

Dumerdaga etc. in my constituency, Ranchi has been acquired for the cantonment area. But those persons whose land has been acquired, have not been provided jobs. They are not allowed to enter their villages. Some of the approach roads have been closed by the military authorities. As a result of this, the people are facing a lot of difficulties in earning their bread and butter. Even the school going children have been stopped and they are unable to attend the schools.

Therefore, the Government is requested to enquire into the matter and instruct the authorities to pay compensation to those persons whose land has been acquired and steps should also be taken to provide jobs to the displaced persons and the roads should also not be blocked.

- (v) **Need to take measures to protect the interests of potato growers in the country particularly in Allahabad District, Uttar Pradesh**

SHRI RAM PUJAN PATEL (Phulpur): Mr. Deputy Speaker, Sir, I would like to draw the attention of the hon. Minister of Agriculture towards the grave problems of potato growers. Due to the increase in the prices of fertilizers the production cost of potato has been proving higher than the selling price. The primary reason for it is that the Government has not announced the support price for it, as a result of which the traders purchase potato at their own will. The total production of potato in the country is about 150 lakh metric tonne per annum whereas the consumption is merely 60 per cent of the total production. In this manner 40 per cent of the total production goes waste since there is lack of adequate facilities of the storage and processing of potato. Allahabad district

alone is producing about 5 lakh tonnes of potato at present whereas there is no provision of cold storage to keep a large quantity of this production. So much so that even that kept in cold storages has also got rotton. Therefore, it is necessary to export a large quantity of potato and produce things by means of processing which can be consumed easily throughout the year. The cultivators should be encouraged to get cold storages built and provision should be made to provide compensation to them if potatoes get rotton when placed in cold storages.

Therefore, I would like to urge upon the Central Government to take immediate measures to set up potato based factories, make provision for the export of potatoes and also give compensation if potatoes get rotton, so as to provide relief to the potato growers.

12.38 hrs.

DEMANDS FOR GRANTS
(GENERAL) 1994-95—*Contd.*

(i) **Ministry of Human Resource
Development—*Contd.***

[*Translation*]

DR. S.P. YADAV (Sambhal): Mr. Deputy Speaker, Sir, the Demands for Grants of the Ministry of Human Resource Development are being discussed. Taking this discussion ahead I would like to submit that the Bhartiya Janata Party Government had promulgated an Anti-Copying Ordinance in Uttar Pradesh in 1991-92. Thereafter in 1993-94 when the Government changed, the ordinance was withdrawn, thus giving an impression that copying was permissible to students. My

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submission is that if at all there were any drawbacks in the ordinance those should have been amended. But withdrawing the ordinance is something wrong on the part of the Government. But due to withdrawal of this ordinance the atmosphere at the time of examinations, being conducted for secondary and intermediate level in Uttar Pradesh at present is very bad. I have a personal experience of it, I have witnessed the entire situation because I passed my post graduation from one of the colleges in Bareilly. I do know that copying at large scale takes place in colleges, and in the examination held by Uttar Pradesh Education Board the teachers are unable to check this practice. Because the atmosphere has been spoilt so much that the students are convinced that the Government, by withdrawing the ordinance has opened the way for them for mass copying.

I would like to submit to you that in Jhansi, the examination for Library Certificate was being held. Students took books with them. When the teacher refused them to allow to take books, they argued that since the ordinance was taken back, they were free to copy from books. Therefore, in this manner the Government play with the lives of students. The hon. Minister of Human Resource Development is present here. I would submit to him that since the State Government departments are monitored by the said Ministry, they should take measures to hold examinations properly and fairly throughout the country, then only something can be done in the interest of the educational system of the country.

I would like to submit to you that coaching at secondary level has become such a vital part that studies in colleges

have almost come to a stand still. Earlier the number of students seeking coaching from a coach restricted only to one or two, but now a days the number has increased to 20 to 25.

Regarding the recruitment of teachers I would like to submit that there is no fixed criteria for recruitment. Secondary Teachers Commission had been set up for the recruitment of teachers in Uttar Pradesh. But it has been rendered totally ineffective. No appointments are being made by the Commission, rather the Government have banned the recruitment. Neither the private management can appoint the teachers nor any appointments are made by the Commission. In this manner 15 to 20 posts are lying vacant in each college and adequate teaching staff is not available in the colleges.

Regarding the educational system of Uttar Pradesh there is no co-ordination between the private management and the Government. The State Government has made the provision to provide free education. It means that no fee is to be charged from the students in the colleges, due to which the maintenance of the basic facilities in the colleges is suffering a lot. I would like to draw the attention of the hon. Minister towards this. He is paying much attention to other matters at present, I would like him to listen to me and pay a little attention to education also.

I would like to submit that it is the time of examinations in Uttar Pradesh. But examinations are being held only in one university in Ruhelkhand in Bareilly. None of the other Universities throughout Uttar Pradesh is holding examinations. The examinations have been made so irregular that universities are engaged in holding examinations in the month of

July. It is the time when earlier new admissions were made and studies for next session started. Allahabad University which happened to be the most prestigious university in the country and produced maximum of the IAS and IPS officers, is in such a bad condition these days that its examination system has become totally irregular and there is no one to pay attention to it. I would also like to submit that two of the universities of Uttar Pradesh come under the jurisdiction of the Ministry of Human Resource Development. One is Aligarh University and the other is Kashi Hindu Vishwavidyalaya. I have seen that in both these Universities...

SHRI RAM NAGINA MISHRA (Padrauna): Mr. Deputy Speaker, Sir, I am on a point of order. It appears to me that the quorum is not complete in the House. A very important subject is being discussed and the quorum is not complete.

[English]

MR. DEPUTY SPEAKER: Let the bell be rung.

[Translation]

The quorum is complete. Shri Yadav may continue his speech.

DR. S.P. YADAV: Mr. Deputy Speaker, Sir, I was saying that this is the time of examinations in Uttar Pradesh but only one university in Ruhelkhand is holding examinations while the examinations in all other Universities have become irregular. The time for this purpose has shifted from March-April to July-August. The Government has not been paying any attention towards this. I would like to submit to you that no

person was appointed on the post of Vice Chancellor of Kashi Vishwavidyalaya. The students of the said university moved from pillar to post here, they must have met the hon. Minister also, and it was only after that the appointment was made. Now strikes have started there and other similar problems arisen due to which the university has been closed. The Government has not been paying any attention towards the prevailing situation in the University. I would also like to submit that appointments are made by the Higher Education Commission in Uttar Pradesh, and several irregularities are made even in this regard. As per the UGC norms the appointments can be made only under + B category. A person qualifies for + B category only if he attained 50% marks separately in intermediate and B.A. or 55% total in there two courses and 55% in M.A. A principal was appointed in NKPMB college, Chandrausi. His qualifications included III Division in High School, III Division in intermediate, supplementary in BA and 55% marks in M.A. Such a person has been appointed on the post of Principal by the Higher Education Commission. I would reiterate that it is because the Central Government has no interference in the educational matters therefore, irregularities are being committed—be it Uttar Pradesh or any other State.

Educational system cannot be improved unless a uniform National Education Policy is framed. In absence of an uniform policy various states are functioning arbitrarily.

My constituency Sambhal is quite backward in the field of education. It is just 200 kilometre away from Delhi but no Government college, Central school or Navodaya Vidyalaya has been opened there. I have raised this issue under Rule 377 and made a demand for it in Zero

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Hour and along with it written to the hon. Minister about it. Badayun and Moradabad both districts fall under my constituency. We are ready to give 100 bighas of land free of cost if a central school or Navodya Vidyalaya is opened in that area. So I request you to make arrangements for it.

Now I would like to say something about adult education which has turned out to be a total fraud. I am a field worker involved in adult education directly. I find that it has become fraud and meaningless. Money is being embezzled by giving fictitious figures about expenditure. The money allocated for it is being grossly misappropriated. I request the hon. Minister to conduct an inquiry into the matter to define the validity of this programme. Better if the money allocated for adult education is transferred to Primary, Secondary or higher education because it will not be beneficial in any way if continues to be allocated for adult education. I would like to say one more thing that distribution of Medical and Engineering Colleges is also not proportionate. Not a single medical or engineering college in Rohelkhand University, Bareilly has been opened. This University was set up in 1974 but no medical or engineering college has been opened so far under this university. I request the Central Government to take initiative in this regard.

Sir, yesterday Minister of sports Shri Mukul Wasnik was saying something. I would like to tell him that perhaps at present sports departments has no concern with sports. Today we have players of international level like Shri Chetan Chauhan, Shri Aslam Sher Khan as members of Parliament. I would like to say that I have organised sports for

17 years. I have worked in the field of sports during 1970 to 1987 continuously. I had been an efficient player of Lawn Tennis and Badminton and played Bollyball and Hockey in childhood. I have given training to players of national level. It was I who trained Kuldip Singh, the famous hockey player. Several players were given excellent training by me in the field of sports, who are today Sports officers in U.P. I would like to know the actual position of sport in the country. Would hon. Wasnik like to explain it or talk about youth centres only. What is going on in these youth centres should be investigated. I would like to say that not the politicians but only those persons who have been directly associated with sports could feel the dignity of sports. Sportsman spirit is sanctity and victory or defeat does not matter much in sports but it is really shameful that a country of 95 crore people does not win any medal in Olympic. What are the reasons for it. An inquiry should be conducted into the matter. Hon. Minister can not tell the width and length of Football field. or width of badminton gallery. The Government does not make efforts to get the services of skilled people in this field for political reasons and thus no progress is made in this field. Whenever any games is held in which India takes part, we feel ashamed for the poor performance of our country. Whatever may be the reasons but so far no progress has been made in the field of sports.

Sir, if hon. Minister wants to do anything in this field, a committee can be set up and Members of the House who have knowledge in this field' could be nominated to it. Justice can not be done to sports unless its members do not go to the play fields. The allowances given to players will also not be utilised properly. Does such thing happen anywhere in the world that a World

record setter player, namely Kapil Dev, is dropped from the team but such things happen here such actions only humiliate our country. The player who reached at a higher level is brought down and degraded. It also disheartens the player because his place in the team is uncertain. I would like to say that sports has an important place in the field of education.

I would like to cite an example from Delhi. There was a newsitem two or three days back that small children who were playing in the park, were beaten by the police and they were also rebuked by their parents for going to play in the park. At last the troubled children asked that where should they play. Today children are making a request for playing. Mr. Deputy Speaker, Sir, the country does not lack talents but creation of infrastructure and facilities is needed. A child who develops interest for some game before the age of 15 years can reach at top but one who starts playing at 20 can not achieve this level. So I request to provide proper facilities for sports. (*Interruptions*)...

In the end I would like to say that in rural schools student have to sit on jutemattings whereas in cities public schools provide all the facilities to students of primary and higher classes. Cities also have Government schools I request the Government to make arrangements for providing similar education at all India level. The basic education given at primary school has its impact on later stage. Sports and yoga education should be made compulsory and efforts should be made to link sports with university education.

With these words I conclude.

DR. GIRIJA VYAS (Udaipur): Mr. Deputy Speaker, Sir, in his book John

Dew has written that aim of education is to bring stability as well as change in the society. Education means all over development of man. I think that perhaps keeping all this in the view, in 1985 Ministry of Human Resource Development was set up so that human beings could be given their due place in the society. Human beings could be provided the essential facilities like education for their all round development.

Mr. Deputy Speaker, Sir, at first I would like to thank and congratulate the hon. Minister for organising a conference on education on 6th December, 1993, which can be termed as an historical event of 1994-94. The issues regarding imparting education in remote areas, informal education, Education in 2000 and Education policy for 1998 was discussed in this conference. Opening of new schools, improvement in educational system and some other related subjects were also discussed. Some important issues came into existence in this conference towards which I like to draw the attention of the hon. Minister.

Mr. Deputy Speaker, Sir, several schemes have been framed and commissions set up for it but its condition is as it is. But today it is a responsibility of States. Today State Governments enact laws on the basis of decision taken by Centre and procedural responsibility lies with the centre. In this situation various issues have been raised and ultimately it was decided that multipurpose educational system should be adopted, but so far this type of educational system could not be adopted.

Mr. Deputy Speaker, Sir, in context of child education I remember the story of Ashtavakra. At the age of eight when Ashtavakra reached the royal court of

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King Janak, all the councillors of the king started laughing at him. The king hesitated and tried to say something to them. Ashtavakra said, King do not say anything to them. If they are laughing on my physique then they are tanners. The second thing is that this body has not been built by me or my parents.

13.00 hrs.

It is creation of the God and he is responsible for it. In the second couplet he said that if these councillors should laugh at all, they should laugh on those who snatched away my childhood. The God, my parents and my elders have given me life.

I feel that every child in this country aspires that the Government must take measures so that he enjoys his childhood and also get his due rights. The most important of these rights is right to education which he must be granted. I congratulate the concerned Ministry which has not only taken an initiative but also shown their commitment to achieve the target of imparting education to all by the year 2000. The subject of all those Members—either from our side or the other side—who spoke yesterday was whether the initiatives taken by the State Government would help in achieving hundred per cent literacy? During my visit to Ajmer, I found that about 20-25 per cent of the women in those districts of Rajasthan which have been declared as having hundred per cent literacy, were illiterate even today. It is just procedural matter to publish the figures showing hundred per cent literacy. As per the Government report, only 19 districts of Madhya Pradesh have been covered into it. The figures of other states have not been given, they may also please be

included. It was also to be decided in the Conference as to whom responsibility should be entrusted for eradication of adult illiteracy. The basic question is how to eradicate adult illiteracy? A number of schemes were chalked out and a number of initiatives were taken with regard to adult education during the last 40 years of independence. But all those remained confined to papers only and the percentage of adult illiteracy is still the same as it was. Some concrete decisions will have to be taken in this regard. I would also like to speak on women education schemes. The Government should assign work to the committed institutions otherwise they will remain confined to figures only. One point is there to reduce the stress on bookish knowledge. I am grateful to the Government that Dr Yashpal has been has been entrusted the responsibility in this regard. It will have to be decided as to how to reduce the load of books prescribed in the public schools on one hand and lessen the mental pressure and educational load of children in rural areas. If we go through the details of enrolments and drop outs it is evident that the percentage of enrolment is 80, but 50 per cent of the total male children leave the schools by the time they come to fifth class. The reason behind it is that they are unable to grasp the subject and that they find themselves incapable to cope up with the burden of syllabus. Children somehow manage to carry the load of their bags, but how to cope up with the mental pressures—is the basic question. The Government should set up a sub-committee and take the matter into consideration. The books prescribed in the Central schools contain not only tough subject matter but also difficult language which a rural student cannot understand. I would like to congratulate the Government for vocationalisation of secondary education, it would have been

better. That education has not helped even a single person in getting employment. New vocational programmes have been introduced in about 1000 schools opened recently. Had the Government assessed the number of persons likely to be provided employment, it would have given a concrete direction to the programme. The biggest achievement of the conference was that all the aspects of women education were discussed extensively.

All the nine countries which participated in this summit faced almost the same problem. I am reminded of Benazir Bhutto ji who had stated in her letter that all of us are in the same situation. Women education in all the said countries at present is almost nil. The situation of Pakistan is worst than that of ours, however the situation in other countries is also not good. In the given circumstances the discussion on women education is an evidence to the wisdom of the hon. Minister, Hon. Prime Minister and the concerned Ministry, and I would like to congratulate them for this.

Today, we are heading towards 21st century. The Government has constituted National Commission for Women, National fund for women, implemented schemes like women prosperity scheme National Female Child Action Plan and may other like Women Development Programme. But the question is that despite the implementation of a number of schemes and programmes, the situation regarding women education is grim as it was. I belong to that area of Rajasthan where the percentage of educated women is merely 3 or 4. In view of it, we will have to adopt a practical view to take the women education ahead. When I was the Education Minister in Rajasthan we had started a scheme to give incentives to promote presence in schools. But I

regret to say that the present Government in the state has discontinued it. I would urge upon the hon. Minister that such a scheme should be implemented in those districts. It was totally inexpensive scheme through which the rate of dropout of girl students could have reduced considerably. Because the biggest hurdle in sending the girl students to schools in rural areas is the finance to be borne on their education. In such a situation if financial aid of Rs.10/- per month is provided to each girl student, the rate of drop outs would considerably reduce and the percentage of literacy in women would continue to rise. However, the situation at present continues to be the same.

