

SHRI SATYASADHAN CHAKRA
 BORTY : I do.

MR. DEPUTY-SPEAKER : He represents the teacher-workers.

Shri R. P. Yadav.

18 14 hrs.

DEMANDS FOR GRANTS
 (GENERAL), 1984-85.

Ministry of Education and Culture—*Contd.*

श्री राजेन्द्र प्रसाद यादव (मधेपुरा) :
 उपाध्यक्ष जी, इस मुल्क को आजाद हुए करीब 36 वर्ष हो गये, लेकिन आज तक शिक्षा की कोई नीति देश में नहीं बन पाई है और यह सरकार शिक्षा के प्रति कितनी जागरूक है, वह इसी से आप जान सकते हैं कि शिक्षा जो इतना महत्वपूर्ण विषय है, उसकी इन्चार्ज स्टेट मिनिस्टर हैं, कैबिनेट मिनिस्टर नहीं है। कैबिनेट मिनिस्टर को कुछ ज्यादा सुविधा होती है और वे कुछ मामलों में स्वयं फैसले ले सकते हैं, जो स्टेट मिनिस्टर नहीं ले सकते हैं। इस बात से भी आप देख सकते हैं कि सरकार शिक्षा को कितना महत्व देती है, आज 6 बजे के बाद भी शिक्षा पर बहस कर रहे हैं, हमारे चाहने या न चाहने के बाद भी आप के आदेश के मुताबिक यह बहस जारी है—इससे जाहिर होता है कि आप शिक्षा के साथ कैसा व्यवहार कर रहे हैं।

अंग्रेजों के जमाने में अंग्रेजी का मुख्य रूप से प्रचार हुआ, क्योंकि प्रशासन चलाने के लिए उन्हें अंग्रेजी जानने वाले क्लर्कों और अफसरों की जरूरत थी। लेकिन उनके जाने के बाद जब यह सरकार आई तो बारबार

यहां पर कहा गया कि हम शिक्षा में आमूल-चूल परिवर्तन लायेंगे, ताकि देश का लाभ हो सके, लेकिन आपको यह जान कर हैरत होगी कि आज तक शिक्षा के क्षेत्र में एक्स-पेरिमेन्ट्स ही हो रही हैं। आज तक उसका फाइनल शेष इस मुल्क के सामने आया ही नहीं। आपने शुरू में कहा था कि बुनियादी शिक्षा देंगे, फिर आपने उसे हटा दिया। फिर आपने अंग्रेजी को कहा कि कम्पलसरी होगी लेकिन बाद में कहा कि उसकी जरूरत नहीं है। फिर बाद में आपने एसेसमेंट चलाया और उसको भी खत्म कर दिया है और आज यह 10 + 2 चला रहे हैं लेकिन वह भी देश में सब जगह नहीं चल पा रहा है। इसलिए मैं यह कहना चाहता था कि अगर आप देश में शिक्षा देना चाहते हैं और वास्तव में शिक्षा ही माध्यम होगा देश को आगे ले जाने का और हमारे मुल्क का भविष्य क्या होगा, वह भी शिक्षा पर निर्भर करता है लेकिन आप शिक्षण संस्थाओं में जाकर देखिये कि क्या हो रहा है। शिक्षा की एक नीति तो अवश्य ही होनी चाहिए कि अगर देश व्यापी शिक्षा की नीति नहीं होगी, तो यह देश आगे नहीं जा पाएगा। आप अगर शिक्षण संस्थाओं में जाएं, तो वहां जाकर आपको मायूसी होगी यह देख कर कि वास्तव में इस मुल्क के बनाने वाले लोगों ने और मुल्क को आजादी दिलाने वाले लोगों ने शिक्षा के बारे में यह सोचा था कि शिक्षा का इस तरह से प्रचार और प्रसार होगा कि गांव के लोगों को भी वही सुविधाएं दी जा सकेंगी जोकि शहरों के लोगों को दी जाती हैं, पर आप कहीं वह चीज नहीं पाएंगे। मैं तो यह चार्ज करना चाहता हूं कि आज सरकार शिक्षा के माध्यम से मुल्क में अलग-अलग क्लास

[श्री राजेन्द्र प्रसाद यादव]

क्रीयेट करना चाहती है। आप यह देखें कि जो काफी पैसे वाले लोग हैं, उनके बच्चे पब्लिक स्कूलों में पढ़ते हैं, उनके नीचे के जो कर्मचारी हैं या अपर क्लास के लोग हैं या बड़े अफसर हैं, उनके बच्चे सेन्ट्रल स्कूलों में पढ़ते हैं और फिर शहर में जो दूसरे लोग रहते हैं, उनके बच्चे म्यूनिसिपल स्कूलों में पढ़ते हैं लेकिन देहात में रहने वाले जो लोग हैं, उनके बच्चे ऐसे स्कूलों में पढ़ते हैं, जहां पर छत नहीं है। आप को यह जान कर हैरत होगी, अभी भी जहां से मैं आता हूं बिहार से, वहां पर 100 में से 80 स्कूल ऐसे हैं, जिन के ऊपर छत नहीं है, घास-फूस की भी छत नहीं है और वे आसमान के नीचे बैठ कर पढ़ते हैं। इससे आप अन्दाजा लगा सकते हैं कि चार तरह की जो शिक्षा दी जा रही है, उसमें चार तरह के बच्चे पढ़ कर निकल रहे हैं और जब उन के सामने कोई एक समस्या आएगी, तो चार तरह का समाधान उस समस्या का होगा क्योंकि चार तरह के अलग-अलग पढ़ने वाले बच्चों को बेसी तालीम दी गई है। इसलिए मैं यह कहता हूं कि ये जो अच्छे कपड़े पहनते हैं, जो अंग्रेजी बोल सकते हैं, जो टेबुल डिस्सिपलिन को जानते हैं, जो अच्छी तरह से चम्मच और छुरी पकड़ कर खाना खा सकते हैं, उनको क्लास 1 सर्विस में भेजा जाएगा और ये वे लोग ही मुल्क पर शासन करते हैं। दूसरे जो इससे कम दर्जे के लोग होंगे, उनको उनसे कुछ नीचे रखा जाएगा और तीसरे को और नीचे और जो चौथा होगा, उसको उसी स्कूल का टीचर बनाकर भेजा जाएगा, जिसमें वह वह बिना छप्पर के, बिना छत के पढ़ा होगा। मैं पूछना चाहता हूं कि आखिर यह कब

तक चलता रहेगा। बार बार इस सदन में और इस सदन के बाहर भी इस के बारे में कहा गया है और आप कहते हैं कि हम आमूलचूल परिवर्तन करना चाहते हैं। मैं समझता हूं कि सदन के दोनों तरफ से और सदन के बाहर भी यह मांग कई बार की जा चुकी है कि पब्लिक स्कूलों को एबोलिश किया जाए। समझ में नहीं आता है कि ऐसा करने में क्या दिक्कत हो रही है और पब्लिक स्कूलों को एबोलिश क्यों नहीं किया जा सकता। आप यह सोचिये कि सारे बच्चे मुल्क के बच्चे हैं और वे पढ़कर वास्तव में मुल्क के नागरिक होंगे। तो फिर आप ऐसा क्यों नहीं कर सकते, यह हमारी समझ में नहीं आता।

आप की मंशा बड़ी अच्छी है और हमारी माननीय शिक्षा मंत्री जी कुछ करना भी चाहती हैं। हमें जानकारी है कि उन्होंने विदेशों का भ्रमण भी किया है और वहां पर जो शिक्षा पद्धति है, उसको भी जाकर देखा है। वे चाहती हैं कि यहां पर भी ऐसा ही हो। इस से पहले हमें मालूम है कि श्री नूरुल हसन, जो पहले शिक्षा मंत्री थे, वे जी० डी० आर० और सोशलिस्ट मुल्कों में देख कर आए थे और उन्होंने चाहा था कि उसी तरह की शिक्षा यहां पर प्रदान की जाए। फिर पता नहीं क्या दिक्कत हो रही है सरकार को, यह हमारी समझ में नहीं आता।

श्री एम० राम गोपाल रेड्डी (निजामाबाद) : जो एलीमेंटरी स्कूल है, उन के स्तर को ऊपर उठाना चाहिए और यह नहीं होना चाहिए कि ऊपर वाले को नीचे किया जाए।

