Council of Technical Education will start functioning in right earnest, under the new law. This, I beg to claim in all humility, is an achievement because we have sat over it ; days and nights we have sat over it the officers have sat over it ; we have got into the spirit of the whole thing and we did it on a sort of war-footing, with the result that we will be able to get this new body which we have brought into force by legislation with such great hopes ; as all hon. Members know. Those hopes will not be belied, and the body will come into existence and will start functioning from the next academic year.

In this matter we have lots of things taken care of : girls, technical education has been taken care of ; community polytechnics blocks have been taken care of, and we have got all the lists of these institutions where you will see that very good work is going on ; and if you find any lacuna there, I am here available to get your opinion on it and see how it can be corrected.

Then about higher education. I am rushing through, only because most of the other points have been covered. On higher education, we have only two important points to flag. One is the question of autonomous colleges, about which there are differences of opinion. Different opinions are very natural in a matter like education ; but we have taken up autonomous colleges as a challenge, again to ourselves, because if we give a college autonomy when it does not deserve it, then the entire scheme gets a bad name. I have no doubt about that. We have to be very sparing in giving autonomy to these colleges. Even if a college which deserves, does not get it, it does not matter because it does not have it at the moment anyway. But if a college gets it and makes bad use of it, or misuses it or it becomes a failure in the hands of the academic authorities of that college, then it is a disaster. So, I would like to say that although we have said 500 colleges, we wanted that number to be taken more as an illustration of our will, rather than any calculated figure arrived at after due deliberation, considering all the

facilities available, all the possibilities available etc. That is not a figure which has to be taken as sacrosanct. What is sacrosanct is that we do not want this scheme of autonomous colleges to go astray. Even if it is 200, it does not matter even if it is 100, it does not matter, because on this, there has been a conscious debate and a deliberate difference of opinion expressed by a section of educationists.

So, we do not want to take any chances on that. There are pros and there are cons of course, some of them. But we have taken a conscious decision and that decision cannot be implemented in a manner to defeat its purpose. So, I would like to say, in all humility, that the number 500 need not be taken as if to make it an end in itself. We may not be reaching 500 within the Seventh Five Year Plan. What we are reaching is the perfect manner in which an autonomous college should start functioning such.

About Jamia Millia, some speeches have been made. Mr. Aziz Qureshi is here. Let me say that there was no lack of intention on the part of the government to convert this into a Central University. We had taken a decision long ago. The decision stands. There are certain areas in which a standing institution, an institution which has been inherited by us has to be brought into a new framework of a Central University. Now, we came up against certain difficulties ; those difficulties are well on the way to settlement/solution and I would like to say that the moment this is done, I would come to introduce a Bill for converting Jamia Millia into a Central University ; and I do hope most fervently that this will be possible in this session.

SHRI AZIZ QURESHI (Satana) :
What about Aligarh University ?

SHRI P.V. NARASIMHA RAO :
About Aligarh University, I think the matter is now pending with the Visitor. When we talk of a university, I get into one special difficulty. One argument is that we should not talk of any action in a university because they are all autonomous bodies. On the other, whenever something goes wrong in a university, I am supposed

[Shri P.V. Narasimha Rao]

to be answerable for everything that happens there. Tell me one thing whether I have any power or I have not. It is only the Visitor that has the power if any correction to be made. We have seen it in the case of so many Central Universities. You cannot have it both ways. Is that simple? What I would like to say is that I am as much a respecter of university autonomy as any member, but, when one member wants to make an exception conveniently whenever it suits him, then I am not prepared to accept that because nothing suits me; it suits me to stick to a principle, not to break it. Whenever some hon. members find it necessary for me to break it, I am not going to break it; I am going to stick to the law. A Visitor has the power. Representations have been made to him. He will certainly consult whomsoever he wants to consult including the Central Government: he will take his decision. Beyond that I am not prepared to go.