I belong to a place where heinous crimes like that of Deorala have taken place. It is a place where woman is still not treated as an individual but as a commodity. In this context I would like to cite the example of Afejinea. When Greece was hit by famine, efforts were made to find out its causes in order to get rid of drought. At this, some of the astrologers of that country suggested that if the most beautiful girl was sacrificed, people could be relieved of the famine. At this Afejinea the most beautiful girl was chosen for the purpose. I would like to describe the scene when this girl was taken to the altar. When she was taken to be sacrificed amidst the recitation of sacred hymns, she was told that he was very fortunate that she was going to be sacrificed and that temples and monuments would be built to commemorate. She was asked to tell her last will if she had any. At first she refused, but suddenly she said that her only wish was that women in future should be respected as an individual entities and not as commodities.

I am very grateful to the Ministry concerned and the hon. Minister that they

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chalked out a perspective plan for the period up to the year 2000 and did a lot for the upliftment of women. However, the situation in rural areas is still the same. As long as concrete measures are not taken with regard to education, nothing concrete can be achieved. The concerned Ministry has decided to appoint women on 50 per cent posts of the teachers and to provide 90 per cent of the total aid to the women educational institutions. But I would like to submit one point more in this regard. The hon. Minister is present here. Various programmes are being launched by ICDS and DWAKRA. If the timings for ICDS programme are chalked out in the morning and those for DWAKRA are fixed in the noon, the 'Anganwari' workers can be engaged in the adult education programme in the evening. It would not only add to their income but would also solve the space problem, there would be no need to search for a new place. The matter of pay-scales of the 'Anganwari' workers has been under the consideration since the time of Shri Rajiv Gandhi. When the Government is fully committed towards the betterment of newborn female infants and their mothers, it would not be justified to pay merely Rs. 400/, or Rs. 500/- PM to them. Keeping in view the prevailing situation, it is necessary to give them full pay-scales. The Government have decided to appoint 50 per cent women of the total teachers. But if we follow the footsteps of Japan and other communist countries and entrust the hundred percent responsibility to women teachers, it would help not only to educate women in remote rural areas but would also provide resources to those women who have been educated. I am confident that if the policy we have adopted is implemented in the true spirit, and a little bit change is made if required, we would certainly move ahead.

Mr. Deputy Speaker Sir, I would like to congratulate the hon. Minister for the measures taken by the Department of Culture that it is for the first time that new laws are being enacted with regard to the national culture. But I do have a different opinion at one point. In the introduction of the new draft being prepared it has been stated that the economic and technical development of the country have reached a stage where cultural aspect needs to be strengthened and given more attention. I do agree with him but Shri Rajiv Gandhi had dreamt of achieving new heights in the 21st century for which cultural zones were set up. To achieve something, cultural development alongwith economic and technical development in the country is essential. But this, of course, does not mean that cultural development at present is almost nil. It is worth watching how the innocent tribals in the remote rural areas preserve their cultural heritage even in the face of prevailing odd circumstances. We have to protect that culture. In this context I would like to submit that regarding the new scheme prepared for the artists, it has been stated that the works of those artists, painters etc. would be collected who had influenced their contemporary artists. I would like to congratulate the Government in this regard. But I would like to remind the hon. Minister that when America focussed its attention on such great artists, the street artist of that country was lost. We are to search the same street artist again. I need not tell that the scheme prepared by 'Bharat Bhavan' failed because it was dependent on the Government. In this context I would like to submit that the institutions which retain the art collections should not be made dependent on the Government. If such institutions are given autonomy, a new culture would certainly be evolved.

Mr. Deputy Speaker, Sir, in the end I would like to submit that in the prevailing circumstances when cultural globalisation and economic globalisation are becoming equally important, there is no need to institutionalise the culture, or considering it as unique its various aspects are examined and restricted to museums. Rather it should be made to serve double purpose. It should be related to industrial as well as technical revolution particularly with a view that electronic media has started giving a vulgar presentation of the traditional arts. We will have to give a new shape to it. I am confident that if artistic consideration is given to it besides the academic consideration, a new system and a new era will certainly usher in, and we will certainly succeed in giving a new shape to the national culture.

Mr. Deputy Speaker, Sir, I do not have much to say about sports. I would like to congratulate the hon. Minister that he is providing assistance with regard to capital and houses to the players. Relaxation in income tax has also been provided to them. It is a brave step. Regarding the operation Black Board I would like to submit that very good players can be prepared in the country today but there is complete inadequacy of sports facilities in the schools. The need of the hour is first to provide basic facilities in the rural areas and then we should select the talented young students to be provided proper coaching. If proper consideration is given to both these aspects, we would be able to give a new direction to our policy.

Mr. Deputy Speaker, Sir, today while we are heading towards 21st century, we are facing some fundamental issues. We are reminded of Dr. D.S. Kothari again and again. One commission after the other was constituted after the Kothari Commission. He was very much

disturbed and distressed even at his death bed. He had said at that time. "I am distressed that despite accepting many of my recommendations the Governments did not implement them". There is a need to implement those recommendations. What can be more unfortunate for this country than that 10+2+3 scheme is implemented after 20 years, so much so that even today it is not being implemented completely and discrimination is being made in this regard. Through you, I would like to submit to the hon. Minister that he must take into consideration whatever is happening in the states.

In the end I would like to say something about the culture. We are unfortunate that we have neglected Sanskrit which has been the main source of nourishment of our culture. Mr. Deputy Speaker, Sir, I being a Minister also happened to be one of the Members of the said committee. I regret to say that we prepare our education policy in haste. A Minister is given the chairmanship of the committee and a Secretary is appointed to help him. The committee finally prepares a draft taking into consideration the problems of some primary schools, secondary schools, adult education etc. There is a need to seriously review it from various aspects. I am again reminded of Shri Kothari that a person like him lives and is remembered for a long time. Today, the assistance of educationalists like him should be sought to prepare the agenda of the education policy. In this regard I may say that under the three language formula sometimes Sanskrit is excluded and at other times it is included. The concerned state Minister who consider it to be beneficial include it, and those who consider it non-beneficial exclude this language. Today, there is a need to make Sanskrit a part of education system

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[English]

again. It is due to the indifferent attitude of the concerned Ministry towards Sanskrit that no student get admitted in any of the Ayurved Universities of Rajasthan. What can be the fate of Sanskrit when it is neglected so much. This is what I would like to ask to the hon. Minister.

Mr. Deputy Speaker, Sir, I still remember the committee of Trigun Sen Ji, the recommendations of which were proposed to be implemented by Shrimati Indira Gandhi's Government. He had emphasised that Indian languages must be there as a medium of education what would be the reply if we ask a specific question to the State Governments or the educational institutions which adopt English as the only medium of education. I would like to ask the same question in the Parliament. I cannot forget an incident that took place recently in one of the Public schools in Bombay. Some students in that school were expelled simply because they had applied 'mehandi' on their palms. We will have to think again in this regard.

In the end I would like to submit as to what can we expect in a country where double education system exists, one is meant for the poor children and the other is for the rich. In such prevailing circumstances how can democracy exist? The concerned Ministry will have to take this aspect into consideration. The hon. Minister gave a testimony to his wisdom and farsightedness, and also to the efficiency of his Ministry. Therefore, I would quote a couplet to conclude my speech.

"Kaun kehta hai ki aatma mein
chhed nahin ho sakta,
Ek pathar to zara dil se utchalo
yaro."

MR. DEPUTY SPEAKER: The House stands adjourned for lunch to re-assemble at 2.20 p.m.

13.17 hrs.

The Lok Sabha then adjourned for lunch till twenty minutes past Fourteen of the Clock.

14.31 hrs.

The Lok Sabha re-assembled after lunch at Thirty One Minutes past Fourteen of the Clock.

[MR. DEPUTY SPEAKER *in the Chair*]

DEMANDS FOR GRANTS
(GENERAL), 1994-95—*Contd.*

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

MR. DEPUTY SPEAKER: Before I call upon Shri Anna Joshi to speak, I may inform the House that the time allotted for this discussion was 6 hours and out of it hardly one hour is left.

[*Translation*]

SHRI ANNA JOSHI (Pune): Mr. Deputy Speaker, Sir, let me speak first.

[*English*]

MR. DEPUTY SPEAKER: It is not only for you but for the information of the entire House.

SHRI ANNA JOSHI: Sir, the hon. Prime Minister has already declared that the budgetary allocation for the Department of Education will be increased from 3.6 per cent to 6 per cent. But, this announcement of the Prime Minister is not being reflected in the 1994-95 Budget. Of course, it was said that the increase in allocation will take place in stages but at least a beginning should have been made in this year's Budget. On the contrary, it seems that budgetary allocations for this Department are either the same or they are reduced. Where the allocation is the same that also ultimately amounts to reduction because every time the requirement of different budgetary allocations is increased by 10 per cent on account of the increased payment to staff, price rise or various other factors. Therefore, if there is a minimum 10 per cent increase in any allocation, it can be said that it is on par. Hence, one can say that these two things, the announcement of the Prime Minister and the budgetary allocations for different departments in the Ministry of Human Resource Development, do not match each other.

We are the third largest nation having the maximum trained manpower but if you take the proportion of literate masses as against the total population, we are the lowest amongst the literate nations in the world. In this background, we are aiming towards the goal of Education for All by the turn of the century.

So, on the one hand we are the lowest among the literate nations in the world and on the other hand we want to give "Education for All" in six years' time. Now, we are in 1994 and we want to fulfil our commitment by the year 2,000. If such is the case, then with what should we to fill up the gap and what

should be our resolve? So, nothing is reflected in this year's Budget.

Sir, there are two big hurdles in achieving this goal—"Education for All by the year 2,000". One big hurdle is increasing population. We are not making any sincere efforts for curbing or decreasing the growth of population. This hurdle will remain there for a few more years. And the second big hurdle is the availability limited resources. It is because of these two hurdles, it seems that it will be difficult for us to achieve our goal.

As far as the Education Department is concerned, there are so many schemes. Take the example of Operation Blackboard. It is in a very sorry state. Under this scheme nothing concrete has been achieved. Whatever was expected of this scheme we were not able to fulfil.

Sir in regard to elementary education we were told that they have got two aims viz., (1) universalisation of education and (2) eradication of illiteracy from among the age group 15 to 35 years. For these purposes all these schemes were started. This Operation Blackboard scheme was envisaged in the year 1986. It started in the year 1987-88. Do you know what was the minimum of two rooms with all equipments and a minimum of two teachers with a good standard. For this purpose funds were given. In addition to this, there were other things like the weight of school bags, etc. But the monitoring or supervisory system was not in a proper shape. Because of this, the funds were mis-utilised. They were not evenly distributed. Universalisation of education means that we should go to the masses and bring them to the schools. But the percentage of drop-outs is alarming and especially these drop-outs are from villages,

[Shri Anna Joshi]

backward classes and adivasis. These drop-outs are more alarming particularly in case of girls.

Therefore, on the one hand, we are going to universalise the education; on the other, we have not been able to curb the percentage of dropout. Therefore, it is defeating the very purpose the Operation Blackboard. There are two reasons for this drop out. One is the utter poverty; you must be knowing that; the second is illiteracy. Today, the parents want their children to remain with them or do some work in some factory or field or hotel or restaurant or even in the streets so that they can earn something because of the poverty in the family; they do not want to send their children to schools.

Last week only we had discussed the problem of child labour. There are more than 50 lakh child labourers who are working in some factories or in some hotels or in some restaurants or in some farms or some fields wherever they are able to get work.

Only day before yesterday, we celebrated the First May Day. A photo of a child working with one scavenger party appeared in *The Indian Express*. That has happened in the Capital city, Delhi. That is the situation of child labour in Delhi, what to speak of villages and other places.

Due to the Operation Blackboard scheme, that has failed. There are instances for this. Leave aside that. Our aim in the Operation Blackboard scheme was from one room to two rooms and from two teachers to three teachers and increase all the equipments and other

things. Instead of two teachers, they are again going back to one teacher. I do not know what is happening in my State; I think that might be the state of affairs in every State. I can point out to you some primary schools where it is happening. Our friend, Prof. Yadav, has said that there are schools in which there is only one teacher teaching in the same room four standards: along one side, one standard, another side second standard, another side third standard and another side fourth standard; and that one teacher is teaching all the subjects. I think that can be noted in the Guinness Records that one teacher is teaching four standards and all subjects; and we are tolerating it. My appeal is that this should be improved; we want not two teachers but at least one teacher for each standard. I am not going into details of the problem of percentage.

The cost of education is also a factor for the drop out of children. Today, we have not only to pay higher fees but also to pay the entrance fees. For KG, it is from Rs. 5000 to Rs. 10,000; for B.Ed and D.Ed. it is Rs. 30,000. I am talking about the capitation fees.

For MBBS, we have to pay normally Rs. 6 lakhs and for engineering colleges we have to pay Rs. 2 lakhs to Rs. 3 lakhs and all those arrangements they have made. So many people have gone to the court yet this remains the fact that after 45 years of independence we have denied education to poor people and you talk of poor people.

There is a story that *Eklavya* was denied education because he did not belong to upper caste. Here you are denying education to the people and students does not matter how much percentage you take; does not matter

from which class they come; and does not matter from where they come. The only thing that matters is money. If you have got money as capitation fee then only you are allowed to take entrance. This is going on right under nose of the ruling party. Therefore, I would say that this situation will not stop the drop outs. I would urge upon the hon. Minister through you to please go into it.

There is another aspect of this as to how seriously we look at the elementary education. Sir, do you know that in the first four standards in our schools there is no examination at all. We know that during our times during the examinations we used to study a lot though the whole year we did not study. But in the last two-three months, we used to study.

But nowadays you complete the period in the first four standards, does not matter whether you succeed or not you are promoted. There is no examination. How this is tolerated? I cannot understand this. My mind shudders when I find that there are no examinations. What tests you are taking when you promote a child from one standard to another. This is the case at the lower level.

At the upper level we have tried to stop copying and for that we have made strict laws. But now Shri Mulayam Singh has abolished Anti-Copying Act. Do you want that our students should copy? On the lower side you do not take examinations and on the higher side you allow them to copy. What standard of citizens you are going to get?

On the professional side you take Rs. 5 to 6 lakhs and then you admit him in the MBBS centre. What sort of sincerity and integrity you expect from them to-

wards the society, towards the people, towards the nation as a whole? You take rupees one lakh from me and allow me to join an engineering college, will I work sincerely for this nation?

To serve the nation with sincerity and integrity is one of our mottos for education and we are not even doing that. If that is the case then I am afraid that we will not be failing in achieving the target by 2000 AD but we will be failing in achieving whatever we have thought of education and its expectation from the students.

Sir, there are so many other schemes, but I am not going into all those. I will briefly touch upon a few points. One is regarding culture. In this the total allotment out of the total outlay of Government of India for the year 1994 is Rs. 1,57,00,419.

Out of it the allotment to the Department of Culture comes to .1 per cent! The culture, about which you are going to talk about which we are going to study and then we will have the policy and around which the further discussion is going to be there, the culture of this nation, for that, the allotment this Government is giving is only .1 per cent! So, how can it be developed? How can it prosper? How will it be able to deliver the goods?

A bigger tragedy is that even whatever allotment that is given to the Department of Culture and all the Departments—here is a list—is underutilised. First of all the allotment is very meagre. The second point is whatever meagre allotment is there, even that allotment is not utilised.