श्री राजेन्द्र प्रसाद यादव : वही करिये । मैं यूनिवर्सिटी की बात कर रहा हूँ । आप पैसे वाले हैं । आप के बच्चे इन स्कूलों में पढ़ रहे होंगे, इसलिए आप को यह बात समझ में नहीं आएगी । यह गांवों का मुल्क है और यहां पर 100 में से 80 स्कूलों में छतें नहीं हैं और आसमान के नीचे बैठ कर बच्चों को पढ़ाया जाता है । जो बेसिक फॅसिलिटीज हैं, वे इन लोगों को मिलनी चाहिए । आपने कहा कि दिन का खाना देगे लेकिन कहां मिल पाता है वह दिन का खाना । आपने कहा कि कम्पलसरी एजुकेशन हम करेंगे लेकिन कम्पलसरी एजुकेशन करने में आप को क्या दिक्कत हो रही है । गांवों में गरीब लोगों के बच्चे स्कूलों में जाएंगे, तो काम क्या कर पाएंगे । मां-बाप चाहते हैं कि वे काम करें और अपना पेट भरें और मां-बाप का पेट भरें । यह स्थिति इस मुल्क की है । आप की परिकल्पना थी कि 14 वर्ष तक की उम्र के बच्चों को कम्पलसरी एजुकेशन देगे लेकिन आज कहां यह हो रहा है । यदि आप गांवों में जाएंगे, तो यह पाएंगे कि ऐसा नहीं हो रहा है । आपके आंकड़े क्या हैं, वे मुझे नहीं मालूम लेकिन मैं बताना चाहता हूँ कि हम मुल्क के जिस हिस्से से आते हैं, वहां पर बच्चे स्कूल नहीं जाते हैं । इसलिए पढ़ने नहीं जाते क्योंकि स्कूल में छत नहीं है । घास पर स्कूल लगते हैं या उनमें पढ़ाई नहीं होती है । इसलिए बच्चे वहां जाना नहीं चाहते । ज्यादातर गांव के ही शिक्षक हैं जो अपनी खेती बाड़ी के तरफ ज्यादा ध्यान देते हैं और शिक्षण के तरफ ध्यान नहीं देते हैं । इसलिये हमको इस प्रकार की शिक्षा की व्यवस्था करनी चाहिये ताकि वहां का पढ़ा हुआ बच्चा भी आगे जाकर देश में प्रशासन या राजनीति में या अन्य क्षेत्र में काम कर सके । इसलिए मैं

आरोप लगाना चाहता हूँ कि सरकार इस देश में शिक्षा के माध्यम से क्लासेस क्रिएट कर रही है । इसको समाप्त किया जाना चाहिए ।

आज शिक्षा संस्थाओं की क्या हालत है । आज समय पर परीक्षाएं नहीं हो पाती हैं । बिहार में मैं आता हूँ । दो-दो साल पीछे परीक्षाएं चलती हैं । कहा जाता है कि अनुशासनहीनता है । इस अनुशासनहीनता का दायित्व किस पर है । मेरा निजी अनुभव है कि एन० सी० सी० आदि के जरिए आप कम से कम अनुशासन तो ला ही सकते हैं । अनुशासन की आदत डालने के लिए आप प्रत्येक शिक्षण संस्था में एन० सी० सी० या ए० सी० सी० को कम्पलसरी कर दीजिए ताकि अनुशासन की भावना पैदा हो सके । इसमें आपका कोई ज्यादा पैसा खर्च होने वाला नहीं है, सिर्फ बिल की आवश्यकता है ।

इसी प्रकार जो कांस्टीट्यूट कालेजेज हैं, उनमें जो प्रोफेसर हैं उनको सरकारी की अधिकारी की तरह सुविधाएं दी गई हैं । लेकिन ये प्रोफेसर बिना त्यागपत्र दिए हुए एम० पी० और एम० एल० ए० हो सकते हैं । इसमें अलग-अलग विचारों के लोग जाते हैं और ये उन शिक्षण संस्थाओं पर अपने आइडियाज थोपने की कोशिश करते हैं । श्री चक्रवर्ती शायद मेरे विचार से सहमत नहीं होंगे लेकिन इस प्रकार की सुविधा को समाप्त किया जाना चाहिए । ताकि ये अपने आइडियाज को उन शिक्षण संस्थाओं पर न थोप सकें ।

तीसरी बात मैं राष्ट्रभाषा के बारे में कहना चाहता हूँ । एक माननीय सदस्य कोट कर रहे थे कि संविधान में आपने कहा है कि 15 साल के अन्दर हिन्दी को राष्ट्र-

[श्री राजेन्द्र प्रसाद यादव]

भाषा का दर्जा दे दिया जाएगा। हमें पिछले दिनों सोवियत यूनियन जाने का सौभाग्य मिला था। वहाँ एमपीज का डेलीगेशन गया था। वहाँ की एक एम० पी० ने मजाक में कहा कि आप पोलिटिकली तो आजाद हो गए हैं लेकिन भाषा के दृष्टिकोण से अभी भी गुलाम हैं। सिर्फ आप का ही डेलीगेशन ऐसा है जिसके लिए 4 तरह के इंटरप्रैटर्स का इंतजाम किया गया है। अंग्रेजी, हिन्दी, साउथ इंडियन लैंग्वेज जानने वाला और बंगाली जानने वाला। क्या हम एक तरह की राष्ट्रीय संपर्क भाषा भी नहीं बना सकते हैं। रोज इस बात को उठाया जाता है। शुरू में एक समय था, उस समय अगर जोर दिया गया होता तो कम से कम राष्ट्रीय संपर्क भाषा तो बन ही जाती। वह नहीं हो पाया। साउथ में आज यह समस्या और बढ़ती जा रही है। इसके लिए आपका कमिटेमेंट था। मैं आग्रह करना चाहता हूँ कि इसको आप देखें। कम से कम राष्ट्रभाषा न बन सके किसी कारण से और आपको कमिटेमेंट से थोड़ा पीछे जाना भी पड़े तो कम से कम एक राष्ट्रीय संपर्क भाषा तो होना भी चाहिए ताकि देश के सारे लोग यदि कहीं भी चले जाएं तो एक भाषा के माध्यम से बोल तो सकें। हमें खेद है कि बहुत से हमारे प्रतिनिधि जो बाहर जाते हैं वे अंग्रेजी में बोलने का प्रयास करते हैं या फिर अपनी रीजनल भाषा बोलने का प्रयास करते हैं। इंटरप्रैटर्स की व्यवस्था हो यह अलग बात है लेकिन इससे देश के खिलाफ एक वातावरण बनता है कि यह एक मुल्क है जो 36-37 वर्ष के बाद भी अपनी राष्ट्रीय संपर्क भाषा भी नहीं बना पाया। एक भाषा में ये लोग बोल भी नहीं सकते हैं। एक तरह की

बोली नहीं बोल सकते। इसलिए, मैं आग्रह करूंगा कि हिन्दी के लिए जो संविधान में वायदा किया हुआ है, उसको पूरा करें। जे० एन० यू० की स्थापना इसलिये हुई थी कि देश के विभिन्न भागों से लड़के आएँ। उनको इस तरह का आदर्श बनाया जाये कि दूसरी यूनिवर्सिटीज भी फालो करें। वहाँ के एडमिशन के बारे में भी कहा गया था पिछड़े क्षेत्र के लोग उसमें आयेंगे। लेकिन, वहाँ तो अच्छे घरों से लड़के आते हैं और फटाफट अंग्रेजी बोलते हैं।.....

