

that vicinity or that region. So, essentially he or she will have to set this up on the basis of all the facilities presently being made available. These relate to the matter of import of equipment, no need for import licence, import duty free because the equipment are for an hundred per cent export operations, no customs bonding facilities of international communication through whole range of the satellite earth stations, for which Videsh Sanchar Nigam provides the facilities and things of this nature

PROF. N G RANGA Will it be placed on the Table of the House?

PROF. M G K MENON Certainly, Sir, I will do so

SHRI BALASAHEB VIKHE PATIL The question relates to the latest technology on science and technology, etc to agriculturists, industrialists and others. So, I want to know from the Minister the number of areas you have identified for this. There are two Technological Parks. One is for the transfer of technology. Another is for the transfer of entrepreneurs development. There is a proposal to set up the Technology Parks in the rural areas so that the agriculturists can be benefitted to establish a new concept of this Technological Park. Will the Government consider this proposal, and if so, how it is going to be implemented in future?

PROF. M G K MENON Sir, the hon Member has asked a question, which relates to a different type of a Technological Park. The one concerning which I have clarification earlier relate to the field of one hundred per cent software exports whether set up by the Government or by the private sector... (Interruptions)

SHRI BALASAHEB VIKHE PATIL Do not say like that. . (Interruptions)

PROF. M.G.K. MENON Sir, I am only clarifying the facts. Earlier I had given details relating to relate to one hundred per cent export oriented software technology park. However, there are other types of parks also,

concerning which details have been given in the statement laid on the Table of the House. For example, there is one which we are thinking of is in the field of bio-technology and another in the area of defence. Then there are the so-called science and technology entrepreneurship development parks (STEPs). These latter categories are not aimed at hundred per cent export. They are essentially aimed at the aspects which I have referred to in the written answer. These would lone dissemination of information, training, transfer of technology which the hon Member Shri Faleiro had referred to, product and process development and very important linkages between the various components, namely the educational and R&D system which is the sector involved in innovation and production undertakings financial institutions which are all concerned with high science based industry, we for this plan to have such parks in the vicinity of institutions of higher learning whether they are educational or R&D institutions and particularly where there is concentration of such institutions and establishing of the linkages referred to is rendered easier. In addition, the so-called STEPs or S&T entrepreneurship S&T are being established to encourage young scientists and technologies emerging from various educational institutions to convert any ideas that they may have for manufacture of products to establish in the vicinity of their institutions, small units on order to develop entrepreneurial capabilities where innovation science and technology approaches can be used to make products on a small scale basis. A large number of these have been set up as indicated already in the written answer

#### Implementation of Three Language Policy

\*556. SHRI C.P. MUDALAGIRI-YAPPA  
SHRI V. KRISHNA RAO:

Will the PRIME MINISTER be pleased to State:

(a) whether three language formula is being implemented throughout the country;

(b) if no, the States which are not implementing the formula and the reasons given by them; and

(c) the steps taken by Union Government in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF SCIENCE AND TECHNOLOGY AND MINISTER OF STATE IN DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. M.G.K. MENON): (a) to (c). A statement is laid on the Table of the Sabha.

#### STATEMENT

The National Policy on Education (NPE) 1968 envisaged that at the secondary stage, the State Governments should adopt and vigorously implement the Three Language Formula which includes study of a Modern Indian Language, preferably one of the Southern languages, apart from Hindi and English in the Hindi-speaking States and of Hindi along with the regional language and English in the non-Hindi speaking States. The National Policy on Education, 1986 has endorsed this provision about teaching of language.

2. With the exception of Tamil Nadu, which is implementing a Two Language Formula, all the States have accepted the Three Language Formula in principle. The extent of implementation varies from State to State. The States and Union Territories which are implementing the Three Language Formula are:—

- i) Andhra Pradesh
- ii) Bihar
- iii) Goa
- iv) Himachal Pradesh
- v) Karnataka
- vi) Kerala
- vii) Madhya Pradesh
- viii) Maharashtra
- ix) Meghalaya
- x) Orissa
- xi) Punjab
- xii) Rajasthan
- xiii) Sikkim
- xiv) Uttar Pradesh
- xv) Chandigarh
- xvi) Dadra and Nagar Haveli
- xvii) Lakshadweep
- xix) Pondicherry (Mahe and Yanam regions only)

In Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh, Sanskrit is being taught as one of the three languages.

3. In the States and UTs listed below, arrangement for study of the third language is limited to the upper primary stage only:—

<i>Sl. No.</i>	<i>States</i>	<i>Arrangement for study of third language provided upto</i>
1	2	3
(i)	Arunachal Pradesh	Class VIII
(ii)	Assam	Class VII

1	2	3
(iii)	Haryana	Class VIII
(iv)	J & K	Class VIII
(v)	Manipur	Class VIII
(vi)	Mizoram	Class VIII
(vii)	Nagaland	Class VIII
(viii)	A & N Islands	Class VIII
(ix)	Delhi	Class VIII

4. In the following States and Union Territories, study of a third language is optional at the secondary stage:—

- (i) Gujarat
- (ii) Haryana
- (iii) Tripura
- (iv) Jammu & Kashmir
- (v) West Bengal
- (vi) Delhi

5. As regards the slow progress of implementation of the Three Language Formula, the following difficulties have been expressed by them on various occasions when the implementation of the formula was reviewed:—

- i) Lack of adequate financial resources for additional language teachers;
- ii) lack of availability of language teachers;
- iii) indifference among students and parents for learning more languages which add to the workload on the students without directly

providing skill or knowledge usable in immediate life.