I have got the list. I do not want to spend time on that. For Secretarial

[Shri Anna Joshi]

and strengthening of statistical machinery the provision made was Rs. 17 lakh and the expenditure is Rs. 14 lakh. For Zonal Cultural Centres the provision was Rs. 250 lakh and only a sum of Rs. 74 lakh was utilised. For Financial Assistance for Preservation and Development of Cultural Heritage of the Himalayas the provision was Rs. 10 lakh and the spending is Rs. 8.48 lakh. For Setting up of Multipurpose Cultural Complexes in States including those for children, the provision was Rs. 50 lakh and the expenses were Rs. 20 lakh. Then the provision for the National Archives of India was Rs. 300 lakh and the expenditure is Rs. 136 lakh. For TMSSM Library, Tanjavur the allotment was Rs. 25 lakh and the expenses were Rs. 11.25 lakh. For Central Reference Library, Calcutta, the allotment was Rs. 15 lakh and the expenses were Rs. 6.52 lakh. For Central Secretariat Library, New Delhi, the provision was Rs. 25 lakh but the expenses were only Rs. 7.59 lakh. For National Museum, Institute of History of Arts Conservation, New Delhi Rs. 40 lakh were provided but only Rs. 22.39 lakh were spent. These are the allocations made to the departments and the expenditure they have incurred! The tragedy is two-fold. One is provision of 1 per cent was made which is very meagre. Secondly, whatever drops were given to them, even those drops they have not utilised! Who is looking after this Culture?

I will give an example of Archaeological Survey of India.

MR. DEPUTY-SPEAKER: You have taken 20 minutes.

SHRI ANNA JOSHI: It is very alarming, Sir. We can spend 10 minutes more.

MR. DEPUTY-SPEAKER: It is true. The time allotted to each political party is limited. You are running on the minus side.

SHRI ANNA JOSHI: I will wind up within two minutes.

You will also agree with me. This is very important. Take the Archaeological Survey of India. This country is having a very rich heritage. We have so many historical national monuments. This Department has to look after all those monuments. You will be surprised to find that we have got 8600 historical monuments and out of them only 3000 monuments are being looked after. What about the remaining 5,600 national monuments? Should nobody look after them? Not even the Central Government is ready to look after them. They are looking after only 3,000 monuments, if we calculate it, after every monument one and half men come! That is, for two monuments there are only three persons employed. How are they going to look after all these? Is it the way that we are going to develop our Culture of which we are very much proud of?

We are talking too much about it. But we are not giving money and we are not utilising the money which is given there. We are not doing our job. As far as historical monuments are concerned, we are not looking after them.

Now, I come to sports. This time the Olympic Games had shown us where we stood. In some games we had not even qualified to enter into competition leave aside getting some prizes or any number. This Sports Department is going on. Nobody is asking them. There is all politics. Our Indian experts are getting Rs. 2000/- per month whereas foreign

experts whom we are calling are getting 2000 dollars per month. So, this is the root cause of our failures in sports.

Therefore, I urge upon the hon. Minister that he should promote some activities for cultural monuments, for sports, for yoga and for Sanskrit. I shall be thankful to him if he does all these things.

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): Sir, I would like to thank the hon. Chairman and the Members of the Parliamentary Standing Committee who have thoroughly scrutinised the demands of the Departments of Education and Culture and made very useful suggestions and recommendations. I am also grateful to all the hon. Members who have taken part and shown such a keen interest in these two departments. I can assure you, Sir, that the views expressed will form a part of our programmes and they will greatly influence our policies in the times to come.

Sir, as the House is aware the new National Education Policy was formulated in 1986 at the behest of our Prime Minister, late Shri Rajiv Gandhi when the hon. present Prime Minister was the Human Resource Development Minister. It helped a great deal in changing our priorities for the education system of the whole country. Now, our priority has shifted to elementary education and this is duly reflected in the Directive Principles in Article 45 of the Constitution.

The coordinated approach to achieve education for all received a fillip

when in December 1993 we had the Summit in New Delhi—the Summit of 9 most populous countries having very low literacy rates. This was a very important landmark in the sense that it helped focus attention on this problem in our 9 most populous countries, international—as well as national attention. And as a follow up to this, after this Summit, the hon. Prime Minister called a meeting of all the Chief Ministers. That was also very useful in the sense that all the Chief Ministers renewed their commitments to education and to achieve literacy for all at the earliest possible time.

14.59 hrs.

[SHRIMATI GEETA MUKHERJEE *in the Chair*]

Sir, as far as literacy is concerned, some important factors have come to light since 1991. As per 1991 census, for the first time, the number of literates is more than the number of illiterates. Now, the literacy level is 52 per cent. This census also brought to light a very important fact. For the first time, we saw a high decadal increase in female literacy over that of male literacy.

15.00 hrs.

The decadal increase in female literacy was 9.54, as compared to male literacy, which was 7.76. We see that the focus now is on literacy for women or girl literacy. Now we have evolved a number of strategies to achieve this 'Education for all' and one of the very important ones is the Total Literacy campaigns which are going on in the country. In 267 districts, we have the Total Literacy Campaigns and in about 80 districts, the Post-literacy Campaigns are going on. Shri Dhupal, I am sure, will be very interested in this because he

[Kumari Selja]

did comment on the Total Literacy Campaigns. This and the elementary education is a coordinated approach. It is not that we just talk of one and not of the other. Where the total literacy campaigns are successful, we find that the demand for elementary education or primary education goes up. So, we cannot really say that one is successful and not the other. As you know, it started in the South, with Kerala but now the focus has shifted to the Hindi-speaking States where the Total Literacy Campaigns are going on. Because one of the problem areas is the Hindi-speaking States where most of our illiterate population is residing. So we have to take special care of our educationally backward States.

Another strategy is the 'Operation Blackboard'. A number of Members have expressed their concern over this Operation Blackboard. I answered some questions on this a few days back. Operation Blackboard should not really come in for the criticism that it has, because I think we have achieved a lot in this direction. More than 99 per cent schools where the Centre's approach is concerned have been covered and now we are extending this to the upper primary schools also and are going in for the three-rooms-three-teachers norm as per the 1986 data that was supplied to us. Sir, this is an on-going on scheme and this will also help to reduce... (*Interruptions*).

SHRI ANNA JOSHI: Now Madam is in the Chair.

KUMARI SELJA: I am sorry. I am glad she did not notice.

MR. CHAIRMAN: As the Chair has no sex, you can say anything.

KUMARI SELJA: Madam, the current strategy is to emphasise the need for retention and reduction in the drop-out rate and this is sought to be achieved through convergence of all the factors, physical as well as attitudinal, on the one hand, and achieving education for all in the shortest possible time, on the other. So, we are planning to bring down the drop-out rate to an acceptable level over a period of time.

Another strategy that we have adopted is that of non-formal education because many children remain out of this formal education system. To bring them also into the fold of education, we have evolved the non-formal education system. Here too the emphasis is on girls because we find that the drop-out rate and the illiteracy rate is more amongst girls. Hence it is aimed that the focus is on girls' education.

A new initiative that we have evolved is the District Primary Education Programme, with the districts' specific planning and disaggregated target setting. This new initiative will go a long way in our primary education system. In the beginning, we are planning to take up about 46 districts in about eight States. This is with the help of external funding. Shrimati Girija Devi expressed concern about external funding—I think it was regarding 'Operation Blackboard' or some such scheme. She said that we should not follow the norms that are laid down by the external funding agencies. I can assure the House and the Members that this is not so and any help that we take, any funding that we take from the external agencies is as per our conditions and as per our terms and not as per their terms.

In any case, we have a monitoring agency at our level and not at their level.

This brings me to the education system where the teacher is the fulcrum of our whole education system and it cannot be denied. One of the problems that comes up many times is the lack of proper training of the teachers. In this connection, I would like to inform the House that as per our DIETs, we are imparting training to the teachers. We have now a Bill, the National Council for Teachers Education Bill which has been passed by the Parliament, Rules and regulations are being framed. This Bill will go a long way in curbing the sub-standard teaching in educational institutions. This strategy will bring the right kind of teachers with proper training who can impart correct education to our children. Not just concern but anguish was expressed over carrying heavy heavy burden of books by children to schools. I can well understand it because I have two young school-going nieces. I know the burden that children are forced to carry. This burden is more ignorance that they carry from one class to another. The Yashpal Committee gave its report on how to reduce this burden of books being carried by children to the school. This report was discussed at length in our Central Advisory Board on Education and we are urging the States to hold Seminars and to have widespread discussion on this problem so that this physical as well as mental burden on the young minds could be taken away and they should not be burdened with this ignorance. Education should certainly be a joyful experience.

May I now with your permission go on to the Department of Culture? Here too, the Parliamentary Standing Committee has recommended that we should increase the allocation for the Department of Culture and many hon. Members here have also said this and I also agree with them. In fact, we are always trying to get more funds for the Department of Culture.

A number of points have been raised regarding the ZCCs and a review of the hon. Minister for Human Resources Development and at my level too and we try to see that their working is proper.

One particular suggestion with which we are all concerned is that of ensuring documentation of rare and dying art forms as well as to ensure exchange of artists, scholars and archaeologists in a more meaningful manner among the different zones in the country. We are also having National Exchange Programmes within the country between different zonal cultural centres and they are signing these exchange programmes and regular exchange of these artists and even younger people, the youth, is taking place between these Centres. This will enable these people to go to the other regions and learn the culture and exchange views with the people of those other areas.

Another important point that has come up is the need to decentralise and to pay special attention to rural and semi-urban areas. Just this morning, I answered one question on the multi-purpose cultural complex.

Last year our focus was mainly on the North-East but as and when we receive proposals from other States, these too will be taken up and these will be provided there too.

Another scheme is for strengthening the regional and local museums. This is a new scheme and it includes in its ambit financing, voluntary efforts even at the panchayat level so that we can have smaller museums on a larger scale throughout the country.

[Kumari Selja]

Another pilot project that has come up is the network of rural libraries. This is taken up on a priority basis as a pilot project this year but it will be strengthened and strengthened subsequently. We will be using the available infrastructure within the villages like the school building and the school teachers. This will be useful to the young of that area and to the neo-literates. It will open up a whole new world of literature and classics for these people.

One particular concern that has been expressed time and again in this House and in the Standing Committee is about the preservation and conservation of our monuments. I would like to inform the House that about 25 per cent of the Budget of our Department of Culture is given to the Archaeological Survey of India. But we feel that much more is needed in terms of both monetary and human resources help. This is not to say that the resource at our disposal specially the human resources at our disposal in the Archaeological Survey of India are not doing good work. In fact, they are doing a wonderful work. As the House is aware, they have done a lot of work which came in for international acclaim in the Angkor Vat Temple in Cambodia. In this context, we are proposing to introduce a fund which will attract great private funding for this monumental task at the national level.

Further, the Standing Committee also recommended setting up of a stadium at the district level which would serve as the sports and cultural complexes. We welcome this suggestion. Steps will be taken in this very year to come up with the scheme for this purpose.

One of the Members, I think Prof. Malini Bhattacharya, pointed out that folk and tribal artistes are not being properly looked after and they should be able to sustain themselves on their own. I would like to inform the House that we have already taken up the matter with the respective zonal cultural centres to ensure that these artistes are able to sustain themselves.

During this year, we are celebrating the 125th Birth Anniversary of Mahatma Gandhi. The National Committee set up for this purpose has already met this year and the details of the celebration are being finalised. The Gandhi Smriti and Gandhi Darshan will be making all arrangements to see that these celebrations are carried out in a most appropriate manner.

Also, during this year, the commemoration of the 75th year of the Jalianwalabagh Massacre has commenced. As you know, many Chief Ministers and national leaders went to Jalianwalabagh on the 13th and paid their homage to the martyrs thus underscoring the need for coming together to uphold the unity and integrity of our great country.

SHRI ANNA JOSHI: What about the lathi-charge there?

PROF. PREM DHUMAL (Hamirpur): Those who participated, they knew of it.

KUMARI SELJA: There was nothing like that. Anyway, it is better to ask people to pay homage and nothing else. These kinds of things are not good. (Interruptions)

[*Translation*]

PROF. PREM DHUMAL: Madam Chairman, for the knowledge of the hon. Minister I would like to submit that Shri Prabhush Joshi had gone there and he has stated in his article that lathi charge took place there. The statement has not been refuted so far.

[*English*]

MR. CHAIRMAN: Please do not disturb.

(Interruptions)

KUMARI SELJA: One of the hon. Members also pointed out that something tangible should be done about the convocation of Sardar Vallabhbhai Patel. I can assure you that the selected works of Sardar Vallabhbhai Patel will be published by a committee of experts, soon to be constituted by the Department.

While we have made many achievements in both the Departments, Department of Education and Department of Culture, I am aware that much more remains to be done especially in the field of education, for which we require cooperation of not just the Members of the House but of the whole country and of the leaders who can come forward and contribute in any way they can for this monumental task. I thank all the Members.
(Interruptions)

[*Translation*]

PROF. PREM DHUMAL: Madam Chairman, I want a clarification. I had said during my speech that foreign assistance is recieved under certain terms and conditions. Even you yourself have

admitted during the speech of Smt. Girija Devi that the conditions are set but these are decided by us. However, the reality is contrary to it. I would like to know whether the conditions are set but these are decided by us. However, the reality is contrary to it. I would like to know whether the condition of spending one third of Rs. 600 crore, given by European countries, on those officers who will carry out the education programme, has been put from your side or the European countries have themselves put this condition?... *(Interruptions)*

[*English*]

MR. CHAIRMAN: She said that monitoring is being done.

[*Translation*]

PROF. PREM DHUMAL: I think the hon. Minister has tried to mislead the House by giving wrong information.
(Interruptions)..

[*English*]

MR. CHAIRMAN: And she has also said about that.

(Interruptions)

SHRI ANNA JOSHI: I had mentioned about protecting the national monuments. You have made arrangements only for 3000 but the total number is 8000. Are you going to make arrangement for the remaining 5000?

MR. CHAIRMAN: I think, she said that it requires a monumental sum. So they are seeking the assistance from outside. I would like to say that the

[Mr. Chairman]

principal Minister is yet to speak. Why do not seek te clarifications from him when he speaks?

(Interruptions)

[Translation]

SHRI RAJENDRA AGNIHOTRI (Jhansi): Madam Chairman, through you, I would like to know from the hon. Minister whether he is aware of several areas in the countries where there are no Primary Schools even at far off places. In my constituency there are even no secondary schools upto a distance of 40 kilometers in Lalitpur and Tikamgarh. Though this subject pertains to State Government, yet its attention has not been drawn to this subject. Now I would like to know whether the Union Government would frame any policy to extend the facilities of education in such areas?

[English]

MR. CHAIRMAN: I think, this will be answered ultimately by the Minister, Shri Sudhir Roy to speak.

(Interruptions)

SHRI E. AHAMED (Manjeri): Madam, names of the Members belonging to smaller parties have not been called. They should also be given the opportunity.

MR. CHAIRMAN: Whatever time is left, I will go strictly by that. I will call the names strictly according to the time that is left for the persons concerned.

(Interruptions)

MR. CHAIRMAN: Your name is there on the list.

(Interruptions)

SHRI E. AHAMED: Name is there but it would not be called. *(Interruptions)*

DR. SUDHIR RAY (Burdwan): Madam Chairperson, now one of the aims of the National Education Policy is that the quality will be retained at higher educational institutions.

Now there are 8,000 colleges and over 200 universities all over India. We know that out of these 8,000 colleges, there are many colleges which are substandard and non-standard. There are many colleges which are no better than teaching shops. In such colleges teachers are hired and fired. They get only nominal wages and they do not get UGC grants. Fifty per cent of the colleges do not receive any UGC grants. Due to resource crunch, the State universities and colleges are suffering heavily. How can we retain the quality of higher education if universities and colleges cannot purchase books? They cannot purchase quality international journals; the libraries remain ill-equipped and the laboratories have no apparatus or chemicals. Therefore, higher education is completely in doldrums. Not only this, we find that a major portion of the UGC budget is eaten away by the central universities eat away the major share of the UGC grants.