(व्यवधान) पिछले दिनों वहाँ पर काफी हंगामा हुआ है। चाहे चन्द्राकर कमेटी वाली हो, अंततोगत्वा जवाबदेही सरकार की ही है। पिछली बार मंत्री महोदया ने कहा था कि यह आटोनोमस आरगेनाइजेशन है इसलिए हमारे हाथ में यह नहीं है। आखिर, फिक्षा पर कंट्रोल तो आपका ही है। जितनी भी आटोनोमस यूनिवर्सिटीज हैं, वे भी आपकी गाइड-लाइन्स को फालो करती हैं। अगर वहाँ गड़बड़ी होती है तो उसको कौन देखेगा? आपको इंटरफेयर करना पड़ेगा। यदि आप चाहते हैं कि गांव के बच्चों को वहाँ पर एडमिशन मिले तो पुरानी एडमिशन पालिसी की तरफ आपको ध्यान देना पड़ेगा। पिछले दिनों यहाँ पर कहा गया कि मंडल कमीशन की रिपोर्ट विचाराधीन है चाहे वह एडमिशन, नौकरी या प्रमोशन का हो। आरक्षण के संबंध में दूसरी तरफ, जो पिछड़े हुये लोगों को आरक्षण मिला हुआ है, उसे आप छीनना चाहते हैं। सरकार की दो तरह की नीति हमें समझ में नहीं आती। मैं आग्रह करना चाहूंगा कि मंत्री महोदया जब जवाब दें तो इस पर अवश्य रोशनी डालें। यूनिफार्मिटी आफ एजुकेशन लाने का आपका विचार है या नहीं? यह आप कब तक करना चाहती

है ? इनडिसीप्लीन का माहौल शिक्षण संस्थाओं में बना हुआ है, उसको दूर किया जाना चाहिये । एन० सी० सी० को कंपलसरी किया जाना चाहिये । टीचर्स या प्रोफेसर्स जो चुनकर आते हैं, वे भी सरकारी पदाधिकारियों की तरह होने चाहिये और नौकरी से त्यागपत्र देकर आना चाहिये ताकि अपने आइडियाज जबर्दस्ती न थोप सकें । हमारा मुल्क जो बना लेकिन चरित्र नहीं बन पाया । शिक्षा का इस तरह का केरीकुलम हो जिससे पता लग सके कि किस तरह लोगों ने मुल्क के लिये कुर्बानी दी थी । स्कूल या कालेज में जब कोई व्यक्ति परीक्षा देने जाता है तो कम से कम पांच या छः उसके पीछे रहते हैं । वे सब उसको परीक्षा दिलाने के लिये जाते हैं । इसलिये मैं कहना चाहूंगा कि कुछ न कुछ अवश्य किया जाये अन्यथा आज बी० ए० और एम० ए० पढ़े हुये एक सेन्टेंस नहीं लिख सकते । हमें अपना स्टैण्डर्ड ऊंचा रखना चाहिये ताकि दुनिया के सामने अपना सिर न झुकाना पड़े ।

PROF. SAIFUDDIN SOZ (Baramulla): Mr. Deputy-Speaker, at the fag end of the day all of us are tired and I am also tired and I am not going to take much of the time of the House and I would certainly not like to repeat very important points that have been raised in the discussion by my hon. friends.

I would like to mention that more than 320 points have been stressed through different cut Motions on the Demands for Grants of this Ministry, and I say that every point was relevant to education. In a way, these were the 20 problems concerning Education and yet it was thought that there were other Ministries that should carry greater importance and more time was allotted to them. Why only four five hours for the Educa-

tion Ministry ? The thin attendance in this House does not sadden me because it has happened throughout the discussions on various Ministries, whether it was Defence, Foreign Affairs, Home Affairs and others. But so far as education is concerned, if I had any say in the affairs of Parliament, if I could organise the convergence of opinion on the opposition side, as also on the ruling party side, there should have been a whip for everybody to be present today. That is the importance that should have been attached.

MR DEPUTY-SPEAKER : But you have yourself not issued a whip.

PROF. SAIFUDDIN SOZ : We are three members in this house. I am here; one member has gone to the constituency and another Member is indisposed.

MR. DEPUTY-SPEAKER : Everybody does not talk about himself, but they talk about other people. That is the difficulty.

PROF. SAIFUDDIN SOZ : Now, in this country there are two examples when education received priority. And if you carry out a survey, you will find Maulana Abul Kalam Azad and Sheikh Mohammed Abdullah were there. Who gave first priority to education. When Shri Jawharlal Nehru asked Maulana Abdul Kalam Azad as to how he would like to serve the nation, he was one person of that eminence, who said that it could be done through education. As far as Sheikh Mohammed Aladullah is concerned, barring a period of 8 or 9 months, he always held the portfolio of education with him.

Some Members spoke about rigging in the examinations. With a certain amount of pride. I must inform my colleagues here that Jammu and Kashmir is the State which has been free from rigging in the examinations. It was in 1975 when Sheikh Mohammed Abdullah became the Chief Minister of the State that he went to the examination halls himself to see that there was no copying. And in a

[Prof. Saifuddin Soz]

very big Public gathering, he said that in future we wanted to have Jawaharlals; Iqbals and Tagores among us and with this kind of drama *i. e.* unfairness in the examination we would never have a Nehru, Tagore or Iqbal in future. And that message was listened to by the people of Jammu and Kashmir with great respect. There are instances here and there of rigging in examinations, but the kind of drama that is happening in UP and other places but I can say with a certain amount of pride that we are free from that trouble the examinations in J & K are free from the menace of copying.

Now, coming to the Demands for Grants under the Ministry of Education, I was just going through the report, and I must say that this is the best report I have seen so far. The report of the Ministry of Defence was very good, but the report of the Ministry of Home Affairs was bald and sketchy; that was an insult to the Parliament. But this report is by far the best and I think the Ministry has worked hard for this, but I do not think that this reflects that the Ministry's achievement spectacular. This does not reflect its real achievements. I will not go into details. Despite the fact that it is a comprehensive report, and it reflects the good work done by the Ministry in certain areas, it does not reflect its real achievements.

I will not go from one section to another. It is a very lengthy and comprehensive report. I will take up only two areas, because I have promised that I will not repeat what others have covered. I will come to universalization of education, and then take up adult education. I do not charge the Minister of incompetence or anything also but she must rise to the occasion and put forth the demand before the Planning Commission and the Ministry of Finance, and organize a debate. Education does not carry importance. It does not have adequate funds. We want to have a revolution in the country, and it can come only through education. For 1983-84, the Report says that the budget on education constituted 2.67% of the total Plan outlay. Seven

years before, there was a debate in this country on an article by one Amrik Singh. It appeared in the 'Illustrated Weekly'. They said that we were the poorest of the poor in the world, because only 3% of our national budget was spent on education. But we have continued to be poor all these years. It is something shameful. So, the Minister has to rise to the occasion.

Somebody wanted a Cabinet rank for the Education Minister. She can get a promotion. That will not change matters. It is the urge and the interest that matter. So, I do not blame the hon. Minister. She must have exhibited an interest in education. But she must now rise to the occasion and put forth the demand to the Planning Commission, the Cabinet and go to the Prime Minister, and also organize a debate in the country. What can we do with this 3% of the total budget? Yet, want to have a drama of doing hundred and one thing.

There is a very long list in this good report.

MR. DEPUTY SPEAKER: The various allocations made by different legislatures in the country can also be taken into consideration. Then the percentage with increases.

PROF. SAIFUDDIN SOZ: They talk of universalization of education, then about Educational Technology Programme, Population Education Programme, Orientation Programme, Physical Education Programme, Higher Education Programme, Technical Education Programme and the Adult Education Programme, and also the talk about the system of scholarships, book promotion etc. They talk of many things. But with the kind of meagre budget, they cannot do anything. What is the percentage out of this meagre budget, which is spent on elementary education? It is very important. I am not interested in giving a figure which may not be correct. But I have a hunch that roughly 70% goes to education, which includes research. What remains for rural, elementary sector?

They want to tell us that they are going to do this and that. I do not suppose they will achieve much.

Initially, I said that education did not have any importance in this country, because if they correlate education with economic development and see the drama of education in America, Britain France and even Russia, they will see that they planned education first, and then related with economic development.

SHRI SATYASADHAN CHAKRA-BORTY : Why say, even Russia ?

PROF. SAIFUDDIN SOZ : I said so, because theirs is a slightly different system. I am speaking about what is possible under a democratic pattern.

On page (xii) of the Annual Report under conclusion, they say as follows :

“Education is essentially a threefold process of imparting information, training in skill and cultivation of values. It is the aim of the Government to intensify its efforts in this direction. The programmes enumerated have effectively taken off the ground and bid fair to expand and prove socially and educationally effective in the years ahead.”

On page (vii) of the Report, in the first line, they say as follows :

“The most important problems in the field of education in India are: (i) spread of literacy and (ii) universalisation of elementary education. The Sixth Plan lays emphasis on minimum essential education to all citizens irrespective of their age, sex and residence. Highest priority has, therefore been assigned to the programme of universalisation of elementary education for the children of age-group of 6-14 and literacy for adults in the age-group 15-35.”