6. The role of the Central Government in the matter of implementation of the Three Language Formula is recommendatory and they have urged the State Governments/UT Administrations from time to time, to take effective steps for expeditious and faithful implementation of the Three Language Formula. The Central Government have also taken the following measures for assisting the State in implementing the Three Language Formula:—

- i) Training facilities for language teachers at school stage is provided through Central Institute of Indian Languages, Mysore and its regional Centres at Mysore, Patiala, Pune and Bhubaneswar. Two Urdu Research and Training Centres at Solan and Lucknow are also imparting training for Urdu teaching.
- ii) The Central Government extends financial assistance to Non-Hindi speaking States/UTs for appointment of Hindi teachers.
- iii) Financial assistance is given to States for setting up Hindi Teachers Training Colleges.

**SHRI C.P. MUDALAGIRIYAPPA:** We are all concerned about the national integration in the country. The entire country is concerned about it. In view of this, may I know from the Minister as to why he has shown disparity in the budget with regard to allocation of funds to different languages and why should there be any discrimination in this regard? I want to know whether the Government is going to re-allocate these funds equally to different languages.

**PROF. M.G.K. MENON:** The figures relating to financial allocating for the development of Indian languages have already been indicated in the Demands for Grants of the Ministry of Human Resource Developments, and in particular of the Department of Education. We are supporting programmes in all Indian languages through a variety of schemes and of course, particularly in Hindi which is as a link language. Certainly the point made by the hon. Member is valid in the sense that if we want to implement meaningfully the three-language formula and have a sufficient number of teachers trained for the purpose as also appropriate material, we will need to have more resources allocated. And this will be looked into.

**SHRI C.P. MUDALAGIRIYAPPA:** It is very unfortunate that the answer given by the hon. Minister is quite unsatisfactory. The Minister has stated in his answer that the Central Government is only a recommendatory body and there is no commitment of this policy with regard to the three-language formula. May I know whether the Government is going to declare a definite policy and commitment in this regard?

**PROF. M.G.K. MENON:** The House is aware of the background relating to the evolution and adoption of the three-language formula. We are also aware of the fact that school education is the sector in which we are concerned with the implementation of the three-language formula is something which is essentially responsibility of the State Governments. As far as the Central Government is concerned, it does two things. One is to make these recommendations and sec-

only to provide support on a promotional basis. As I have mentioned earlier, the promotion covers a variety of aspects covering and development and usage of various Indian languages. I can speak at length on the complete history of how the three-language formula developed. But this will take quite some time. You will see from in summary this issue has been discussed since 1950-51. It has been discussed both from the view point of national integration as well as educational policy. It has been discussed in the Kothari Commission report of 1966. It was moved as a resolution of Parliament which was adopted. It was accepted in the Chief Ministers' conference. It has been reiterated in the 1986 National Policy on Education. Therefore, what exists today as a result of discussion and consensus arrived at over a long period of time from 1950-51 is, an agreement at all levels concerning the use of the three-language formula in our educational system. The Government stands by that, as was stated by the Prime Minister in his reply on the Demands for Grants of the Ministry of Human Resource Development.

**SHRI VAKKOM PURUSHOTHAMAN:** Sir, I come from a State where this Three Language Formula is implemented very strictly, and we, the people from Kerala, are not at all allergic to Hindi. But of late, there is a tendency among some of the Chief Ministers of North India that they are becoming mad after Hindi. Even after the Prime Minister has given an assurance before this House that this Three Language Formula will be implemented, the U.P. Chief Minister has categorically stated that he will stick to the policy of implementing Hindi as the official language of the State, even though his son is studying in an English medium school... *(Interruptions)* So, will the Government give strict instructions to all the Chief Ministers of this country to stick on to the Three Language Formula?

**PROF. M.G.K. MENON:** Sir, I would like to repeat what is stated in the answer, which is: "The Central Government have urged the State Governments/Union Territory Administrations, from time to time, to

take effective steps for the expeditious and faithful implementation of the Three Language Formula. In addition, the Central Government have also taken the following measures to assist the States in implementing the Three Language Formula." But, as I said, school education is a matter which is handled by the State Governments and what one can do in a constitutional structure, such as we have in India, is to bring all the States together to discuss the issue, and we have, over a long period of time, arrived at an unambiguous agreement and consensus on the fact that there will be a Three Language Formula, as presently applicable. The states have a responsibility to implement this.

[*Translation*]

SHRI DASAI CHOWDHARY: Mr. Speaker, Sir, the Government observes Hindi Week at places where Central Government offices are situated. Hindi is gradually disappearing from the national scene and in the Southern States, in particular this language has virtually become extinct. May I know 10 steps being taken by the Government to promote Hindi particularly in the Southern States?