We find that every year the Ministry assures us that UGC would open regional offices in the remotest corners of the country. But till now no regional office of the UGC has been opened. Had there been regional offices of the UGC, the teachers would have been spared of many troubles.

We find that with much panfare and publicity the Ministry started the idea of having autonomous colleges. They thought that autonomous colleges would bring in revolution in the structure of these colleges, but because of stiff opposition from the All India Federation of University and College Teachers Organization, we find that it has not picked up. In 1990, the target was 500, now it is 1994, but we have only 107 autonomous colleges. We believe that affiliated colleges which are looked after by the universities are much more better than these autonomous colleges because autonomous colleges are mostly run by the promoters and Trust managers who do not look after the teachers' interests; the syllabi are diluted; examinations are turned into a farce. Therefore, this idea of autonomous colleges should be given up.

And similar is the case of deemed universities. So many institutions have been declared deemed universities. I would like to draw the attention of the hon. Education Minister towards the Satya Sai Institute of Higher Learning, Anantpur, where the Post-Graduate Faculty of Chemistry only consists of two teachers. And even in 1990, the Reader's scale was Rs. 1,200-Rs. 1,900. In view of our protests, they have now introduced the UGC pay scales. In these deemed universities the teachers have no fora to represent their grievances and it is all managed in a tyrannical way. Therefore, we demand democratic management of educational institutions whether at university, college or the school level. There must be democratic management. Democracy does not mean election of the Government. Democracy is a way of life. It must permeate every sphere of life. But unfortunately, gradually, steps are being taken so that whatever democracy is left in educational institutions

is being throttled. Look at Tamil Nadu. The Chief Minister has been declared the Chancellor of all universities. And there is also a move to bring in a common law for all universities, in Kerala.

This will throttle the university autonomy.

Then I would also draw your attention to the IITs and IIMs. Definitely they are prestigious institutions, but the Government spends huge sums on these IITs and IIMs. What is the net result? Eighty per cent of the graduates migrate to foreign countries. They finish their study at the cost of the poor taxpayers. Therefore I would request the Minister to seriously think whether they should insist on a bond from the students who are migrating abroad. They must furnish the sum which the society spends on them, as 80 per cent of the students migrate to foreign countries.

I agree with our learned friend Shri Anna Joshi that capitation fee colleges have become a sin. We often raise our voice of protest against these capitation fee colleges. But you see today the black money holders, the *nouveau riche* have become the promoters of these colleges and they are fleecing the people. The donation, as has been rightly said, ranges between Rs. 2 lakh to Rs. 5 lakh. Unfortunately the Supreme Court judgement has not solved the issue; it has rather complicated the issue. Therefore I would request the hon. Minister for Education to see whether bank loans can be arranged for the payment of donations. Because now the Supreme Court judgement says that 50 per cent of the seats should be filled up on the basis of payment. I had talks with the All India Council of Technical Education and they suggested that bank

[Dr. Sudhir Ray]

loans should be arranged for those students who have to pay a handsome amount for studying in an engineering or medical college.

I would also like to point out that the Government promised that by 1990, 10 per cent of the students would be under vocational education. But now it has been postponed. Now they say that by 1995, 10 per cent of the students should come under the vocational course. What is required is that vocational course must be updated and banks and insurance companies, or other financial institutions must have linkage with these vocational institutions, so that the students can get self-employment after finishing their education.

As regards school, I should argue that the Government should seriously think whether common school system can be introduced, as common school system means that all the students belonging to a certain area get admission in a particular school and this common school system encourages the guardians to look after the welfare of that common school. But now we find that in our country there are two sets of educational institutions; one for the economically disadvantaged group, for the rural poor there are vernacular schools and there are nonstandard and substandard colleges. But, for the elites there are public schools, there are Navodaya Vidyalayas and there are colleges like the St. Stephens, Presidency or Elphinstone, etc. Therefore in order to strengthen our democracy what is required is common school system. We have opposed the Navodaya Vidyalaya. I would not contradict our friend Kumari Mamata Banerjee that had West Bengal opted for Navodaya Vidyalaya, there would have

been not more than ten because 50 per cent of the districts have been only covered by Navodaya Vidyalayas.

Therefore, there is no case that 40 Navodaya Vidyalayas would have been set up in West Bengal by this time.

I would also urge for compulsory sports and games at the school and college level. We have raised this point many time in the Consultative Committee. "Sound mind in a sound body" should be the motto of education because compulsory sports and games in schools and colleges would definitely raise the physical fitness of the Indian people. Therefore, the Ministry should introduce it without delay. In fact, this should have been a movement like 'National Literacy Campaign'. Sports and games should be developed as a movement; only then, we can raise our physical standards and physical fitness.

I would commend the Ministry for organising this literacy campaign in 268 districts. But what I want to point out is that non-formal education is no substitute for formal or class room education. Therefore, we should try to introduce compulsory free primary education upto Class V. Recently a celebrated American author, Mr. Myron Weiner has written a book on this issue, titled, "Literacy and Child Labour in India". If there is compulsory schooling, our children would not suffer. But now they work in beedi factories; they work as domestic help; they work in tea shops and they work in so many other factories. But, this can be prevented; they can be shaped for future; they would not have a stunted growth, if we could introduce free compulsory education for children upto Class V. I am not minimising the importance of national literacy campaign. They have done much by introducing this

national literacy campaign. By this, many districts, many States have become total literacy.

There is another point in this. The students, and the teachers belonging to all categories should have been involved in this programme; the college and university teachers, high school students should have been involved in this programme of total literacy. I would also commend the Ministry for successfully launching the ICDS programme. I have said often that because there is comfortable stock of foodgrains in the country, this ICDS programme should cover the entire rural area and the urban slum areas.

My friend, Shri Manoranjan Sur, a Member of this House, has informed me that he has requested for recognition of two *madarasas* and that recognition had come. In fact, many *madarasas* have been recognised during this regime. But, you cannot recognise the schools unless they fulfill the requisite conditions.

With these words, I conclude.

KUMARI MAMATA BANERJEE
(Calcutta South): Madam, I will take few seconds. What I have said was that the *madarasas* have already fulfilled the criteria; and they have requested the Government to recognise it.

SHRI B. RAJARAVIVARMA
(Pollachi): I rise to express my views on the functioning of the Ministry of Human Resource Development on behalf of AIADMK.

I would say this is the most important of all Ministries because this Ministry plays a vital role in shaping the youth of this country, in whose hands the

future of India lies. And education, a major department under this Ministry is the foundation on which democracy stands. But it is a matter of regret that the Union Government has not realised the seriousness of the need to extent the facility of education to all. The hon. Minister would, no, doubt, catalogue various schemes to say that the Centre has taken various measures to remove illiteracy in total. But the fact is that more than half of the population is illiterate. It needed the Supreme Court to say that the right to education is fundamental. In a landmark judgement in Mohini Jain's case, the court ruled that the character of right to education was fundamental and held that the character of right to education was fundamental and held that the objectives of constitutional promise of rendering justice - social, economic political - would remain an illusion if the teeming millions are illiterate and denied any opportunity to learn. The Indian population consists of some 30 per cent of its people living below poverty line, while the majority are struggling for their existence under poor conditions. However, the charging of capitation fees for admission to educational institution creates an obvious disability and structures a class-bias. The situation becomes unreasonable, unfair and unjust and strikes at the very root of equal opportunity assured to our citizens. The right to life guaranteed to every citizen under Article 21 and the dignity of an individual, cannot be assured unless it is accompanied by the right to education.

But what has the Government done? Again it was Supreme Court which intervened to set right the so-called self-financing institutions that charge capitation fees. One fails to understand why the Centre cannot bring in a legislation to put an end to this kind of commercialisation of education. Medical and engineering

[Shri B. Rajaravivarma]

institutions in many parts of the country charge anything between Rs. 2 and Rs. 10 lakh. Only the richest, the elite are able to get admission. The meritorious students belonging to poor families cannot dream of getting admission in these institutions. Just average and even below average students get admission to MBBS and EE courses because they are able to pay capitation fee. By allowing this situation to continue, the Government is not only doing a disservice to the meritorious students who turn dejected, but is also creating a situation wherein after a couple of years medical and engineering professions will be in the hands of those who would spell the doom for these professions.

Against the spirit of federalism, the Centre got the subject of 'education transferred to the concurrent list. Against the protests by the State Governments, it also passed legislation in Parliament to constitute unitary bodies like All India Technical Education Council and National Commission for Teacher Education. In usurping the powers of the States, the Centre does not waste any time. But when there is a kind of emergency to deal with the institutions charging capital fees, the Government is silent. I would like to know from the hon. Minister whether the Government whether the Government had any proposal to deal with these institutions.

Sir, there is mushrooming growth of teaching shops in the country. These shops are mostly run by persons who were not qualified. They not only charge exorbitant rates but also thwart the very process of education through misinformation. From voluminous books prescribed for study, these teaching shops choose five to ten questions and advise

the students to prepare only those questions from the view point of examination. This practice amounts to negation of education. Therefore, I request the hon. Minister to call a meeting of the Chief Ministers and Education Ministers of State and take appropriate action on the matter to save the younger generations from the evil effects of teaching shops.

Sir, there are a number of Central Schools in the country. People from different States have been working as teachers in these schools for several years. Qualified candidates from any State could apply for the post of teachers. But from the year 1986, knowledge of Hindi had been made compulsory for the post of teachers in Central Schools. There cannot be any serious violation of the character of right to equality than this. Till 1986 there was no problem. People from Tamil Nadu could apply to post of teachers without the knowledge of Hindi and they were selected. Many such teachers from Tamil Nadu were even awarded President's award for best teachers. But all of a sudden a perverse kind of a wisdom has dawned upon the Kendriya Vidyalaya Sangathan and it made Hindi compulsory. As a result for the last eight years nobody from Tamil Nadu could apply for the post of teachers in Central Schools. I do not know if the hon. Minister is aware of this but the tragedy continues. I would like to ask if this is not imposition of Hindi what else is it.

In reply to the controversy over his remarks at the convocation ceremony at the Dakshin Bharat Hindi Prachar Sabha in Madras, the hon. Minister, Shri Arjun Singh said in the other House that the Government is committed to honour the assurance of Pandit Jawaharlal Nehru not to impose Hindi on non-Hindi-speaking

States. But, a department under his own charge has flouted a basic mandate of the Constitution by making Hindi compulsory. Every year teachers are selected for Central Schools for all over India. But the unfortunate candidates from Tamil Nadu could not apply for the post for the last eight years. What is their fault? Then, should we not say knowledge of Tamil Nadu, be it a Government servant or a Minister? What would you do if we were to do that? It is a very serious situation wherein our candidates, who are qualified to become teachers, have been treated like second-class citizens. This Situation must change. I appeal to the Minister to give an assurance that the clause making Hindi compulsory for the post of teachers in Central Schools will be scrapped. This is the minimum he can do now. Having realised the need to eradicate illiteracy, my Leader Puratchi Thalaivi has allocated huge funds for education. Puratchi Thalaivi has also launched various schemes to give free education to women in particular. Because of the efforts of our leader, the sprawling Nehru Stadium will all modern infrastructure of the international standard has come up in Madras. It is a boon to the sportsmen of not only Tamil Nadu but also India. She also gave a grant of Rs. 15,000 to each woman who went for mountaineering recently in order to encourage women to participate in sports.

MR. CHAIRMAN: Kindly do not read from the text. And, time is also over.

SHRI B. RAJARAVIVARMA: Madam, the Government is spending crores of rupees for the much publicised Festival of India. In 1993-94, Rs. 300 crore is supposed to have been spent for this. This festival has so far been held in UK, USA, Japan, Sweden, USSR,

France and Germany. The Festival of India is currently on in China. The very purpose of this festival is to create greater awareness among the people of the receiving country about our rich cultural heritage with a view to promote mutual understanding and goodwill. But, unfortunately, this festival remains an exclusive preserve of the art forms and culture of the rich. Just Bharatha Natyam and Nathaswaram are not the only representatives of the Tamil culture. There are native instruments like Pampai and Urumi and folk dances like Kummi and Kollattam which could not gain entry into these kinds of festivals. Indeed these art forms have the real representatives character for they are practised by the rural majority of Tamil Nadu where the culture lives and flourishes. I appeal to the Minister to look into the representatives character of the Festival of India and see that rural art forms are represented by those who have preserved it to this day.

Madam, the Government spends a lot of excavation. In Tamil Nadu excavation work has been undertaken by the Archaeological Survey of India only in Mamallapuram, that too on a small scale. A multi-crore excavation project has been launched by the Tamil Nadu Government to excavate the remnants of the port city of Poompuhar of Cholas time which was submerged in a deluge. Our hon. Chief Minister has sanctioned several crores of rupees for the scheme which is underway in the Bay of Bengal. The excavations so far have revealed startling facts about the construction engineering and technology prevalent at that time. The Centre should come forward to fund such projects without any hesitation.

I hope the hon. Minister will look into the points raised by me.

SHRI A. CHARLES (Trivandrum):
Madam, I would like to seek a clarification.

MR. CHAIRMAN: I have not called your name. You please sit down.

[Translation]

SHRI S.M. LALJAN BASHA (Guntur): Madam Chairman, even so many years after independence and despite spending crores of Rupees on education, the percentage of education in our country is only 52.4 whereas it is 100 per cent in other countries. Its main reason is that the funds allocated for this purpose are not properly utilised and it is on this account that we are lagging far behind in the field of education and in other fields. There is a need to pay more attention towards proper utilisation of the funds allocated for this purpose.

While paying attention towards education, we should give priority to the education of minorities, weaker sections, backward classes and women so that this backwardness could be removed. I, therefore, urge the Government to give it top priority. The Government should take steps to educate these classes, including womenfolk among them and allocate more funds for this purpose.

Recently, we have seen some advertisements in the newspapers offering degrees of MBBS and Dentist in Russia. The Government should make the position clear by ascertaining the facts stated in the advertisements so that the students do not become the victim of any fraud.

Similarly, I would also like to draw the attention of the Government towards expensive education of private schools where the admissions in LKG and class I are assured with a donation amount of

Rs. 20-40 thousand. Moreover, a huge amount is also collected from the admission seekers by private colleges, which is not affordable by a common man. Therefore, if education at nominal fee is made available to every person, including poor and backward people, then only we are raise the percentage and the standard of education. I would, therefore, request that the Government may also pay attention towards this. Further, the poor people can get the benefit of education only when the Government monitor the management of educational institutions and get everything implemented strictly.

Now, I come to sports. A large percentage of population of this country live in villages but no attention is paid towards promotion of sports in rural areas and the children are also not encouraged. If proper attention is paid to exploit the talents available in urban and rural areas, our sportspersons can win medals on olympics and bring laurels to this country. This will help in increasing the feeling of secularism because the sport person is always a secular. Therefore, I submit that the Government pay more attention towards promotion of sports.

Madam Chairman, I have still more to speak but honouring your signal, I conclude.

[English]

SHRI E. AHAMED (Manjeri): At the outset, I express deep sense of satisfaction at the manner in which the hon. Minister has been conducting the affairs of this varied and vast subject. Due to paucity of time, I will confine only to two or three points.

Education, as everybody has mentioned here, is one subject whose impor-

tance in ensuring high quality of life and general well-being of the people cannot be over-emphasised. It has a far-reaching bearing on improving the socio-economic life of the people and as such it is imperative that the development in this sphere should be balanced. I am for an approach to the problem to ensure equal opportunity to all sections in the educational field. Yet, the present day reality is that there is a large segment of society which has been deprived of the opportunities and the benefits of education; and as a result of which there is a lopsided socio-economic development also. Some sections are major beneficiaries while others are deprived.