I would say it is a fraud played with us. But I don't think the Minister appears to be involved in a kind of fraudulent practice. So I don't use the word 'fraud', but, certainly, they have tried to throw dust into our eyes.

जैसा कि उर्दू में कहते हैं, धूल भोंक दी है हमारी आंखों में ।

You talk of universalisation of education without doing anything for it ; you talk of literacy programme and adult education programme ; you are not doing at all anything. Then they talk of 20-point programme. I do not believe in the politics of 20-point programme, but I have seen the economic aspect of it. I can say without any fear of contradiction that the Prime Minister's 20-point programme is a very laudable programme. I have no information about 17 points. I do not know what has happened to them because Congress I Members have been praising the Prime Minister ; they praise each other and say that much has been achieved under those 17 points. But, so far as 3 points are concerned, one relates to production of text-books the other relates to production of exercise note books for the children of weak-sections. Those two points should be deleted, because nothing is being done for that. They have invoked the provision of that charter and they say on page (vii) of the Annual Report as follows :

“Monitoring of Point 16 of the New 20-point programme relating to universalisation of elementary education and adult education was continued during the year under report.”

Talking of 20-point programme and thinking that they are doing a lot more than they could do otherwise for universalisation of education and for promotion of adult education, is absolutely incorrect. I don't think the hon. Minister has any facts to organise a rebuttal when I say that nothing has been done for universalisation of education and nothing is being done for adult education because when they talk of 20-point programme, as if that is by itself a panacea. I feel it is a great hoax because they have not

[Prof Saifuddin Soz]

proved in the Report that what they could not do otherwise they have done it through 20-point programme. For instance, you say you are going to achieve a constitutional goal of universalisation of adult education and you are doing a constitutional duty to make all adults literate. How have you done that? You cannot prove it through a figure which is dependable. For instance, you say that additional enrolment in 1983-84 in class 1-8 is to exceed the target of 47.02 lakhs. This is a very laudable target, but this is not a big target. Even if you achieve it, you will not have done any duty in to this country, I will tell you just now. You say, that "the likely achievement in the first four years of the Plan would be 95.95 lakhs", as if an uphill task would be done by achieving this figure. And you say, that supportive system of non-formal education will give you 25.64 lakhs. It is only a jargaon, Mr. Chairman.

AN HON. MEMBER : Say 'Mr. Deputy Speaker.'

PROF. SAIFUDDIN SOZ : Is it unconstitutional to call you 'Mr. Chairman'? When I say, 'Chairman' I mean 'Speaker'.

SHRI A. K. ROY (Dhanbad) : But you never say correctly 'Mr. Deputy-Speaker.'

MR. DEPUTY-SPEAKER : At the fog end of the day he is very much confused

PROF. SAIFUDDIN SOZ : I have said in the beginning that all of us are tired.

So, even when during the year 1983-84 you exceed the target of 47.25 lakhs and you get support from the non-formal system you do not achieve anything because you are not taking us into confidence about the drop-out rate. You will have to discuss it. You will have to take us into confidence and when you move ahead and come to adult education, because when you talk of universalisation

of education, you have to show your eagerness to do that, to have your plan implemented. Where is universalisation of education in this country, except in Kerala? And the second State is Jammu & Kashmir. You have to make it compulsory. Make it compulsory. Otherwise, you will be talking of universalisation of education and without co-relating a drop-out rate you will be producing a jargaon, and after ten years you will produce a voluminous report, but the problem of universalisation of education will continue to be the same. So, unless you make elementary education compulsory, you do not universalise. Therefore you should bring in the constitution of India, you and, then you talk of adult education, and in adult education you say, the most funny thing, you say that for the year 1983 as on 30-9-1983, 46 lakh adult illiterates were enrolled. What is enrollment? You can enrol any number of people. Is that enough? The Sixth Plan document envisages, Mr. Deputy-Speaker, a coverage of entire adult illiterate population, that is, 11 crores. I challenge in this House that you can never achieve even half and if the hon. Minister..... (Interruptions)

PROF. N. G. RANGA : With the cooperation of the people you can do that.

PROF. SAIFUDDIN SOZ : Certainly. They have not organised the people like that. This Sixth Plan document says that by 1990 they will have all the illiterate population educated through adult education programme. Still this document does not mention the drop out rate. What is the number of people who drop out at the centres which you have organised for adult education.

PROF. N. G. RANGA : You catch them by the T. V.

PROF. SAIFUDDIN SOZ : Therefore, in the absence of compulsory universalisation of adult education at the elementary stage and taking into consideration the present drop out rate at the elementary stage, coupled with the drop out rate at the centres you have organised

for adult education, you can never hope to achieve anything like 11 crores by 1990. This is misleading and this can not be done. And since the report has been placed before the Parliament, I will continue to fight for making the Ministry responsive to the provisions in the Indian Constitution. And, without having a powerful will they are now talking of these things. There is no scheme which can envisage a powerful action towards adult education and towards universalisation of elementary education.

Importance must shift to the elementary sector now. Let them do whatever they what to do. But importance has to be shifted to the primary sector, which has been a casualty all these years. That can be done in four ways. First, universalise elementary education on compulsory basis. Second, organise a massive teacher training programme. You are introducing a new curriculum. In my State, we have had the privilege of adopting the NCERT curriculum, which is very good. But we have organised massive programmes of training and yet we have not succeeded. Take as big a State as UP. There are 12 crore people there. There are hundreds of Schools without teachers, and there is a patta-dhari system where by people depritise for actual teachers. There are so many evils in UP. But there is no arrangement for training to teachers. They have to training in mathematics and science. I am talking of elementary level where your base has to be sound. That cannot be done through refresher programmes. Third, provide science kits to elementary schools and middle schools so that the students at a very early age, become science conscious. Emphasis should be laid on science and mathematics because there is great expansion of knowledge in science and mathematics. Fourth, create incentives for primary school teachers. Give them better grades. They go to the rural sector. They do not have any place to live. If you want to lay emphasis on improving the elementary education, then you are to create incentives for primary school teachers. You have to make their recruitment in a proper way.

Although adult education programme is very laudable and it is in consonance with the spirit of the Constitution of India, Yet I want to say that the adult education programme should be scrapped altogether. Nothing will be achieved through adult education programme because you have a tremendously big ratio of drop-outs at elementary stage. First you plug that and conduct a survey and see how many people are illiterate and then you can start the programme afresh. Otherwise, you will be doing this in a lopsided manner wasting public money. Uptil now Rs. 122 crores have gone down the drain on this scheme.

We must give competitive ability to children of weaker sections of society. Somebody was talking here about it. But he talked in a half-hearted manner. We are doing very great injustice to the people drawn from weaker sections. I read an article somewhere which says that we should not have any provision for backward classes because that will impair efficiency in the country. The poor fellow who wrote that article never knew that the children drawn from backward sections like Adivasis, Scheduled Castes and Scheduled Tribes and Gujjars and Bakarwala, cannot compete with the people who go through a public schools and private schools and receive good education and, therefore, it is the Ministry's duty correct the system they talk of the Constitution unnecessarily, they should talk of the Constitution when they rise to the occasion—to ensure competitive ability in the children drawn from the weaker sections of the society and for that point. I would plead for the nationalisation of education in the sense that we shall have no private schools I am telling you what happens in private schools particularly in my State, and worse must be the situation in other States because in my State, education received totally undisturbed attention of Sheikh Mohd. Abdullah during his time earlier as Prime Minister and later as Chief Minister. We got some dividend because of that. But see what happens even in that state? Children of the politicians, children of the bureaucrats and children of the rich people go to the private schools.

MR. DEPUTY SPEAKER: Excluding your children I think.

PROF. SAIFUDDIN SOZ: Let that remain a secret. I can share with you in your Chamber. And what happens to the Government schools? Only the children of the down-trodden go to the Government schools and the situation is the same what Zainul Basher and others said that there is no matting, there is no black-board, there is no chalk. So, if you want to honour the provisions of the Indian Constitution, you will have to nationalise the education. Let the bureaucrat's child, let the Parliamentarian's child, let the politician's child, let the rich man's child go to the Government school. If it will cause deterioration in the system of education, let all of us share it, otherwise, you are creating a class of people who get positions in the society at the cost of the people who deserve better dispensation from you.

MR. DEPUTY SPEAKER : Shri A.K. Roy.

PROF. N.G. RANGA : How long are we going to sit. Sir, Mr. Roy will take half-an-hour.