[*English*]

PROF. M.G.K. MENON: Sir, the Central Government is committed to the fact that Hindi as a national link language will certainly be promoted and all those who wish to use it are encouraged to use it. In particular, all correspondence which involves Hindi speaking States, has to be primarily in Hindi. That is followed and those are the instructions.

DR. THAMBI DURAI: Mr. Speaker, Sir, just now the Minister has told the House that the Three Language Formula is for the national integration of the country. I differ with him in this regard because unless we make all the sixteen languages as the official languages of our country, we cannot achieve the goal of national integration. I am not against Hindi or any other language. We are for all the sixteen languages to be imple-

mented as the official languages of this country. Secondly, it is obvious that most of the States are not implementing the Three Language Formula. They are following only single language. In that case, it is logical that once we are advocating that the students must study in their mother tongue, the mother tongue may be one of the languages. That is O.K. The other languages we can leave to the students to take from among the remaining fifteen Indian languages. We have no objection to that. When that is the case, I would like to know whether hon. Minister will decide that instead of 3-language formula, there will be 2-language formula.

PROF. M.G.K. MENON: Sir, I have already referred to the fact that the 3-language formula was not adopted casually. It was adopted after a very detailed series of exercises starting from 1950 and I have given some of the points relating to this. It is therefore the national policy to have a 3-language formula. I certainly accept the fact that there are weaknesses. There are differently from in the manner the manner in which it has been formulated. This is a fact. And that is the reason why we have so many problems. What the Centre can do in this matter is to bring out these problems arising from the manner of implementation and bring out the importance of the formula. In this process one aspect which is well recognised is that as far as the first stage of education is concerned, the mother-tongue which can be the local or regional language must be employed. Thereafter, we can go on to other languages which are essentially English and Hindi in the Southern States which are non-Hindi speaking States, and English and one of the other modern Indian languages preferably a South-Indian language in the Hindi-speaking States.

PROF. RAMGANESH KAPSE: Sir, the hon. Minister admitted that the budgetary provision, as far as the teaching of language is concerned, is very meagre. So, what steps do the Government propose to take, as far as budgetary provision is concerned, for the teaching of the languages?

**PROF. M.G.K. MENON:** Sir, as you are aware, this is a matter which can be settled only when the total allocation for the Eighth Five Year Plan period are accepted. We have at present only an allocation for the current year, 1990-91, and the figures allocated for various Indian languages have been indicated. I can assure the hon. Member that with regard to the 8th Plan as a whole, a strong case would be put forward for increased allocation for the promotion, development and use of all Indian languages.

**SHRI LOKANATH CHOUDHURY:** Sir, I want to know the States which are not implementing the 3-language formula. Have they given the reasons for that? If so, what are the reasons for which they are not implementing the formula and what action have Government of India taken, after getting such information from them?

**PROF. M.G.K. MENON:** The three-language formula has been implemented to a varying extent and degree with significant variations. As already explained in the detailed statement placed on the Table of the House, the reasons for these variations are given as lack of adequate financial resources, lack of availability of language teachers and indifference among the students and parents to learning more than one language. The fact of the matter is that the curriculum load on children is very significant, and very many want to confine themselves only to one, or possibly two languages and not more. This is a basic problem; and we will have not overcome it.

**SHRI LOKANATH CHOUDHURY:** Sir, he has not replied to my specific question. I have asked what steps the Government of India have so far taken to overcome this difficulty.

**PROF. M.G.K. MENON:** Sir, I had already indicated that the Government of India do provide assistance with regard to the implementation of the 3-language formula. But it cannot provide the totality of financial resources required for the purpose because the implementation of this particular formula

which is at school level is a responsibility of the State Government as part of the school curriculum itself. (Interruptions)

**SHRI AJIT PANJA:** Sir, the hon. Minister has taken a lot of pains in answering this question in four pages in 60 lines.

There are four categories mentioned by the hon. Minister. One category is of those who have implemented the three-language formula. The second is of those who have made Sanskrit as one of the languages, the third category is of those who have taken Sanskrit as an optional language, and the fourth category is of those who have not done it. And in none of these, the State of West Bengal appears. So, I want to tell the hon. Minister that all the 25 States and 7 Union Territories except Bengal are mentioned here. If so, what is the position of the education policy in West Bengal? Or I would like to know whether there is any education going on there at all.

**PROF. M.G.K. MENON:** Sir, on page 3, paragraph 4, of the Statement I have stated: "In the following States and Union Territories, study of a third language is optional at the Secondary stage:—"(Interruptions) Here, item 5 is West Bengal.

#### **Observance of 1990 as SAARC Year of the Girl Child**

+

\*563. **SHRI K.S. RAO:**  
**SHRI BALASAHEB VIKHE PATIL:**

Will the PRIME MINISTER be pleased to state:

(a) whether a decision to observe '1990' as the SAARC year of the Girl Child was taken in the 4th SAARC Summit held at Islamabad (Pakistan) in 1988;

(b) if so, the details of plan of action and calendar of activities drawn up for this purpose;