My community, the Muslim, stands in the category of the deprived one. This has perpetuated backwardness among the Muslims over the decades. I think it is high time that the remedial steps have to be taken to rid the Muslims of their backwardness, which is the outcome of the faulty policies followed by our educational administration and academicians alike. This has created an artificial divide between one section and another. The remedial measures are needed to correct the imbalances expeditiously and this underlines in the immediate context the need for reservation of seats in educational institutions at varied levels for the Muslims to enable their students to come on par with their other but more fortunate compatriots. This is the demand of every Muslim in this country. I demand reservations because the Muslims have lagged behind in education due to historical reasons as well as discrimination by certain communally-minded elements at the helm of educational institutions from the primary and secondary to the higher levels. The fault may be mutual but mostly the uneven growth in the field of education can be traced to unequal

competition because of financial constraints of the community and a deliberate policy, followed not by all but some highly influential section.

I would like to say that if the educational field of the country is taken up and the backward sections in the educational field are also taken up, the Muslim community will be the worst; and the only thing for the Government, which stands for all sections of the people, I should say, is to give a special consideration to the most educationally backward sections to come forward to be on par with other section of the people.

In this respect I congratulate the hon. Minister for Human Resource Development for this innovative ideas which he has introduced in recent months. One is the Minority Area Education Development Scheme, i.e. taking the block as a unit. The Government provides physical infrastructural facilities like additional buildings, educational material, schools, etc. for the minority concentrated areas. This is a very popular scheme. In this, I am given to understand, that Rs. 2.15 crores have been disbursed to the States like UP, Madhya Pradesh, West Bengal, Karnataka and other States. But the demand from Kerala is still pending clearance of the hon. Minister. This is a very important scheme for the minorities to get some benefit from the Government for the promotion of education among themselves.

Another one is the modernisation of *Madrasa* system. But it is only a small beginning. Of course, I welcome to it. It is the modernisation by which the Government provides one teach on the honorarium for such a teacher to take science and other social subjects in *Madrasas*. Madam, if the Government provides more

[Shri E. Ahamed]

assistance in this respect, the community will be in a better position to modernise the *Madrasas* system, going ahead with whatever education now they are imparting along with the other modern education. Therefore, I urge upon the Government that this system should be encouraged and more funds should be provided for this.

Another scheme is UGC Scheme. UGC has opened certain coaching centres in the universities and colleges to prepare their students of the minority community for civil services examination and like that. There are about 50 such centres, whereas the need is for 500 centres. In a recent review the UGC has come to the conclusion that some more efforts should be made by way of giving professional touch and experts be given in these coaching centres and also to motivate the students for coming, attending and appearing in the examinations. But unfortunately, the Government has not been giving any money, any amount for this scheme. The UGC is meeting this from their own funds. Here also the hon. Minister and the Government will be in a better position to popularise the scheme for the benefit of backward classes and minority sections of the people.

Madam, I want to say only one thing that if our country wants to progress, all sections of people should go together and if one section lags behind we cannot be proud of the fact that the country is marching forward. This is a country which has hosted a very important conference here in Delhi, i.e. 'Education for all Summit' with the participation of nine high population countries.

MR. CHAIRMAN: Please do not go into another subject and conclude now.

SHRI E. AHAMED: Madam, with these words, I fully support the Demands for Grants and I hope the Minister will take some corrective remedial measures in this respect.

[Translation]

*SHRI H.K. MUNIYAPPA (Kolar): Madam Chairman, I rise to support the Demands for grants of the Ministry of Human Resource Development. The Hon. Minister has taken interest in implementing the Black Board Scheme through out the country. School buildings have been constructed in the villages. In fact, he has brought revolution in the primary education and I am grateful to him.

16.00 hrs.

I am pained to say that there is a great imbalance in our educational system. The students studying in rural areas have lesser facilities and opportunities when compared to the students studying in urban areas. Pupils studying in convents have all the facilities and they stand at the top of the merit list. They get easy admission for higher education where as pupils coming from rural schools do not get any chance for their higher education. Medical education, Engineering Colleges, post graduation and other higher educational centres welcome the convent educated students as they always score very high in the examination. Unfortunately the children of farmers, agricultural labourers and scheduled castes and scheduled tribes persons do not find any place in these educational centres. All the opportunities

* Translation of the speech, originally delivered in Kannada.

are grabbed by the students who come from certain section of our society which is forward economically, socially and educationally. What will happen to the children of Scheduled Castes and Scheduled Tribes people and other backward classes particularly the students who hail from rural areas? How can we compare the merit of rural students with that of urban students? This is a serious matter and I urge upon the Hon. Minister to take immediate steps in this direction to maintain balance in our educational system.

About 80% of our country's population live in rural areas and therefore at least 50% of the Seats in the educational institutions (particularly in the higher educational institutions) should be reserved for students coming from rural areas. They only we can do justice to the students of rural areas.

Teacher was considered as God at the time of Vedas. But now, what is the status of a Teacher? Good education was imparted at the time of Vedas and the educational institutions were considered at temples. Good citizens were coming out of educational institutions. What is happening in class rooms today? The main reason for the degradation of our educational system is the lack of facilities of the teachers. Perhaps teacher is the lowest paid in our country. Other facilities like housing, transportation etc are also not there for teachers. Under such circumstances, how can we expect teachers to do justice to their profession which is normally considered as a noble profession?

I, therefore, urge upon the Hon'ble Minister to pay better salaries to teachers. I request him to provide housing facility to teachers throughout the country. We have seen teachers coming from distant

places. They have to walk 5 to 10 kms to reach the school. Hence housing facility is a must for our teachers.

Our late lamented Prime Minister Shri Rajiv Gandhi has announced the New Education Policy in the year 1986. Our present Prime Minister Sh. P.V. Narasimha Rao was the then Minister of Human Resource Development. In that policy the objective of equal opportunities to all students has been enunciated very vividly. We have to achieve this objective for a better future of our nation.

Madam, now I would like to stress upon moral education. The school children of today are busy in visiting cinema theatres. We have Star Television, Zee Television and many other entertainment programmes. The television controlled by our Centre has also some programmes which are unfit for our younger generation. Sex, robbery, murder etc are being shown and the students see all these programmes without knowing how they are affecting their future. Our culture and heritage are being neglected. Mahatma Gandhi's dream was universal brotherhood and equal respect to all religions. Schools have to mould the character of younger generation. The future of this country lies in the class rooms. I request the Hon. Minister to discuss with the Hon. Minister of Information & Broadcasting and make suitable changes in the programmes of Doordarshan otherwise we will be held responsible for the degradation of ethical values. The Censor Committee of films and T.V. Serials should also be directed in this regard. We have to protect our cultural heritage. I am sure that the Hon. Minister would take suitable steps in this direction. I also hope that we will have uniformity in our educational system in future.

With these words, Madam, I thank you and conclude my speech.

[English]

SHRI YAIMA SINGH YUMNAM (Inner Manipur): Madam, I rise to support the Demands for Grants under the control of the Ministry of Human Resource Development.

While supporting the Demands, I demand also that a Central University be established in Manipur. A Central University in Manipur is a must because of the non-viability of the Universities in the North-East. The Centre has to establish universities in the small States. I do appreciate that the Government have committed to the establishment of two Central Universities in Assam, one Central University for Mizoram, one Central University for Arunachal and one Central University for Nagaland. But I feel disappointed and hurt to find that the same privilege is denied in case of Manipur. So, I rise to demand that the Government should establish a Central University in Manipur also. This is our legitimate demand.

No doubt, there is one Manipur University which is looked after by the State and UGC. As you know, the State cannot afford to develop their universities because as I have just mentioned the State is not a viable State. She has to depend mostly on the grants and loans of the Central Government. So, I request the hon. Minister to take steps either to convert this Manipur University to be a Central University or open another Central University in addition to the Manipur University. That is my legitimate demand from the Government because after the Manipur State merged with the Indian Union, she became your baby and you have to look after your baby. So, I am raising this point.

Since you are giving me only a few minutes, I am raising only points. I cannot elaborate those points. The position of the present Manipur University is very bad. It has barely funds to maintain its existence. It cannot meet the demands of the State. It has no scope for expansion. So, it is only for name sake.

Now I come to the second point.

MR. CHAIRMAN: No, your time is over.

SHRI YAIMA SINGH YUMNAM: My time is over! This is the fate of small States. Why have you given 15 minutes, 10 minutes, 5 minutes to so many other Members? You are giving me only two minutes but who can express so much in just two minutes?

MR. CHAIRMAN: I have given you extra time because it is a small State.

SHRI YAIMA SINGH YUMNAM: Madam, in the sphere of sports, even though it is a small State, in the last national games held at Pune in Maharashtra, this small State secured thirteen gold medals plus some other silver and bronze medals. Please imagine that the sports persons of a small State, a State like Manipur, which is in a remote corner, have secured thirteen medals in the last national games at Pune. In the international games and in the Asian games also, they have secured medals. It is correct that we have no political backing. If the State had the political backing, many more sports persons could have been produced. The State has no good playground, no good stadium and no good indoor stadium. It is such a poor State. But still the State has produced the sports persons. So, I urge upon the

Minister to look after them also because they are your sportsmen. Please go there and see if there is a stadium, if there is a good playground. The State is in a very poor condition but still they secured thirteen gold medals, Asian titles and other titles. I shall not go into the details because only one or two minutes are left for me.

MR. CHAIRMAN: No, you have made your points very well and I think now everybody is convinced.

SHRI YAIMA SINGH YUMNAM: Madam, I appreciate the role of non-governmental organisations, or I better say voluntary organisations, in implementing the programmes of the National Policy on Education. You want to implement the programme 'Education for all'. but without the assistance, without the contribution and without the cooperation from these voluntary organisations, these non-governmental organisations, it would not be possible to do so. So, I would request the hon. Minister to extend recognition to these voluntary organisations. With their help, so many children could get education. So many schools and so many colleges have sprung up because of their cooperation. We must impart the spirit of service to the nation through the organisations. They should not organise themselves for profit-making.

Lastly, it is the HRD which produces builders of the nation, leaders like you, and artistes, sports persons, scholars, scientists and good mothers. This Department is required to be provided with adequate funds. I support very strongly the proposal for levying an education cess as recommended by the National Development Council. If I were given a chance, I would have made an elaborate

plea in justification of this proposal for levying an education cess.

I feel ashamed to bring to the notice of the House about what is happening in a particular Central School in Delhi.

MR. CHAIRMAN: We are not going to discuss about Delhi Central School.

SHRI YAIMA SINGH YUMNAM: I would like to bring to the notice of the hon. Minister that this School is very badly and irresponsibly managed. I feel ashamed to speak about this matter. I went to the school myself personally and I learnt these facts from the school. I am not going into that matter elaborately now. I request the hon. Minister to send an inspection team to the Central School at least in Delhi and find out what are the facts.

With these few words, I support the Demands for Grants.

MR. CHAIRMAN: You have made valid points. The hon. Minister will have to reply.

[Translation]

SHRI SULTAN SALAHUDDIN OWAIISI (Hyderabad): Madam Chairman, you have not given men an opportunity to speak. The Supreme Court has given its verdict on the issue of Urdu. You please give me an opportunity to speak. I belong to a minority community. I was told that I would be given an opportunity to speak. The minorities are facing many problems. This verdict has been given under Article 30(A) of the

[Shri Sultan Salahuddin Owaisi]

Constitution. I have also written to the hon. Minister in this regard. I was under the impression that women are kind-hearted and that too a communist lady. But the fact is that we are not given an opportunity to speak. A great injustice is being done to us. After all, Muslims have also some problems. Where will we raise them?...*(Interruptions)*

[English]

MR. CHAIRMAN: I have already called upon the hon. Minister to speak.

[MR. SPEAKER in the Chair]

1619 hrs.

Translation

SHRI RAJVEER SINGH (Aonla): Mr. Speaker, Sir, the hon. Member has just levelled an allegation on the chair. The Chair has ruled that Shri Arjun Singh will speak but he has made this allegation that though women are kind hearted yet he has not been allowed to speak by a communist woman. Sir, it is right to regard the Chair as communist and to view the hon. Member sitting on the Chair as a member belonging to communist Party of BJP? This is my point of order and I request your ruling in this regard...*(Interruptions)*...

[English]

MR. SPEAKER: My ruling is that he has complimented the ladies...

(Interruptions)

SHRI MOHAN RAWALE (Bombay-South Central): It will not take more than 15 minutes.

[*Translation*]

MR. SPEAKER: We try to give you an opportunity to speak but we have very limited time which cannot be extended for a long period....

(Interruptions)

MR. SPEAKER: We allow you to speak. No person sitting on this Chair speaks on any issue. But there are other issues also which deserve to be deliberated upon. You think that what you speak is more important but we, while sitting on the Chair, think that other issues are equally important and a discussion is necessary on them. Therefore, please cooperate.....

(Interruptions)

MR. SPEAKER: You please conclude within two minutes.

SHRI SULTAN SALAHUDDIN OWAISI: I will take only two minutes.

MR. SPEAKER: Make your points within a short time.

SHRI SULTAN SALAHUDDIN OWAISI: Mr. Speaker, Sir, I would like to know the reasons that why Article 30(!) regarding Minorities Institutions is there in the constitution? If old records in proceedings of the Constituent Assembly, are perused then it could be found out that during the debate Maulana Abdul Kalam made a submission regarding it on the plea of not demanding separate electorate. This was accepted

by Sardar Patel. Even in the absence of any judgement of the Supreme Court four of the Congress ruled States directed minority institutions to admit 50 per cent non-muslims. The Government does not give any grant for minority education institutions and these are being run through our own resources. Even then condition of 50 per cent is being put. We are prepared for even 75 per cent but the Government should put up the condition of 25 per cent for admission to the candidates of minority communities in the colleges. I would like to know whether the Government will do it? The Government will not do it, but only wants to put the restriction on minority institutions. Even then the Government says that concessions are being given to the Minorities.

If we ask for a piece of land it is never given. If we manage it out of our own resources then also the Government creates hindrances. I requested Shri Arjun Singh to refer the matter to the Supreme Court. Though, nine judges Bench of the Supreme Court gave its verdict regarding the rights of the minorities yet these are being rescinded. A letter was received from the hon. Minister that the matter will be pondered over sympathetically.

"Ki Mere Katal Ke Bad Usne Jafa Se Toba
Are, Mere Mame Ke Bad Aap Kay Fatya Parenge,
Ya Aap Meri Hamdardi Ka Ijhar Karenge".

Only 7 nations out of 152 member nations of the United Nations speak English. But in Andhra Pradesh our mother tongue Urdu is being abolished.

In the three language formula Urdu has not been included. We urge the Government to open schools. Though schools have been opened but Urdu is not being taught. If the minorities set up primary schools of their own, then due to the so many restrictions imposed by the Government these have to be closed. There is no parking space available in the Gandhi Medical College in Andhra Pradesh. If proposal for opening up any Medical College is submitted then we are told to first acquire 30 acres of land. Since the ceiling is in force, be given by the Government.

I thank you for giving me the time to speak. *(Interruptions)**

[English]

MR. SPEAKER: This is not going on record. I object to it.

[Translation]

SHRI SULTAN SALAHUDDIN OWAIS: I have taken vow to only speak truth in the House. I spoke only truth and you thanked me for the same.

(Interruptions)

If not, I salute you.

[English]

MR. SPEAKER: You should not try to be more intelligent than what is necessary.

* Not recorded.

[Translation]

SHRI RAM KRIPAL YADAV (Patna): Mr. Speaker, Sir, I thank you for giving me the opportunity to speak on the Demands for Grants of the Ministry of Human Resource Development. This Ministry is quite important from the points of view of Women and Child Development, Education, Sports and Culture. Though a lot of money is being spent on these Departments of the Ministry of Human Resource Development yet the objectives are not being fulfilled and poor are not being benefited. At present 70 per cent population of the country lives in villages. There are a lot of shortcomings and lacunae in the primary and secondary education being imparted to the poor children in the schools in rural areas. Even after 47 years of independence more than half the population is illiterate. Literacy is a must for the progress of the country, for removing poverty and for removing backwardness. However, even now proper education is not being imparted to children and youth.