MR. DEPUTY SPEAKER : I think he will be very short.

SHRI A.K. ROY : If you go away, I will stop speaking.

MR. DEPUTY SPEAKER : He will not take more than ten minutes. Mr. Roy, I have assured Ranga ji that you will not take more than ten minutes. Please keep up my promise to him.

SHRI A.K. ROY (Dhanbad) : Sir, after listening to this debate, I remember the definition George Bernard Shaw gave to higher education, 'when somebody teaches someone, which he himself does not know, to a person who has got no aptitude for learning that and gives the certificate of proficiency, he is said to

have completed his university education'. I suppose, Bernard Shaw somehow anticipated or could foresee the education in this country. In this country we are having under the loose grip of the hon. Education Minister some five IITs, seven Centrally sponsored so-called universities 123 UGC aided universities, some 900 research institutes and many such other institutions. I have decided to participate in this debate to give one very constructive suggestion. I have got only

19 00 hrs.

one constructive suggestion—close all institutions of higher education for at least five years; let us invite an open debate in the society, in the country, about the character, direction and philosophy of education.

In our country, even during our freedom struggle, nationalist days, our political leaders used to be our cultural and academic leaders also. Gandhiji experimented with *Nai Talim*. Deshbandhu C. R. Das organised national medical colleges, saying that we should have our own colleges. Acharya Profulla Chandra Roy organised industry and said we should have more industries and our own philosophy of life. He injected a sophisticated scientific curriculum. There were several such leaders. Rabindranath Tagore organised Shanti Niketan. In the western region Ranade organised the Arya Samaj. All the nationalist stalwarts had their own philosophy of education in their time.

What is the philosophy of education you are having? $10+2+3$ and $10+3+2$; all algebra and arithmetic. This mystery of arithmetic is going on. Your philosophy is only $10+2+3$ and $10+3+2$. After 30 years of jumbling of numbers, are you following the *Nai Talim* of Gandhiji?

The hon. Minister is much older to us. She is the product of the nationalist days. Can she tell us why the basic schools are getting closed and public

schools are getting re-opened ? Where have our values gone ? You have said that education has a three-fold purpose, imparting education, giving or adding skill and injecting values. What type of values are you injecting for the last 30 years ? This is the main point ; we need not go into the other details. Today we are confronted with a situation where we should make an honest search and introspection where these are leading us to and where our values have gone.

The younger generation are supposed to be more liberal, more radical, more ideal, more sacrificing, more dedicated and more revolutionary. But what are we finding today ? We are finding that the younger generation is more communal, more sectarian, more materialistic, more chavinistic. Today you have banned the Sikh student organisation in Punjab. In Assam also it has happened. Who are they ? Who has created them ? Who is responsible for that ? It is either the teachers or the parents. How is it that a generation of nationalist leaders is followed by a generation of communal people ? Can you explain it ? In the freedom struggle days, our nationalist leaders used to be radicals and revolutionaries.

Prof. Ranga will remember the Karachi Congress where the younger generation, after the martyrdom of Bhagat Singh, revolted, demanding a more radical policy. Today how is it that the younger generation of Punjab is following Bhindranwale and not Bhagat Singh ? Who is responsible for it ? Who vitiated the values of the country ? I say that the Minister is responsible because it is the result of your policy.

I was just reading a book by Bertrand Russel on the Values of Education. Even in those countries, where industrial revolution took place and men were liberated from the old feudal habits, he says this is happening. He was also telling that unless the intellectual labour is correctly combined with the physical and productive labour, you cannot build a man. After all what is the purpose

of education ? The purpose of education is to create a socially useful man. And what is the result of the present education ? The result is that it is creating a socially most unuseful man. Here an educated man means an unproductive man. A man entering into education means that he is becoming useless and unproductive for the society. Many people have said that if they send their children to the school, the next day they say that they will not plough the land, they will not take the shovel, they will not take the hammer. He does not want to do any physical labour. Many of our leaders from the Congress side or from the other side plead that the problem of the educated unemployed has to be taken into consideration. But what is the educated unemployed persons' special problem ? It is because they are white collar people middle class people, they matter in vote, so we are all out to appease these educated people. We have not got the guts to say go and till the land. Education means not to make anti-system. Here education means to make anti-work. Sir, we have the opportunity to see stalwarts in our days in the universities. I have seen Prof. Priyadas Roy. He was one of the biggest schemists in our country, a disciple of Acharya Profulla Chandra Roy. I have seen Satyan Bose, Meghnath Saha. They used to work with hands. Are you going to meet them. Prof. Roy came out from the laboratory, gave me whatever notes I wanted from him, and I saw immediately he was doing things with his own hands. Today a junior scientific officer demands a helper and somebody to carry the glass, somebody to carry water, somebody to light the burner. I ask who has derailed the direction of the society ?

Now, I came to the public schools. It is very interesting. During the Janata time also I was there in the last Parliament. Janata people shout that English medium schools should be abolished, this and that. Now, when the Janata Government was there, I put an amendment just as today I have put the amendment that you abolish the English medium

[Shri A.K. Roy]

schools. There also the Minister stood up saying no, no, it attracts the Constitutional provisions of Article 21, 24 and 16. Therefore, we cannot do it. And today I know the Honourable and our beloved Minister of Education would stand up and say we cannot do it because the constitutional provisions will be attracted. Now, I ask is there any Opposition in this House so far as the question of education is concerned? I think nobody is there. The reason is that someone is ruling at the Centre while someone else is ruling in one State or the other. So, all of us are ruling, either in the Centre or in the States. And you know education is the concurrent subject. Still no party has got the guts to ban the public schools. Public schools is a misnomer. It is actually a private school. So, no party is prepared to do that. Why is it so?

PROF. N.G. RANGA (Guntur) : Private school is miscalled public school.

SHRI A.K. ROY : Yes, that is a misnomer. That is how most of the pre-capitalist people are thrown as socialist. This is the position. Just because you are Deputy-Speaker, you are supposed to speak less, but you speak more. So, all these things take place like this.

MR. DEPUTY-SPEAKER : I was in your company for many years in the Rajya Sabha.

SHRI A.K. ROY : I know, Sir.

SHRI SATYASADHAN CHAKRABORTY (Calcutta South) : If you permit, I will say just for his information. In West Bengal we sincerely tried to do it. You know who started the movement. Though we wanted to do it, we could not do it because of the High Court and all that.

SHRI A.K. ROY : Don't talk all these things to me.

SHRI SATYASADHAN CHAKRABORTY : No, because you are levelling charges.

SHRI A.K. ROY : Yes, I charge the CPI (M).

SHRI SATYASADHAN CHAKRABORTY : You said the State Government cannot do it.

SHRI A.K. ROY : Yes, you don't have the guts, because your people need votes.

MR. DEPUTY-SPEAKER : He is not charging anybody.

SHRI SATYASADHAN CHAKRABORTY : In West Bengal we wanted to do it. You are wrong.

SHRI A.K. ROY : I say, Sir, it is the class that matters, the unproductive people, the English knowing people, the sophisticated people, those who have got no connections with any physical labour. Not today, but at least for 10 generations they have usurped the power in India in all fields. That is why whoever comes, nobody will destroy that safest citadel of their sacred privilege which they rule. Not only that.

PROF. N.G. RANGA : Let us hear the Minister's reply tomorrow.

PROF. SAIFUDDIN SOZ : It should be tonight itself. She may take less time.

MR. DEPUTY-SPEAKER : Yes, she will reply tomorrow.

SHRI A.K. ROY : There were two studies. (Inter-uptions). Mr Deputy-Speaker, again you have started speaking. In fact, you are only to be a listener, not a speaker.

I tell you, there were two studies made. One was about the IIT, and another is about the class origin of the elites.

MR. DEPUTY-SPEAKER : You can conclude now.

SHRI A.K. ROY : I am concluding.

Regarding the IIT the study found that out of the students who are admitted, 67 per cent of them come from the elitist class who studied in the English medium schools. About the others, the Indian Council for Social Sciences made a survey according to which doctors, engineers, lawyers, professors, management personnel, administrators and politicians come from a small, closed circle of elitist India like that of South Africa making internal colonialism. For example, regarding their habitat, they said that only 13.08 per cent of them was in villages, less than 16.01 per cent was in small towns, 69.20 per cent was in big towns and metropolitan cities and the rest is 1.67 per cent. Their educational background is as follows :

Government Municipal schools—26.70 per cent ; missionary schools—18.20 per cent ; public schools—18.58 per cent ; and private schools—32.38 per cent. That means only 25 per cent comes from all the rest of the privileged class of the social origin. Now I am telling you about the Indian elites of social origin. Managers—23.30 per cent ; supervisors—19.71 per cent ; officers—19.53 per cent ; rich peasants—11.3 per cent ; lawyers—16.07 per cent ; working class—1.70 per cent ; and agricultural labour and poor peasants—Nil.