SHRI SRIBALLAV PANIGRAHI (Deogarh) : What about the universities which are autonomous, as you know, but, they are under the control of the University because autonomy has failed there? Now you are talking of the autonomy to be given to some colleges. That is welcome. But some of the universities, quite a large number of universities, are under the direct control of the government, State Government here and there. So, is there any thinking about how to improve upon them?

SHRI P.V. NARASIMHA RAO : I have not come across any university which is being run by the State Government as a department.

SHRI SRIBALLAV PANIGRAHI : here are three universities in Orissa where till the universities are now directly managed by the government.

SHRI P.V. NARASIMHA RAO : I shall look into that. Under what circumstances that came to pass I really do not know. I do not know whether it is a fact what the hon. member is saying although *de jure*, the position may be different. I will look into that. You can give me some

details and I will look into that and then let you know what the position is.

About the development of Indian languages, questions have been asked and they have been answered; some details have been given. But I must say that this is one area in which lot more needs to be done; of course, lot more needs to be done in every area. But if I have to pick up one area in which lot more and more needs to be done, it is in the development of India languages. We have not been able to pay so much of attention to languages. We have been concentrating and rightly so on science and technology, higher education, etc. Now, the whole emphasis has changed. We are now to concentrate on the grass-root, on the operation black board, on non-formal education, on adult education and on the national literacy mission. We have also to concentrate on the development of Indian languages, languages not only enumerated in the Constitution, but languages *per se*, they may be 34 today, they will become 300 tomorrow. But to what extent a particular language needs to be developed, or has the capacity to develop that is something which only a language expert can tell us, because a language cannot be developed beyond its potential. It should be allowed to reach its maximum potential. If you force too much on it, then it breaks. It creates difficulties. So it is a very technical subject. I know a little, but I know just a little, very little, a drop in the ocean. So, we will have to enlist the support of many many language experts in this country. We are trying to do that. On Sanskrit we are doing that. On other classical languages like Arabic we are paying special attention. So, all these areas which have been mentioned in the New Education Policy, not one of them has been left, not one of them has been postponed for a future day, we are proceeding on all fronts, the broadest possible fronts one can imagine in the field of education, we are proceeding on all fronts. Of course, in some areas we have to have a thrust, in other areas we may hasten slowly but there is progress on all sides; on all fronts, and that is the intention of the Government. I thank the Members again for all the valuable suggestions. I appeal to them to give their approval to the Demands for Grants.

MR. DEPUTY-SPEAKER : I shall now take up the Cut Motions.

SHRI G.M. BANATWALLA (Ponnani) : My Cut Motion No. 1 has already been moved. But in view of the assurance given by the hon. Minister about giving statutory university status to Jamia Milia Islamia in New Delhi, in view of that assurance I seek leave of the House to withdraw my Cut Motion No. 1.

MR. DEPUTY-SPEAKER : Does the hon. Member have the leave of the House to withdraw his Cut Motion ?

SOME HON. MEMBERS : Yes

Cut motion No. 1 was, by leave, withdrawn.

MR. DEPUTY-SPEAKER : I shall now put the remaining cut motions to the vote of the House.

Cut motions No. 2 to 15 were put and negatived.

MR. DEPUTY-SPEAKER : The question is :

“That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President, out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1989, in respect of the heads of Demands entered in the second column thereof against Demands Nos. 46 to 49 relating to the Ministry of Human Resource Development”.

The motion was adopted.

Demands for Grants for 1988-89 in respect of Ministry of Human Resource Development Voted by Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grant on Account voted by the House on 18th March, 1988		Amount of Demand for Grant to be submitted to the vote of the House	
		Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.
1	2		3		4
Ministry of Human Resource Development					
46.	Department of Education	261,85,00,000	12,00,000	1319,27,00,000	62,00,000
47.	Department of Youth Affairs and Sports	15,74,00,000	42,00,000	78,73,00,000	2,11,00,000
48.	Art and Culture	25,57,00,000	3,42,00,000	81,82,00,000	17,08,00,000
49.	Department of Women and Child Development	44,06,000	—	205,40,00,000	—