I would like to draw the attention of the hon. Minister towards the schools functioning in the rural areas. Many schools functioning in the rural areas do not have buildings and are functioning in the open. Some primary school buildings are roofless and which are having roofs do not have windows. If building is in good shape then teachers are not there. Our leaders fought for the freedom of the country and had a dream that future generations will get good education, but their dream remained unfulfilled. The need of the hour is to formulate a concrete programme for providing quality education to the poor children studying in primary schools in rural areas for the development of the country and for building the future of children.

Disparity in education needs to be removed for setting up egalitarian society and to fulfil the dream of our forefathers. Children of rich people in urban areas study in Public schools while of the poor whether living in rural or urban areas study in Government Primary Schools. Children studying in Private Schools in the urban areas are better placed to assume senior positions. But the poor children studying in Primary Schools end up as labourers. The hon. Minister a little while ago submitted that some students have to give up their studies in between i.e. after second, third, fourth or fifth standard. Therefore, the Government should formulate a policy for ensuring completion of education of children. Children should at least be able to complete education upto Matriculation level. Until the disparity in education is removed and the gap is not bridged it will be difficult to fulfil our commitment towards education in the country.

I would like to draw the attention of the hon. Minister towards higher education. At present through UGC, funds are disbursed to colleges. In Bihar I have seen many colleges grease the palms of UGC officials for obtaining large funds even when these have neither buildings nor land of their own. The hon. Minister should pay attention in this regard. UGC is known for rampant corruption. Therefore, there is the need to be strict on this matter. Many schemes in the country are formulated by the UGC. On review it could be found out that all these schemes were totally fake, but still crores of rupees were disbursed by UGC. The Government should pay concrete attention in this regard.

I would like to submit that condition of sports in India is becoming pitiable day by day. Greater the attention is being paid towards it, more is India lagging behind. Therefore, there is the need to

pay greater attention towards sports. We must encourage talented sportspersons. Arrangements for their proper training should also be made. I would like to know the amount spent in Bihar during the last 4-5 years for setting up training centres for sports persons for polishing their talents? At present discrimination is being witnessed in disbursement of funds to the States. Therefore, there should be uniformity. Sports and sportspersons should be treated at par. I would like to submit that budding sportspersons are not being given proper training and guidance.

MR. SPEAKER: Other hon. Members have widely stressed this point.

SHRI RAM KRIPAL YADAV: I would like to submit that all encouragement need to be given to sportspersons.

Sir, through you, I would like to submit to the hon. Minister that the Department of Art and Culture comes under the Ministry of Human Resource Development. There are many talented artistes who go unrecognised. Though, many schemes of the Government are there to encourage artists yet those having clout only get encouragement and progress and are honoured and many other talented fail to get justice. I would like to urge the hon. Minister to honour the other talented artists too. In the Constitution it is enshrined that talented artistes could be nominated to the Rajya Sabha, but what is happening now-a-days. All the conventions are being thrown to the winds and instead politicians are getting nominated in place of the artistes. Recently, in place of artistes, politicians were nominated to the Rajya Sabha. For properly honouring the talented artistes there is the need to pay proper attention in this regard.

I would like to conclude after making two-three points. I would like to dwell on the works done by the Government

of Bihar, which were also to be done all over the country. The Government of Bihar, headed by Shri Lalu Yadav, started 'Charwah Vidyalayas' in the State. These schools are not meant for any particular caste or section, but for the poor, who toil hard in the fields and then sleep. In 'Charwah Vidyalayas' arrangements for imparting education and for giving training to set up industries have been made. All the facilities have been provided in these schools. Poor children, who find it difficult to study because of poverty, will now be able to study. Charwahs will be studying too besides grazing their cattle. I urge the hon. Minister to implement it on wide scale all over the country for educating the poor. Those families should be enlightened who have till date lagged behind and whose children have not been educated. Till the future of these children makes headway the country is not going to progress. It is believed that education is the means of ushering in stability in society. It is also believed that education provides right direction to the society and will act as a boost in bringing about equality and in transforming the society. However, present education instead of ushering in equality will increase inequality in the society. In place of uniting society it is creating more rifts. If present system of education continues then both the society and the country will break up and the nation will tread towards the brink of disaster. Therefore, I would like to request the hon. Minister to ponder over these issues and the suggestions given by me to bring about uniformity in education in the country and to give new direction to society by offering opportunities of progress to all sections and all districts. Then only the objective of the Ministry of Human Resource Development will be fulfilled.

With these words I conclude and thank you for giving me the opportunity to speak.

SHRI MOHAN RAWALE (Bombay-South Central): Mr. Speaker, Sir, education should be progressive. Education should be in conformity to the changes going to taking place in science during the next ten years. Technical experts should visit the colleges to guide these about the technological changes. Education should be job oriented. All the degree colleges in the country should actually offer job oriented courses. In my Constituency there are only a few night colleges. UGC should give permission for starting courses in day colleges and night colleges. I also urge the Government to pay attention towards Sanskrit Colleges. Further Vice Chancellors should not be appointed on political considerations, but on merit. Education for girls upto XII standard has been made free, but this provision should be extended to boys too. I would like to know the reasons for not extending the provision of free education to boys? Even this facility is not available from Ist to IVth standard.

[English]

"It is compulsory for junior and senior college teachers to do junior research fellowship. There is not training programme for teachers for it. Moreover, the examination is in English and Hindi. Thus, teachers from other medium of instruction find it difficult to clear the examination. If they do not clear the examination they will lose their jobs. This examination is conducted by the UGC."

[Translation]

I urge the hon. Minister to pay attention towards this. They should not be victimised. Though for expansion and development of education expert committees are set up, but the reports are not

implemented. Recommendations of Kothari Commission were also not implemented and due to it many teachers have suffered losses. It is very unfortunate for the country. Reports should be immediately implemented. Through mass media—Radio, Television and newspapers—courses have been made available at primary, middle, secondary and at higher education level and these should be given wide publicity to enable students and parents to choose right courses. I am submitting all this because I have got vast experience of student field. Any student failing in Xth or XIIth standard is in dilemma about his future. Generally students opt for Science, Arts and Commerce, but their time gets wasted. Therefore, I would like to submit that the need of the hour is to give wide publicity on Radio and Television to vocational courses available. I urge you to telecast these things on channel-1 of Television, before the declaration of results this announcement should be made.

Sir, Bombay University has got a very good stadium, but it is in bad condition and needs immediate repairs. When we switch on T.V. in the morning figures of population are shown, but it is quite unfortunate that even then India, a big country, can't win any Olympic medal. I would like to know whether the Government has ever found that the grants reach the sportspersons or not? Further, whether it is ascertained, before had that institutions receiving grants actually exist or not? I urge the hon. Minister to look into these things.

Sir, I am a sportsman and have played many sports in life. India was popular in Football and was Asian champion too. I urge the Government to institute Arjun Award for carom too, because till date it is not being given.

'Malkhamb' game is an interstate tournament, but is yet to be approved as a national game. The Government should approve it.

Sir, in the end I would like to submit that once children are admitted into schools by the parents, the latter think that their responsibility is over. I have seen that many children develop eye and other ailments. Therefore, there should be compulsory medical check up every year.

Sir, due to shortage of time I am unable to speak at length. I thank you for giving me the time to speak.

[English]

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): Hon. Speaker, Sir, at the outset, I would like to put on record, the deep appreciation on behalf of my Department - of course all the Departments are equally grateful about the new system of Committees which has been introduced as part of the parliamentary functioning in our country.

In one step, it has become possible to focus on matters and issues which in the normal course, sometimes used to go unnoticed; and for the debates that took place in the House, naturally, there were limitations to what every hon. Members wanted to say - both limitations of time and of his own priority. But, with this system now, we have a record of what the hon. Members of this Parliament feel about a certain Department and which are the priorities they would like to be addressed thereby not only making the will of Parliament more transparent,

but also giving the opportunity to the political executive to address those issues in the manner in which the Parliament desires.

I may tell you frankly that the interventions by my colleagues Shri Wasnik, Shrimati Basava Rajeswari and Kumari Selja became possible to a very large extent only because the Report of the Standing Committee was with us and we could sort out among us, to present to Parliament, what we have been able to do, also to tell the Parliament where we have not been able to do what Parliament wants us to do and also to set put certain targets which we would like to achieve in the course of this year. I will not repeat all that they have said as it would be a waste of time. But I am sure the hon. Members will certainly appreciate that the areas dealt with by them are those in which you have shown your very obvious interest through the Report of the Standing Committee.

Sir, Education is one of the most important areas of public concern. And along with Education, we now have Woman and Child Development, Sports and Culture. All these make it a vast and all-encompassing subject on which all sections of the community have a certain point of view and this is a matter of satisfaction. There are many things and issues in this country on which certain people may have certain views, on which opinions are expressed by groups who may have made some special study. But Education is a sphere where every parent has a view and I need not recount their numbers here in this House. It is the vastness of these opinions which has to be focussed in such a manner so that the efforts made should approximate, to the extent possible, to the expectations of the community.

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Education in our country is today demarcated into two spheres – the State and the Centre. It is not my intention, by any chance, to shirk responsibility or try to put the responsibility on the State Governments. But the fact remains that most of the schemes for Education have to be implemented by the State Governments, of course, with the full cooperation and support of the Central Government. On this, I would like to say that at least my experience is very clear. Today, from every State Government, whatever be its political complexion, there has been a very positive response to all the initiatives that we have tried to take. We have also tried to respond as positively to whatever initiative they wanted to take. But it would be pertinent to take note of this factor that what is the domain of their decision-making and activity cannot suddenly become the domain of our activity. And if sometimes, for the sake of argument we try to project failure on the part of this or that authority, I would only say that this exercise should be gone into with great care and restraint and in a very constructive manner.

Sir, every hon. Member, who has taken part in the discussion, has focussed on the point according to his own perception. I would like to mention some of the points which I think have larger relevance.

In the absence of the first speaker, Shri Chinmayanand Swami, I would like to mention some of the points which he raised. He said that there was no policy on education till 1986 when the policy was enunciated. And, then he added to rider that even this policy is a part of the projection of our colonial base. For the information of the hon. Member, I am sure it will be conveyed to him as he is

not present in the House, a National Policy on Education was formulated in the year 1968 on the basis of the Report of the Kothari Commission. The Report was gone into by a Committee of Parliament and eventually a policy was placed on the Table of the House. In all humility I would like to say that to say that eminent persons like Dr. Radhakrishnan, Dr. Zakir Hussain and Dr. Kothari, who contributed towards the formulation of policy which was laid on the Table of the House in 1968, projected the colonial base of India is nothing short of sacrilege. We may or may not agree with certain aspects of the policy but we cannot accuse these people of trying to project the colonial base in our policy on education.

In 1986 Shri Rajiv Gandhi evaluated what had been done in the past. Since the passage of time brings forth many more compulsions, much more so because in the sphere of education certain parameters were drawn – for example science and technology became little more sharp in their profiles, linkages between physical education, cultural education became more sharply defined Shri Rajiv Gandhi updated the policy and that became the new Education Policy of 1986. So, that was a continuation of the policy which was enunciated in 1968. And, I may say that the entire exercise of updating the policy was an exercise to consolidate the base and to project a plan for the future as we move towards the 21st Century.

Now, what were the main parameters? As I said, in such a vast sphere of activity you have to put your finger on something which is important for the present moment. If you want to spread your entire time, energy and resources on everything that is there before you, the end result would not be

what you want it to be. Therefore, the finger was out on three-four major areas that ought to have been taken up. One such area was raising the quality of education.

Many hon. Members have asked, and I agree with them, how we can have two systems of education, one for the so called rich people and one for the common man. The point is well taken but what do you do about it? One fine morning we cannot pass an ordinance saying that from such and such date the schools which are being run by the people should put down their shittles. Is it possible for any Government to do?

SHRI SAIFUDDIN CHOUDHURY (Katwa): You can improve the quality of education being provided in the schools at present.

SHRI ARJUN SINGH: That is why said their should be quality education. The only way this can be set right is by increasing the level of quality in the Government-run educational institutions. It is not very easy task and the concept of Navodaya Vidyalayas came out of this initiative. I know that there are some State Governments which still do not feel like that and would not like to adopt it. Naturally, we cannot force them to do it. But I want to make a very sincere appeal to them that they should look at this scheme not from any narrow point of view but from its wider implications and try to find a way out so that in all the districts of this country we can establish one Navodaya Vidyalaya each by the end of the Eighth Plan which is our objective.

A mention was made here, Sir, about the review of Navodaya Vidyalaya experiment. I know that reviews should

be made time and again but the whole scheme has not yet gone into full steam. Monitoring is one thing which we are continuously doing and we are trying to remove the lacunae that had come up here and there. If we review the entire scheme which had happened two or three years ago when almost the entire Navodaya Vidyalaya scheme was brought to a standstill, now, we cannot do that kind of a review. As we complete this scheme into a substantial degree, a review will be made and whatever are the shortcomings, those shortcomings will be removed.

The second point on which a finger was raised was the question of universalisation of education and literacy. Many Members have expressed some misgivings about the literacy programme and I am certainly neither doubting their facts and figures nor is my intention to do it. I can say with a sense of satisfaction and with great pride. If I may be allowed to say that Sir, the literacy campaign in this country today has become a national campaign cutting across all political, social and any kind of factors the country is now mobilised to usher in complete literacy. In that, there may be shortcomings, there may be shortfalls and there may even be some things which should not be done like the one which the hon. Member from West Bengal, Kumari Mamata Banerjee has said. I went into that matter. I have found out that that particular book which she had mentioned certainly contains a matter which is not, if I say so, in tune with the campaign for literacy. That book was actually published in 1981 when the literacy campaign had not been launched. According to the information given by the Secretary, Mass Education, Government of West Bengal, that book has not been approved by the State Literacy Campaign

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Committee and certainly not by us. But the fact whether that book was used or not is a matter which has to be inquired into and to that extent an inquiry will be held and if that inquiry shows that the book had been used anywhere, I will draw the attention of the Government of West Bengal and I am sure they will see to it that that book does not find a place anywhere in the literacy campaign of the State.

SHRI ATAL BIHARI VAJPAYEE (Lucknow): Why not educate us about that book? We are not educated.

SHRI ARJUN SINGH: Yesterday, the hon. Leader of Opposition was not here when the House was very fully educated about that book.

17.00 hrs.

SHRI ATAL BIHARI VAJPAYEE: I would like to remain uneducated.

SHRI ARJUN SINGH: I am no one to educate you personally. But I will have the privilege of sending all the material to you, so you can also have a look at it.

The third point, as I said, is the universalisation of education. I know this is a point, an issue which pinches the hearts of all of us. There was a constitutional commitment made that we shall achieve universal education at a certain point of time. There is no need to point an accusing finger at A or B or C. The fact remains that it was not possible to do so. One way could have been that we could have said that we were still trying to make an effort; we

would try to see what could be done. A commitment was made again in the new Education Policy formulated in 1986 that we shall do this by the end of this century. Now, I am not saying that what had been said is the last word on it. But I am quite sure that a nation which has progressed so far, which has surmounted so many obstacles, which is on the path to very glorious future, can certainly make a new commitment to itself, to its people that we shall make universalisation of education possible by the end of this century and commit whatever authority, resources or efforts we have towards that end. This is all that has been done.

A Summit was held here in December. It was not an ordinary international meeting; it was that first International Summit on Education alone; and the nine countries who represented there, were the most populous countries of the world, all developing countries faced with almost similar problems, who also felt that one must reaffirm our commitment to the "education for all" because education is and shall remain the most effective and potent tool for social transformation. That was the purpose of that Committee; and that purpose was more than achieved not only by the mere participation of the countries, but also by what came out as a declaration of Delhi in which certain commitments were made by the leaders of the country, the representatives of the countries; and the commitment made by our own Prime Minister, which, I think in time to come, will be regarded as a landmark in our march for universalisation of education. It was at that Summit that the Prime Minister committed, the Government of India, to the expenditure of 6 per cent of the GDP by the end of this century. In terms of money, it will be almost double the figure of the Eighth Plan.