This is the position of the origin of the Indian elites which our educational system is making.

Regarding education, I will just mention hurriedly three things. One is education through mother-tongue. In this connection I will quote from the book on education entitled, *To Students*, by Mahatma Gandhi. Here Gandhiji says :

“I had the privilege of a close conversation with some Poona professors. They assured me that

every Indian youth, because he reached his knowledge through the English language, lost at least six precious years of life. Multiply that by the number of students turned out by our schools and colleges and find out for yourselves how many thousand years have been lost to the nation.”

This is about the translation of books of Science and Technology. The *Economic and Political Weekly* have said :

“The Government of India formulated a plan in 1968 to produce university level text books in Hindi and other regional languages and earmarked a sum of Rs. 14 crores for this purpose. For Hindi Text books, five Hindi Granth Akademies were set up in U.P., Bihar, M.P., Rajasthan, Haryana under the terminology Commission for Science and Technology and the Central Hindi Directorate, work assigned to BHU and Delhi University. One academy was given Rs. 1 crore. Rs. 3.01 crore was spent for production of 1000 books. But Rs. 2.5 crore worth of books were lying in the godowns and five akademies were not finding place in the syllabi of the universities and colleges— not popular with the students.”

This is the total achievement

I come to adult education. Article 45 says within ten years we will endeavour to remove illiteracy. Adult education is included in the Prime Ministers new 20-point-programme. The target is the cover 110 million adult illiterates in the 15-35 age group by 1990. The Planning Commission had included this as an essential component of the basic minimum needs programme in the Sixth Plan. At present only 2.5 million adults are attending the education centres. Target of educating 110 million adults in eight years is unlikely to be achieved. Cam-

[Shri A.K. Roy]

aigning for literacy requires a political will which is absent in India.

Regarding Science and Technology, most of the researches and most of the stress is on what they say 'frontier technology'. It means technology connected with all the sophisticated technology, space research and all sorts of things. You cannot have costly super-structure without a base. You are having Ronald Ross show. Your primary schools condition is deteriorating. You are having a space flight when you do not have a minimum indigenous rocket of your own.

The total expenditure on science and technology is now close to 0.6% of GNP. Despite all facilities, the case for research persist for frontier areas of science which claim bulk of meagre resources but unable to scratch surface of many important areas. Even to-day 75% of the urban and 98% of the rural freight moves by bullock cart. More than 90% of the urban transport in India is non-mechanised. About 50% of energy comes from primitive non-commercial sources.

What is needed is integration of science and technology with our society, with our life. Education must be society oriented. Intellectual labour must be oriented towards physical labour so that we can make it comprehensive. Then only education and culture will emancipate this country from its present level for a glorious future. Thank you.

THE MINISTER OF STATE OF THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL) : I am prepared to reply, if I am asked.

MR DEPUTY SPEAKER : I think you would be the last Speaker—5 minutes.

श्री मूल चन्द डागा (पाली) : उपाध्यक्ष महोदय, अभी सदन में जो बातें हुई हैं

ऐसा मालूम पड़ता है कि शिक्षा में परिवर्तन होना आवश्यक है। हमारी प्रधान मंत्री ने शान्तिनिकेतन में भाषण दिया, उन्होंने यह माना है कि आज की शिक्षा अनुपयोगी है, और देश के बड़े बड़े लोगों ने मान लिया है कि शिक्षा में परिवर्तन की आवश्यकता है। परिवर्तन की हम सब बात करते हैं लेकिन यह मालूम नहीं है कि परिवर्तन किस तरह का चाहते हैं। अभी 9 अप्रैल, 1984 के "हिन्दुस्तान टाइम्स" के ऐडीटोरियल में लिखा है :

"In pointing out that fourteen universities have been found unfit to claim Central aid, the University Grants Commission has revealed only the tip of the iceberg. The malaise in higher education goes deeper. Even the institutions which get Central aid seldom give a good account of themselves. The Madhuri Shah Committee report on the Central universities, which had created a furore among teachers, students and Karamcharis explained the rot which had set in these prestigious centres of learning. The problem is one of all—pervasive deterioration in the quality of higher education".

आज जो विश्वविद्यालय नहीं रहे, बल्कि विष विद्यालय हो गये हैं। वहां जो काम हो रहे हैं वह हमारी शिक्षा पद्धति के अनुसार नहीं हैं। उनमें परिवर्तन चाहिये। 54 लाख रु० छात्रवृत्ति के मिट्टी में गये। इन्होंने कहा है जवाहर लाल नेहरू यूनिवर्सिटी में पिछले 12 सालों के इतिहास में छात्रवृत्ति देते हुए ऐसे शोध कार्य हुये जिन्होंने अपनी थीसिस नहीं लिखी और विश्वविद्यालय छोड़ दिया जिसके कारण 65 लाख रु० बर्बाद हुए। यही हालत पटना

विश्वविद्यालय की है। वहां एक काम हो रहा है कि लोगों के कत्ल हो रहे हैं। इसी तरह से बनारस यूनिवर्सिटी भ्रष्टाचार का भ्रंडा बना हुआ है। इसलिये जितनी ऐकेडमीज हैं उनमें यह काम हो रहा है। सारे विश्वविद्यालय न रह कर विष विद्यालय हो गये हैं।

शिक्षा के मामले में हमारी एक पोलिसी बननी चाहिये। 36 साल के बाद अभी तक कोई ऐजुकेशन पोलिसी नहीं बनाई है। इस पर हमें विचार करना चाहिए। और आज जो विद्यार्थी शिक्षा लेकर निकलते हैं वह देश के लिए कितने कारगर साबित होते हैं, हम सब जानते हैं। इसलिये सारी शिक्षा जीव अरियेंटेड होनी चाहिये। आज के विद्यार्थी कल के नागरिक बनते हैं। और उन नागरिकों से देश बनता है। हमारा भविष्य उनके हाथों में छिपा हुआ है, लेकिन आज की शिक्षा देश को किधर ले जायेगी, यह शिक्षा शास्त्रियों के ही जिम्मे नहीं, हमारे शिक्षा मन्त्री के जिम्मे नहीं। देश के अन्दर जो कान्क्रेट सबजेक्ट है, उसको सेन्टर का सब्जेक्ट कर लेना चाहिये और एक ही शिक्षा पद्धति राष्ट्र के एक कोने से दूसरे कोने तक होनी चाहिये। जब तक यह नहीं होगा, तब तक हम शिक्षा में सुधार नहीं कर सकेंगे, क्योंकि स्टेट सब्जेक्ट होने के नाते स्टेट वाले मनचाहे ढंग से काम चला रहे हैं।

SHRI D.K. NAIKAR (Dharwad North) : Mr. Deputy-Speaker, Sir, while supporting the Demands for Grants relating to the Ministry Education and Culture, I would like to suggest some of the measures for the serious consideration of the Government.

According to the speeches made by other learned members, our present system of education is not job oriented and it is not

useful for the entire country and, therefore, there must be a radical change in the system of education. According to my undertaking, this system of education has got a background of 1857 when three Universities were introduced by passing an Act then. At that time, when the East India Company was in power, it was not possible for them to run the administration without employing Indians. Therefore, they started three Universities to train Indians as clerks in the administrative service. After taking the power in 1958 from the East India Company, by passing the Government of India Act, by Her Majesty's Government, then in 1904, the Indian University Act was passed. Today, under the provisions of Indian University Act, we have got more than 300 universities. Even then, the quality of education has remained the same. So, this quality of education creates unemployment in the entire country which cannot be tackled by any efficient Government for solving the unemployment problem. Therefore, what is to be achieved by such an education is not being achieved at present.