A point was very rightly made here as to what are we doing here and now to make the universalisation of this resource possible. Here, I would like to make an appeal through you to this House and through this House to everyone in this country, who wants to make this possible that scheme would be available. But we have to do something in the field. It is no use trying to blame one or the other.

Operation Blackboard was a national policy. It was a centrally-sponsored scheme; hundred per cent of the scheme was centrally-sponsored. Many of the States did very well.

So far as teacher part is concerned, as of now nearly 99 per cent of the teachers have been appointed. So far as instrumental part is concerned, almost 75 per cent to 80 per cent has been achieved. Where we are lagging behind is school rooms. Is that how we complete our commitment?

Let us all, in our communities make it a point to ensure that the schools that have to be built are built. As Members of Parliament, as Members of Legislatures, as Members of Panchayats, all our combined efforts will see that that is done. I am sure this is the kind of commitment which will have to come out now from the community at large, to which all of us sitting here belong and which will make this possible.

The next point which has been highlighted by the new policy is science and technology. I do not have to tell you how important science and technology is because now the explosion of knowledge transcends all imaginary boundaries. There are certain boundaries about which we are aware and there are certain boundaries about which we are not

aware. It transcends even that. Where do we as a country stand? What are we going to get out of this great technological advance in the world for the people of this country?

I am not a scientist by the way and I will not be able to dilate on the minor points of science and technology. What I have seen is its application. The country has seen its application to matters of common concern to the people of this country. Take the case of the Green Revolution. There was a time when millions and millions of dollars of this country used to go out to other countries of the world and we got the sustenance as it was said then that India was living from ships can go out from this country with the produce that the farmers of this country produce. It was the Green Revolution. Science and Technology was applied to the fields of the farmers. The inputs that were necessary were given, and accepted by farmers.

Then we go to another sphere, i.e. oil seeds. Oil seeds were imported in this country. The mission for oil seeds, the science and technology factor was applied there. Because of that today we are self-sufficient in oil seeds. You go on seeing how this has worked. Therefore, what is needed in this country is that we should select very carefully the scientific and technological advances in this world which are relevant to this country and which are applied at a level and in a manner which immediately increases the empowerment economically and socially of the poorest sections of this country. I am quite sure, it is possible and that is the kind of science and technology which we have to adopt and give to our students, to our people in the colleges, in the laboratories, etc. I can say - I am sure all of you can also see - that the scientists of this country are second to none and what

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they are capable of doing, we are quite sure of that. I am sure, that all will happen.

Some points were made here, Sir, by some hon. Members. Those days this is a very common point.

It is said that for externally aided projects we have accepted conditions which are totally untenable and which compromise our freedom in the sphere of Education. For the benefit of the House, I would like to read out the policy parameters for external resources for basic education which were laid down by the CAB at its Forty-sixth meeting on 8th and 9th March 1991, which were reiterated in the forty-seventh meeting on the 6th May, 1992. These parameters stated below seek to ensure that the external assistance does not lead to a dependency syndrome. The guidelines are :-

- (1) The external should be an additionally to the resources for education.
- (2) The project must be in total conformity with the national policy strategies and programmes.
- (3) The project formulation should be the responsibility of the Central and State Governments, other national agencies and the project formulation should be a process of capacity building.
- (4) The project must be drawn up on innovative lines emphasising people's participation, improvement of quality, and

equality of education and a substantial upgradation of the facilities.

- (5) External assistance should be used for education reconstruction which should go beyond measures such as opening of new schools and appointing teachers and address issues, contents, process and quality.

A pointed reference made by the hon. Member from Himachal Pradesh about EEC funding that we have committed to spend a certain percentage on the staff - I am sorry - is not true. There is no such condition.

PROF. PREM DHUMAL: We are happy.

SHRI ARJUN SINGH: I am sorry that somebody has misinformed you. That is the point. We have laid down for ourselves - not by them - a condition that in the amounts that will be available for this project not more than six per cent should be spent on administration. That is our condition. They have not laid down any condition.

PROF. PREM DHUMAL: That is good.

SHRI ARJUN SINGH: Mention was made about the National Library and the rather unfortunate state of affairs in which it has landed itself. There are certain great institutions in this country whose character is something which has to be preserved, protected and promoted and the National Library in Calcutta is one of them. It is unfortunate that it is today beset with both academic as well as administrative problems. It is not

possible for me alone to go about setting this right. So, I took the only – to my mind – correct method, by inviting all the hon. Members of Parliament from West Bengal for an informal get together and trying to find out how we could help remove the obstacles and make the Library as it ought to function. I must say, all hon. Members from all political parties attended it, we had a very constructive discussion and two or three decisions were taken.

One was that we should appoint a High-Powered Committee consisting of three very well-known academic persons to go into the entire gamut of problems that beset this Library and give us a report in two to three months saying how we should address these problems. We got in touch with Prof. Satish Chandra, Dr. Sabyasachi Bhattacharji and Prof. U.R. Anantamurthy who need no introduction to this House. They have agreed to serve on this Committee and in three months they will give us a report.

We will try to implement it in the functioning of the Library. The unfortunate part of it is that there are some trade union problems. I am not opposed to any trade union activity. I think, that is the breath of a democratic system. But trade unions on their own should draw a line at least in academic atmosphere, in academic institutions, to what extent they want to go. And on this also, I think, all those who met that day issued an appeal, something of which I was little surprised and apprehensive also whether I should even make that request. They not only accepted our request but they made the appeal to all the trade unions to leave this institution alone and help in bringing normally to it. Now, that is all I could do. But once this Committee's report is before us, I can assure this House that after that, whoever

transgresses the limits will be dealt with in a manner which will not give any room for anyone to play with the prestige of such a great institution. And I am sure, the entire House and most of the hon. Members of Parliament from West Bengal will give us their full cooperation in doing this.

Sir, the Member, who spoke on the minority problem, is not here. But Mr. Ahmed is here. I cannot make any distinction between the two though he was trying to make a distinction between himself and Mr. Ahmed. The point is that the question of minorities' education is something which must attract our very sincere attention because the minorities have to be looked after for the simple reason that the minorities form a very important section of the citizens of this country. We just cannot have some better equips a citizen basically? That is, education. And, therefore, all the problems that come with this have to be looked into with the sole objective that we should facilitate the spread, the access to education. And if this process, whatever needs to be done should be done within the resources that we have.

The effort that has been taken up lately is about the modernisation of *Madrasa*. Some people have started the canard that we are trying to interfere with the Muslim Personal Law. What have we got to do with the Muslim Personal Law? These are the small children, who are sitting in *Madrasas*. Let them learn whatever the *Madrasas* are teaching them. We are not trying to say that you stop teaching them this. We are only saying that while you are teaching them what you are teaching them so far, if possible try to teach them arithmetic, science, English or whatever else is necessary in the modern world and for that, we will give you help we will give

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you the teachers and we will give you other machineries. I must say that by and large a vast majority of these *Madrasas* and those people who run them have welcomed those schemes. And though it is just a beginning, I am sure that in times to come, it will acquire a very decisive dimension and I can hope at least, what the future brings I cannot say, that this may perhaps be a turning point in the backwardness of the minorities, in the sphere of education, because we are going at a very very primary level, the source as we may call it.

And once that sources gets this input, I am sure, the nation will benefit by it.

Sir, about the Supreme Court judgement I can hardly say anything because the Supreme Court has passed a judgement and all we have been trying to do not only in the case of minority institutions but also in the other higher institutions of learning to produce a certain guideline or formulate a certain guideline which seeks that the Supreme Court judgement is implemented which all of us know had to be delivered in the background of the capitation fee issue which everyone condemned. Now, we have to see that the Supreme Court judgement is implemented and at the same time, the institutions also do not have to close down. The Cabinet has approved those guidelines and those guidelines are being issued. If something more has to be done, even if we have to go to the Supreme Court again we will do it after we get the experience of these guidelines. We cannot just say that Supreme Court has said this and we cannot do that and we will do this. I would appeal to my hon. friend from Andhra Pradesh to look at this problem

in this line and not feel as if we are trying to trample the rights of the minorities which are guaranteed in the Constitution. After all, the Constitution can only be interpreted by the Supreme Court. Who am I to interpret the Constitution? And if the Supreme Court has interpreted the Constitution all we have to do is to ensure that that interpretation is put into practice in a manner so that there is no discrimination amongst communities concerned.

Sir, about the Ambedkar University at Lucknow it was mentioned that this university was opened up by the Uttar Pradesh Government and we have forgotten about it after having announced that we shall make it into a Central University. That is not correct. There were some legal and technical problems because an Act had to be passed by the Uttar Pradesh Legislature to set up this University. Now, that Act has to be formally withdrawn and then authority given to the Centre to pass legislation in Parliament. That is why it was delayed. This Bill is now ready and I am trying my level best that at least it should be introduced in this Session of Parliament and then passed in the Monsoon Session. I am sure this University which will bear the name of Baba Saheb Ambedkar will not be run of the mill university but will be a university which will be imparting certain sills at a very high level to the deprived sections of the people which will help them to better their lives.

There are many points made by Prof. Malini Bhattacharya. She—I can say with all circumspection—not only as a Member of Parliament but as a Member of our Standing Committee has been very very useful guide to us in many respects. The point which she made was about the dropouts and whether what we are doing is making up for what we are

possing. I myself am not a great admirer of statistics. But there are central facts which I would certainly like to tell her. In 195-51 there were 2.2 lakh primary and upper primary schools. By 1991 there were 7.05 lakh primary and upper primary schools. The enrolment in 1950-51 was 22.3 million and that has risen to 144.1 million in 1992-93.

It is obvious, therefore, that while the number of schools went up by 3.2 times, the enrolment increased by six times.

AN HON. MEMBER: And what about the population?

SHRI ARJUN SINGH: I think the population you can compute. Sir, this clearly shows that the enrolment has increased substantially. The overall drop-out rate has come down from 65.81 in 1988 to 63.43 in 1991. I am not claiming credit for this. Mind you, this is not my purpose. The fact is that the number of invasions that have been tried, have brought about a decrease in the drop-out rate and an increase in the enrolment also. One of the very heartening features of the Literacy Campaign which the hon. Members must themselves have seen that wherever the campaign has been effective, enrolment in the primary schools has increased. Many of the social programmes, like the family welfare and immunisation, have received a fillip.

SHRI NIRMAL KANTI CHATTERJEE (Dumdum): The number of schools is falling behind the number of drop-outs.

SHRI ARJUN SINGH: Exactly these are the interventions which are bringing about this change. The National Formal Education Programme. Some people tried

to interpret it as if it is to replace the primary education. It is not a replacement of the elementary scheme, it is only giving access to that section of the people who, for some reason or the other, are not part of the primary schools. Therefore, all these combined have produced that kind of effect that the drop-out rate is decreasing which highlights the fact that now our intervention to increase the facilities for elementary education must get the highest priority and that is why it is now our first priority in the Department of Education.

Sir, I would be amiss if I were not to say anything about culture. I know the hon. Member from, Maharashtra, Shri Anna Joshi Ji gave out figures to show how totally unconcerned we were about culture in reality. I know this will always be a matter of debate as to what is your perception about what needs to be done by the Government in the sphere of culture. I am looking forward very eagerly to the day when the House debates the Approach Paper on Culture which is before it. The Standing Committee has gone into it and, I am sure, in the next session, by your kind dispensation, we shall get that opportunity and then of course, the hon. Members will get an opportunity to dilate much more elaborately on what they feel about culture. My own imperfect—I am using the word 'imperfect' very deliberately—is that the State should, as far as possible, keep its hands off culture. It should only provide the wherewithal for expression, for performance, for development, because if the State gets too much involved in the sphere of culture, there is a great danger which has happened in many parts of the world, that cultural hegemony becomes part of the State policy. We would never like that to happen in this country under any

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circumstances. Therefore, we have to be careful about this...(*Interruptions*). Naturally I am talking about culture. My friend Balram Jakhar Ji will talk about agriculture.

SHRI SAIFUDDIN CHOUDHURY (Katwa): He can also talk about culture.

SHRI ARJUN SINGH: I am also a farmer, So I can also talk of agriculture, but not in this House. So, Sir, we are trying to create that kind of infrastructure in this country and, I am sure, once the House has debated that Approach Paper and we get the guideline; that emerge from this House, the cultural policy of this country will take shape and, I am sure, when a collective wisdom is applied to any issue, something very good will come out of it.

There is no doubt of that. Still, in the short run we have to see that whatever amounts we get, they must be spent in a manner which help promote culture. If there are drawbacks—many of them have already been pointed out in the report of the Standing Committee—we will give utmost attention to that Committee's report and try to put matters right.

One of the things which Shri Anna Joshi mentioned was about the poor state of the upkeep of our heritage, monuments and all that. There is no doubt there is a great gap between their number and the number that we are protecting at the moment. There is nothing to compare. It is also a fact that we do not have that kind of resources to give that kind of protection to all the monuments that exist in this country though we have to be conscious of the

fact that it has been said—and rightly so—that the country's future or, perhaps its present character, is judged by the manner in which it attends to its past.

So, there are limitations. But yet our efforts will be there. We have decided to create a cultural fund in the Department to which we will seek contributions from other people also. I am sure the hon. Finance Minister will help us in that by giving exemption under the Income tax Act so that all kinds of resources...

SHRI ANNA JOSHI: May I suggest one thing? You can allow the State Governments and other national bodies to look after the monuments which you cannot look after.

SHRI ARJUN SINGH: Shri Joshiji, you are again trying to draw me into the State-Centre syndrome. There are already one responsibilities of the State Governments. They are trying to discharge them to the best of their ability. Let us not go into that.

The point is that we have to do it. This cultural fund will give us the resources for applying to these monuments.

Then there is another factor which we will try to complete within this. I have already had a discussion with the hon. Finance Minister that we should devise some methodology to help finance the studies of the poor people in higher education in particular and also to help those really genuine non-governmental organisations which want to set up path-breaking institutions for education or for culture. He has assured me that he will examine this and I hope by the end of or any time in the course of this year we will examine this and I hope by the

end of or any time in the course of this year we will be able to produce a scheme which ensures both help to the needy students especially from the deprived sections of the population for higher education and also for creating new facilities for education.

An. hon. Member from Bihar made two points. One is about corruption in the U.G.C. My appeal to him would be not to make such a sweeping allegation against the U.G.C. U.G.C. is one of the very prestigious institutions of our country and it has been manned by very important and learned and academic people from this country. I am not saying that nothing wrong can happen there. If something wrong has happened, kindly do take the trouble of writing to the hon. Chairman of the U.G.C. and, I am sure he will give due attention to it and set it right.

The second point was made about *Charvaha Vidyalaya*. I do not know whether I should say it here because Shri Laloo Yadav is a good friend of mine personally. I have not only seen merit in this proposal but I have said so publicly that this is a scheme which merits not only attention but it, perhaps, merits implementation.

The only request I made to him was to send me a written concept about the whole thing. Now it is more than one-and-a-half years and still I have not got it. Can I claim your help in that? If I can get the concept of the *Charvaha Vidyalaya*, you can be rest assured, I will try to do whatever I can because it basically addresses the situation in rural India. It addresses a situation in rural India where the children are deprived only because of economic factors. I see that it is quite right, whether you name it *Charvaha Vidyalaya* or whatever you

want to call it, to take education to their doorstep. Why should we not teach them while they are riding their buffaloes? (*Interruptions*) I think this is not a matter which we can take it lightly. It addresses a very sensitive issue and it addresses an issue of which all of us are aware. We are also aware that we have not been able to make an effective intervention at that level. But all these things will have to be done in a manner so that we can do it all over the country. Actually I had invited him as part of our Delegation to the Nine Nation Summit on Education and he elaborated on this *Charvaha Vidyalaya* in his speech.

SHRI SAIFUDDIN CHOUDHURY:
What is there in the minutes of the speech?

SHRI ARJUN SINGH: Even in the minutes of his speech, only the idea was mentioned. But I want a totally worked out concept. I am sure I will get that and I can assure you that it is not something which we will ignore. Rather we welcome it and we will try to do whatever is possible.