In this context, I may say that at the time when the elections took place in 1945 to the Provincial Assemblies, the Congress Working Committee had issued a manifesto that if the Congress candidates were supported by giving a vote, they would fight for freedom and, if freedom was achieved, they would provide free and compulsory education as a fundamental right to be provided in the Constitution. But, in fact, that right was not provided in the Constitution as a fundamental right. It has been provided as a right under the Directive Principles of the Constitution which cannot be enforced in any court of law. Therefore, if the right of free and compulsory education had been provided in the Constitution as a fundamental right, the illiteracy would have been reduced to a greater extent. Otherwise, if you continue the same system of education in the country, I am afraid the ignorance will be in perpetuity in this country.

In other countries, according to my understanding, the basic education is

[Shri D.K. Naikar]

made compulsory upto the age of 22 or 23. But here it is only upto the age of 14. That is one of the reasons why we are not able to achieve the socio-economic justice in the country because of lack of proper education. Therefore, even now it is too late to have a radical change in the educational system.

The hon. Minister is aware that last year much debate had taken place on the question of introduction of capitation fee at the time of admissions to the technical institutions. No drastic action has been taken by the Centre. The introduction of the capitation fee has created a disparity and a special class. Technical education has become a monopoly of the rich people. Therefore, right of the people to have technical education has been taken away. They have been deprived of that right. It is a great injustice done to the people at large. Therefore, I would request the hon. Minister to ban the capitation fee by moving a progressive legislation in this regard. Otherwise, the poor people will remain backward in so far as education is concerned.

I thank you for giving me this opportunity to speak on the Demands in spite of the paucity of time.

19.30 hrs.

[SHRI CHINTAMANI PANIGRAHI
in the Chair]

SHRI CHANDRABHAN ATHARE PATIL (Ahmednagar): Mr. Chairman, It is a matter of great satisfaction to me that I am given the time to speak and to participate in this discussion.

I am working in the educational field for the last 40 years. I worked as a teacher and as an Advocate.

Whatever has been discussed here is a matter of great concern to the whole country and I must give vent to my

sentiments on the present system of education.

The present system of education is only creating a new class of elite of people who are totally alienated from the ethos of our heritage, culture and high traditions. The elite, the educated, have become a privileged class of people. Their behaviour with the workers, the peasants and the common man is totally different which is not at all cherished and appreciated by the Indian culture.

We have, therefore, to change this system of education. But the change in the educational system is not an easy task. It cannot be brought about at once. The process of change should be very slow, very cautious and we should consider all the circumstances and the resources at our disposal.

Education has become the monopoly of the rich. The common men, the poorest of the poor, are totally denied the benefit of education.

There should be a survey of the educational progress that we have made till now. It is very essential.

If a change in the educational system is needed, this can be brought about only by those who are in charge of the whole administration of the country and who are at the higher rung of the ladder in the administrative system of the country. They only can guide and direct the destiny of education. Education is essential if we want to run any industry or make advance in technology or in agriculture or science. Education and Culture is the soul of the power and the progress of society.

We must have a new outlook on education. We must have a system of education which would be responsible and accountable to the cause of nation.

I would like to mention two aspects which have not appeared in the report

and in the discussions on the floor of the House. I happen to be the Chairman of the Merchant Navy Education Board. That Board is not at all concerned with the Ministry of Education. We do not find Professors there because the trained men are going to foreign country where the salaries are very high. There is brain drain. They are not prepared to work in our schools and colleges. The Lal Bahadur Shastri College is situated in Bombay. They subsidise it from the ship owners. Why should that anomaly be there? Why should we neglect that aspect of education—when our sailors and our sea captains are more in demand and their services are more appreciated? The Ministry of Education should be in charge of this aspect of education. That is my first submission.

Then in the case of legal education the Bar Council of India is playing havoc. The Bar Council of India is not adhering to the provisions of Sec 23 of the Bar Councils Act which has specifically provided that if there be a change in the degree course, then the change should be brought in with the consultation of the University Grants Commission, with the consultation of the Universities and with the consultation of the State Bar Councils. But the Bar Council of India is totally denying this consultation and is advising the Universities that the three year degree course should be a five year course and the colleges started already should be closed and thereby a poor man's facility to gain legal education is totally denied. So these are very serious things. On the one side you want merit and on another side you say that the lamp of education should reach every hearth and home. On another side you want to create such a situation at least in the field of education that only the elite and those who can afford will have education and those who cannot afford to attend the schools by day are denied the opportunity of further education. At least at the district places colleges should be opened for imparting legal education.

These are the serious things which are happening at the national level and my humble request is that a reorientation and rethinking and moulding of the policy to suit the present circumstances and connected with the past, present and future of our nation may kindly be considered.

With these words I conclude.

THE MINISTER OF STATE OF THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL) : Hon Members have brought forth extremely important issues relating to the educational policy and its implementation in various branches of activities. I am grateful for various constructive suggestions. While certain criticisms arise from inadequate information, certain others stem from perceptions that need exchange of ideas and fresh appraisal of accumulated experience.

I am not very happy to see that those who have put me questions and who have spoken are not present in the House. But, nevertheless, I have to do my duty...

SHRI SATYASADHAN CHAKRABORTY : You should be happy that these who have not spoken are also present.

SHRIMATI SHEILA KAUL : I am grateful to you. Our basic objective is to reflect in our education the over-riding concern for India, her development, integration and prosperity that can be shared by all equitably and by the criteria of social justice. We also need to prepare our youth for the integral development of their personality capable of embodying great ideals and values, particularly these that came up in the forefront during our freedom struggle. India also needs to sustain her high status and standing among the comity of nations, contributing significantly to scientific advancement, international understanding, peace and human unity.

Severan hon. Members have referred to the thrusts that the Ministry of Education

[Shrimati Sheila Kaul]

has endeavoured to give. I shall mention a few of them in a general way, which will directly or by implication clarify or answer the specific points made by hon. Members.

The most important problems in the field of education in India are here I request Prof. Soz to kindly listen to me. I have listened to him with rapt attention—(1) universalisation of elementary education and removal of adult illiteracy in the age group of 15-35, (2) maintenance and upgradation of standards of education of all levels, (3) meeting the challenges of advancement of technology and (4) using education as an instrument of national integration and national development.

During the year under review, the Government has taken several steps on all the above fronts.

Present performance in respect of school enrolment indicates that the physical targets of enrolment for the Sixth Plan including the additional enrolment targets, i. e., 108 million will not only be achieved but exceeded. According to mid-term appraisal, 116 million children in the age group 6-14 including those enrolled under the Non-formal Education Programme will be enrolled by the end of the Sixth Plan. It is further indicated that 10 States and 8 Union Territories have achieved the target of 95% of enrolment at the primary stage (classes I—V; age group 6-11). 13 States and 7 Union Territories have achieved more than 50% enrolment at the middle stage (Class VI—VIII age group 11-14). While the situation may seem satisfactory, the rate of drop out from schools both at primary and middle stages causes us considerable concern and our efforts will continue to be directed to bring down the rates of drop outs and retain more children at school. This was your worry also.

Hon. Members are aware of the high priority Government has given to attainment of the aim of universal elementary

education. However, even after injecting massive resources into this sector, the goal of universal coverage has still not been reached. The Socio-economic factor and growth in population make the task of attaining universal coverage increasingly more difficult. The Government has, therefore, decided to give very high priority to non-formal education. This strategy would allow population groups with special problems which force them to remain out of the school system, to also get education. My Ministry has been extending liberal assistance in this sector to the nine educationally backward States and as a consequence, the scale of assistance has shot up from Rs. 61.38 lakhs in 1980-81 to Rs. 731.62 lakhs in 1983-84, that is, 12 times more.

Hon. Members have expressed their concern on the need for increased Central assistance to State Governments to set up functional literacy centres with a view to check the growing rate of adult illiteracy and also on the need to involve voluntary organisations in the literacy effort. Government has given high priority to the spread of literacy in the 15-35 age-group which is included both in the Minimum Needs Programme and in the New Twenty-Point Programme as one of the major strategies to achieve the objective universalisation of education. Of the Sixth Plan outlay of Rs. 128 crores, Rs. 60 crores is provided in the Central sector and Rs. 60 crores in the State sector. Nearly a crore and a half adult illiterates have been enrolled under the programme in the first 4 years of the Sixth Plan.