Sir, I have taken a lot of your time, the time of this House. My colleagues have also spoken and I do not want to repeat what they have said.

[Translation]

SHRI SURYA NARAYAN YADAV (Saharsa): Mr. Speaker, Sir, since there is no scheme of 'Charwah Vidyalayas', so what will the Chief Minister send? These schools are not being run under any scheme.

[English]

SHRI ARJUN SINGH: Let everybody get the benefit of doubt here.

[Shri Arjun Singh]

[Translation]

So, sir, I will thank the hon. Members for the very deep insight that they have into the problems that confront the country in the sphere of education, women and child development, sports and culture and I can assure them, Sir, that what they have said in their speeches, I may not have been able to reply to each and every one of them. But, as I did last year, I will try to address letters to all the hon. Members on the points which they have made in this House. With this, I thank you and I thank the House for this discussion. *(Interruptions)*

MR. SPEAKER: Let us understand one thing at 5.00 p.m. we have to apply the guillotine.

SHRI SAIFUDDIN CHOUDHURY: Mr. Speaker, Sir, I want to know the reaction of the hon. Minister on one very important point. The people outside tell us that in this House we do not show concern about the plight of the children because they are not eligible for voting. Now, in this debate on education the first thing that comes to our mind is the plight of the children who go to the school in the lower classes with a big bag on their back.

MR. SPEAKER: Mr. Saifuddin Choudhury, this is becoming a speech.

MR. SAIFUDDIN CHOUDHURY: Sir, it is a very serious matter. I want to know whether the Government is thinking as to how to lessen the burden of the tiny tots who go to the school with a big burden on their back. It is very much agonising. Is there any planning? *(Interruptions)*

SHRI ANADICHARAN DAS (Jajpur): The Government circulated the draft Bill regarding.

[English]

Reservation of Seats in Educational Institutions for Scheduled Castes and Scheduled Tribes.

May I know by what time and when will the Bill be enacted and become a law? *(Interruptions)*

[Translation]

The whole of India raised the issue of non-reservation of seats in education for the Scheduled Castes and the Scheduled Tribes and that's why the confrontation is increasing day by day...*(Interruptions)*....

MR. SPEAKER: Reiteration of the same will not serve any purpose. Please sit down.

[English]

You have asked the question. Please sit down.

(Interruptions)

[Translation]

SHRI ANADICHARAN DAS: How can you say any thing like this without even my completing the sentence? ...*(Interruptions)**.....

I am submitting this because of my experience as its Chairman...
(Interruptions) Reservation is not being extended to our children;

[English]

MR. SPEAKER: This is not a time for speech. Please sit down now.

SHRI ANADI CHARAN DAS: *

MR. SPEAKER: I reprimand you for this kind of a statement.

[Translation]

SHRI SURYA NARAYAN YADAV: Sir, I am on a point of order. Submission of the hon. Member is wrong.

[English]

MR. SPEAKER: I reprimanded him for this.

SHRI ANADI CHARAN DAS: I am sorry for this.

MR. SPEAKER: You should be very careful in your statement.

(Interruptions)

MR. SPEAKER: Shri Anna Joshi.

SHRI ANNA JOSHI: I have asked about the abolition of annual examination for the lower course standard and suppression of the Copying Act.

[Translation]

SHRI RAM KRIPAL YADAV: Mr. Speaker, Sir, the hon. Minister has not

uttered a word in response to the lacunae pointed out by the hon Members.
(Interruptions)..

MR. SPEAKER: You are not the only one to make the submissions. Others are also to make their submissions. Please sit down.

SHRI RAM KRIPAL YADAV: Sir,...
(Interruptions)

[English]

MR. SPEAKER: This is not going on record.

(Interruptions)**

SHRI BUTA SINGH (Jalore): I have a small suggestion to the hon. Minister. The whole House is grateful to the Government for having decided to have a National University in the name of Dr. Babasaheb Ambedkar. The hon. Minister has assured us. May I humbly submit that the whole Opposition is with him.

He should assure the House that this Bill be introduced and passed in this Session.

MR. SPEAKER: It is for the House to decide.

SHRI MANI SHANKAR AIYAR (Mayiladuturai): I wish to enquire about the prospects of Indira Mahila Yojana...
(Interruptions)...

[Translation]

SHRI SATYANARAYAN JATIYA (Ujjain): Mr. Speaker, Sir, regarding

* Expunged as ordered by the chair.

** Not recorded.

[Shri Satynarayan Jatiya]

'Operation Blackboard' it has been stated that a few objectives regarding teachers and recruitment have been accomplished... *(Interruptions)*... However, till the buildings are constructed benefits of all these schemes and teachers and other things will not be reaped.. *(Interruptions)*... Secondly, I would like to submit that laboratories are in bad shape.

MR. SPEAKER: Minister should be given time to reply.

[English]

At 6 O' Clock, I am going to apply the guillotine.

(Interruptions)

[Translation]

SHRI SATYNARAYAN JATIYA: I am only submitting that there is the need to pay attention towards laboratories.

SHRI SURYA NARAYAN YADAV: Mr. Speaker, Sir, it is the policy of the Government of India to open Kendriya Vidyalayas or Navodaya Vidyalayas in the rural areas, especially in district headquarters, where none of these is functioning. Therefore, will the Government expedite all this?

SHRI DATTA MEGHE (Nagpur): Mr. Speaker, Sir, the hon. Minister has stated that instructions regarding admission in Medical and Engineering colleges will be issued. Last year due to the judgement of the Supreme Court admissions were only allowed in November-December. Now this is the month of May. Therefore, instructions should be issued immediately to the

States, so that the studies of the students do not suffer.

SHRI SOMJIBHAI DAMOR (Dohad): Mr. Speaker, Sir, the Government of India is implementing the scheme of 'Bap ko Padhao-Bete ko Anpadh Rakho'. While I urge to educate child instead of father... *(Interruptions)*

PROF. RASA SINGH RAWAT (Ajmer): Mr. Speaker, Sir, Central Hindi University was to be set up in Hyderabad, but the hon. Minister has not said anything about it. Similarly, Budget of the Department of Culture is quite low. It needs to be increased.

SHRI BHUPINDER SINGH HOODA (Rohtak): Mr. Speaker, Sir, earlier NDSE scheme was being implemented both in Government and private schools. It was a good scheme and was fully funded by the Government. However, it has been discontinued. I would like to know whether the reintroduction of the scheme will be considered?

SHRI RAM NAGINA MISHRA (Padrauna): MR. Speaker, Sir, Sanskrit is the mother of all the languages. Unfortunately, it is dying at present. I would like to know the steps the Government is taking to stop dying out of Sanskrit and to teach Sanskrit.

SHRIMATI BHAVNA CHIKHLIA (Junagarh): MR. Speaker, Sir, Doctors and Engineers from India go abroad. To prevent migration of these, will the Government give facilities to them within the country?

DR. P.R. GANGWAR (Pilibhit): Mr. Speaker, Sir, the Government of Uttar Pradesh has removed Sanskrit after introduction of three language formula. I would like to know whether the

Government will take steps to promote education of Sanskrit?

DR. K.D. JESWANI (Kheda): Mr. Speaker, Sir, Sindhi Vikas Parishad was set up in 1991-92. I would like to know from the hon. Minister the present position of it?

[English]

SHRI KARTIKESWAR PATRA (Balasore): I want to know from the hon. Minister what is the mind of the Government regarding the establishment new Rural Universities, particularly with regard to the demand of North Orissa for the setting up of the Rural university.

SHRIMATI MALINI BHATTACHARYA (Jadavpur): In the district planning for the primary education, the proposal is that there should be foreign assistance of 85 per cent and Government assistance of 15 per cent. I want to know whether it is in accordance with the guidelines mentioned by the hon. Minister and why it is not being done with total indigenous help.

DR. K.V.R. CHOWDARY (Rajasthan): I would like to know the Government's viewpoint about the indiscipline prevailing in University level and high school level and college level.

MR. SPEAKER: I do realise that there are too many questions to be answered by the hon. Minister and it will be a regular debate if I ask the hon. Minister to reply to all these questions. I would request him to reply to as many questions as he can now and the rest of the questions can be replied in writing.

[Translation]

SHRI ARJUN SINGH: Mr. Speaker, Sir, the issue of teaching father and keeping child illiterate is a big basic issue.

MR. SPEAKER: This is complaint of father or child?

SHRI ARJUN SINGH: I think it is more important to educate that father whole child is illiterate because other issues are also connected with it.

Mr. Speaker, Sir, issue of Indira Mahila Yojana has also been raised.

[English]

I want to say that as of today this Yojana which has very very high profile for us has not been implemented totally because of certain factors which have not been sorted out between Departments. Utmost efforts are on. The Planning Commission is also helping us in the process. I do hope that very soon we shall be able to do it.

The burden on children was referred to by Shri Chaudhri. Actually I had it in my hand. But I could not make a mention of it. The Yashpal Committee report has already been received in the 50th meeting of the CABE on 2.3.1994. The Education Ministers of all the States expressed their broad agreement. Now it has been sent to the States for the effort that has to be made to incorporate it in the curriculum/syllabus of the State. I think this objective which is very very useful will be completed.

Navodaya Vidyalaya in each district is the Plan. As I said, by the end of the Eighth Plan, we will be completing the establishment of Navodaya Vidyalaya in each district. So far as the Central Schools are concerned, it is not meant to be opened in every district. There are guidelines on which they are opened.

I have mentioned about the guidelines for the higher educational institutions. I must clarify very clearly that

[Shri Arjun Singh]

we will be issuing the guidelines only for the educational institution in respect of engineering, management and all these kinds of things. So far as the medical colleges are concerned, for them, the Health Department will be issuing the guidelines.

The hon. Member has said about the emigration of educated people that is taking place. This is an issue which has been engaging the attention of Governments time and again. But ultimately the consensus or conclusion was that we cannot pass a law banning the emigration of people from here because that is their right. Actually, the Late Shri Rajiv Gandhi said one thing about it when this question was posed to him. They said that there is a brain-drain from India. He used the term which, I think, merits some attention. He said: "Why do you take it as a brain-drain? Why do you not say that it is a brain tank?" It is a tank. Whenever we want, we can make an appeal to the citizens of Indian origin to come back and help us. This is the only attitude that we can take. We cannot make a law for that.

Then, there is the DPEP Programme, I think, this was a part of the original programme, the original project. Now, suddenly, we cannot say that you change the parameter of the project. I think it is good that, to some extent, we are responsible. The question is: Why are you not responsible for the whole thing? I think I do not have to answer it because we do not have the resources to become responsible for the whole thing. If we are getting it, in an area which usually did not attract aid money, I think we should welcome it.

About the examinations in lower classes, I think the pedagogical opinion is that we should not burden the children

with examination from the first to the fourth class. There should be some sort of a loose appreciation or evaluation. But to make them sit down or a written test is not something which is thought proper. It is not happening by chance. It is part of what should happen.

SHRI ANNA JOSHI: Up till now we are doing wrong.

SHRI ARJUN SINGH: Well, I think, neither you nor I should remember our school days.

Next, the Sindhi Vikas Board has been constituted. Actually, today was its first meeting. I could not attend. So, it has been postponed for tomorrow. The intention is to make this ultimately an autonomous body. At the moment, this is the first constitution of the Board. Let me consult all the members who are attending it. Our clear effort that Sindhis who form a very important section of the population of this country, who have a high sense of participation, whatever be their problems, this Board will try to redress them.

[Translation]

SHRI RAM NAGINA MISHRA: Mr. Speaker, Sir, Sanskrit in India is dying.

SHRI ARJUN SINGH: It is not dying but needs to be given all encouragement and promotion. Sanskrit cannot die out because it is of Indian origin and has got strong roots. The Government should provide all resources for its education and promotion. I will write a letter to you.

[English]

MR. SPEAKER: Before I put the Demands for Grants to the vote of the House. I would like to say that this year we could discuss only the Demands of the two Ministries. But all the Ministries have

been examined by the Standing Committees and the reports given by the Standing Committees are fortunately referred to by both the Ministers who replied to the debate. And they have said in the course of their replies that the suggestions given in the reports are good and can, in many cases, be acted upon. We propose to have all the suggestions given by all the committees printed in one book and circulated to all the Members and all the Ministries. As the Members from the ruling party have supported the system of the Standing Committees, we expect them to consider the suggestions very carefully and to the extent possible, to implement them. If there are suggestions which cannot be implemented, they can certainly be brought to the notice of the Committee. That I hope, will certainly strengthen the parliamentary system, which we want to do it. And for all the cooperation given by the Members of the Standing Committees, the Chairman and the Government, we should thank them.

A number of cut motions have been moved to the Demands for Grants relating to Ministry of Human Resource Development. Shall I put all the cut motions to the vote of the House together or does

any hon. Member want any particular cut motion to be put separately?

I shall now put all the cut motions together to the vote of the House.

All the cut motions were put and negatived.

I shall now put the Demands for Grants relating to Ministry of Human Resource Development to vote.

The question is:

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President, out of the 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, 1995, in respect of the heads of demands entered in the second column thereof against Demand numbers 47 to 50 relating to the Ministry of Human Resource Development."

The motion was adopted.

Demands for Grants (General), 1994-95 in respect of the Ministry of Human Resource Development voted by Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grants on Account voted by the House on 17th March, 1994		Amount of Demand for Grants voted by	
		Revenue Rs.	Capital Rs.	Revenue Rs.	Capital Rs.
Ministry of Human Resource Development					
47	Department of Education	403,21,00,000	9,00,000	207,45,00,000	43,00,000
48	Department of Youth Affairs and Sports	21,78,00,000	24,00,000	111,90,00,000	1,19,00,000
49	Department of Culture	29,62,00,000	-	150,07,00,000	-
50	Department of Women and Child Development	117,60,00,000	-	587,99,00,000	-

SHRI ANNA JOSHI: Can we have debate on the Defence Minister?

MR. SPEAKER: Debate we cannot, but the complaint you can. May be we will have the opportunity of discussing it at length at some other time.

(Interruptions)

SHRI ANNA JOSHI: I have been pleading for one Defence Minister. That much you can say in one minute.

MR. SPEAKER: You have the Defence Minister who is the Prime Minister.

Any other complaint?

MAJ. GEN. (RETD.) BHUWAN CHANDRA KHANDURI (Garhwal): You said that we could discuss it in some other place at some other time. But I do not know when.

MR. SPEAKER: We will try to take it up.

18.00 hrs.

DEMANDS FOR GRANTS
(GENERAL) 1994-95—Contd.

Ministry of Agriculture, Ministry of Chemicals and Fertilizers Ministry of Civil Aviation and Tourism and Ministry of Civil Supplies, Consumers Affairs and Public Distribution etc.

[English]

MR. 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 with the 31st day of March, 1995, in respect of the heads of demands entered in the second column thereof against:—

- (1) Demand Nos. 1 to 4 relating to Ministry of Agriculture.
- (2) Demand Nos. 5 and 6 relating to Ministry of Chemicals and Fertilizers.
- (3) Demand Nos. 7 and 8 relating to Ministry of Civil Aviation and Tourism.
- (4) Demand No. 9 relating to Ministry of Civil Supplies, Consumer Affairs and Public Distribution.
- (5) Demand No. 10 relating to Ministry of Coal.
- (6) Demand Nos. 11 and 12 relating to Ministry of Commerce.
- (7) Demand Nos. 13 to 15 relating to Ministry of Communications.
- (8) Demand Nos. 16 to 22 relating to Ministry of Defence.
- (9) Demand No. 23 relating to Ministry of Environment and Forests.
- (10) Demand No. 24 relating to Ministry of External Affairs.
- (11) Demand Nos. 25 to 27, 28, 29, 30, 32 to 37 relating to Ministry of Finance.
- (12) Demand No. 38 relating to Ministry of Food.
- (13) Demand No. 39 relating to Ministry of Food Processing Industries.