In this connection, I would like to give an example also because I was only interested in the adult education programme and I happened to go and see my programme myself before I became the Minister. There I met a young girl—maybe, she may be about 23-24—she was sitting there and I was asking her whether she had attended the school—adult literacy classes—she said 'Yes'. Why do you say 'you want to learn'. She

smiled and she said :

बहन जी, पहले हमारे पति की जो चिट्ठी आती थी, वह हमको पढ़ानी पड़ती थी; लेकिन अब हम खुद पढ़ लेते हैं। हम उनको चिट्ठी लिखते हैं, वे हमको चिट्ठी लिखते हैं। यह फायदा पढ़ने का है। आप कहते हैं कि इसको सक्च कर दे, हम कैसे सक्च करें। कैं वह खुद पढ़ेगी।

प्रो० सैफुद्दीन सोज : उस पर तो अलग बहस करेंगे।

دروفیسر سیف الدین سوز : اس پر تو
 الگ بحث کریں گے۔

SHRIMATI SHEILA KAUL : Our efforts during the year 1983-84 were directed to ensure increased coverage of women and weaker sections of the community who constitute the special target groups and I am happy to say that approximately 49% of the total learners enrolled during the year 1983-84 were women, 29% belong to scheduled castes and 16% to Scheduled Tribes. The thrust of the adult education programme is primarily in the rural areas.

During the year 1983-84, there has been considerable expansion in the involvement of voluntary organisations in the literacy effort; 264 voluntary agencies were given financial assistance amounting to Rs. 2.01 crores for running 10,965 adult education centres during the year as against 133 voluntary agencies assisted during the year 1982-83 for organising 6,900 adult education centres.

19.45 hrs.

[MR DEPUTY SPEAKER *in the Chair*]

The scheme of financial assistance provides necessary safeguards against any mal-practices and mis-appropriation of funds, and I would assure the Members that action would be taken if any such complaint is received. I would like to inform the hon. Members that with a view

to ensure retention of literacy skills, priority has been attached to post-literacy and follow-up programmes for which assistance is being provided by the Government of India. Members will be pleased to note that the remuneration to instructors has been increased from Rs. 50/- to Rs. 100/- p.m. during the year and the field cost on learning material and equipment has also been revised upward. The revised rates have been implemented from 1st February, 1984.

Mr. Deputy Speaker, Sir, having identified that the growth of literacy and universalisation of elementary education is being retarded due to poor enrolment of girls and adult women, Government of India has increased its quantum of central assistance to 90% for opening of non-formal education centres, exclusively for girls in the nine educationally backward States. Financial assistance has been sanctioned to set up 10,000 non-formal education centres at the primary level in the educationally backward States during the year 1983-84.

Under another scheme also launched during 1983-84, Government of India provide financial assistance to the nine educationally backward States on 80 : 20 sharing basis for appointment of 8000 women teachers in primary schools.

Some of the important schemes of incentives being implemented by the State Governments to step up school enrolments are free textbooks and stationery, free uniforms especially for girls, attendance scholarships especially for girls and Mid-Day Meals Programme. The facility of free textbooks is extended to about 140 lakhs students and of mid-day meals to 180 lakhs. I am sure the coverage under these schemes would further increase. Some hon. Members observed that the grown-ups are eating the meals meant for children. It depends on the grown-ups. What can you do? It is their own conscience which should make up and tell them that they are doing a wrong thing.

Sir, a central scheme of incentives and

[Shrimati Sheila Kaul]

awards to States for excellence in performance in enrolment of girls and adult woman was launched for the first time during 1983-84. An amount of Rs 7 crores was not apart for best performance in enrolment of girls in 6-14 age-group in schools as well as non-formal education centres. Similarly an amount of Rs. 3 crores was set apart for best performance in adult literacy in respect of woman. State level awards have been given to Kerala, Punjab and Maharashtra in elementary education; Madhya Pradesh, Rajasthan and Uttar Pradesh in non-formal education and Tamil Nadu, Bihar, Madhya Pradesh, Maharashtra and Uttar Pradesh in adult education. Similarly, awards for best panchayat, blocks, districts and adult education centres have been given proportionately to all States and Union territories.

The most vital component in the improvement of the quality of education at all levels is the teacher. In February 1983, the Government appointed two National Commissions on Teachers—one for school education and another for higher education to advise the Government on various aspects relevant to the teaching community. The two Commissions have been very active during the year and have inter-acted with a large cross section of the teaching community through institutional visits, seminars and conferences, sample surveys, and are currently engaged in analysing the data collected and formulating their recommendations. It is hoped that the report of the two Commissions would help in identifying the problems of the teachers and for devising ways and means for attracting the most talented people to the teaching profession, retaining them in the system and in upgrading their professional abilities at the regular intervals.

SHRI SATYASADHAN CHAKRABORTY : Why this Commission on Teachers now and not on Education ? So far there have been Commissions on Education. This time why you have this Commission on Teachers ?

SHRIMATI SHEILA KAUL : Because Teachers demanded it. They wanted it.

SHRI SATYASADHAN CHAKRABORTY : I happen to belong to teaching community and I know about their demands. Only selected representatives were invited. There is a fear that the purpose will be defeated.

SHRI SAIFUDDIN CHOUDHURY : One Member has resigned ; his name is Mr. Anil Sadgopal.

SHRIMATI SHEILA KAUL : We are not happy about that ; but he has resigned. It is up to him

SHRI SAIFUDDIN CHOUDHURY : He has made certain allegations about the functioning and about the quality of the programme.

SHRIMATI SHEILA KAUL : He has not written to me about it.

Sir, a high priority is being given for the use of radio and TV for supplementing the teaching programmes and to cover educational needs of those who are not able to go to schools. An ambitious project involving extensive use of INSAT through TV and Radio for education purpose is under implementation. Under this programme, in the first phase six States, Andhra Pradesh, Maharashtra, Gujarat, Uttar Pradesh, Bihar and Orissa are being covered. Temporary studios are being constructed in each of these States which are likely to be operational by the end of 1984. Full scale production of programmes and implementation would however take place from the end of 1986 when permanent studios would be completed in these States. For this purpose, the Ministry of Education has set up the Central Institution of Education Technology in Delhi to plan, control and coordinate the programme.

Mr. Barrow has gone ; he wanted that mention should be made by me regarding

computer education and he spoke about computer schools.

The rapid advancement in the field of electronics and micro-processors is ushering in a new information society where computers are going to play a vital role. To make certain that India is not left behind in this information revolution, a computer literacy programme for school children is under preparation by the Ministry in close cooperation with the Department of Electronics. Now, before this programme is introduced it is proposed that we would have a teacher training for these computers and we would create the necessary software also. He has mentioned that perhaps the medium would be only English. I may say, there is going to be teaching in regional languages also by the use of Micro-computers. I would like to mention that English would be the medium perhaps to begin with ; but later on it will switch on to the other regional languages also.

New programmes for computer education at the bachelor, post graduate, diploma and Master's level have been introduced in several institutions. Under the new schemes of technical education, support for improving courses in electronics has been given to 23 institutions and in computer science and engineering to 26 institutions. Support has also been given to several institutions in the field of emerging technologies, e.g. Micro-processors, Education, Training and Research, Micro-electronics, Bio-conversion, laser technology, atmospheric sciences, water resources engineering, etc.

Now, we are also very much concerned about the review of the textbooks. The Ministry is continuing its efforts in making education promote national integration. We have taken up the review of textbooks in use in schools all over the country, in first stage only Languages and History books, with a view to seeing that there is nothing in the text-books which could militate against the spirit of national integration. Groups of experts in each State are reviewing the books and at the national level a similar group of experts

has been constituted to review the progress of the programme. The Central Board of Secondary Education, NCERT and many States have already completed the work. The Ministry is trying to see that the job is completed in time so that students get such scrutinised material in their text-books for the session 1984-85. In this context, I am sure, the hon. Members would be happy to learn that NCERT has taken concrete steps to ensure timely publication and availability of its text-books.

PROF. SAIFUDDIN SOZ : Will you kindly tell us which are the States which have not followed the NCERT text-books ? Last time you had introduced a book in Maharashtra and in the History book there were some derogatory remarks.

SHRIMATI SHEILA KAUL : In Goa also, there was some reference like that. There, they had made a reference to Prophet Mohammed. It was mentioned that he fled away from Mecca. The words "fled away" were not correct to use. That was rather militant.

PROF. SAIFUDDIN SOZ : Where the NCERT curriculum has been adopted at the elementary and middle stages, it will have to be adopted at the Higher Secondary stage also. Can you tell us which of the States which have refused to adopt the NCERT curriculum ?

SHRIMATI SHEILA KAUL : There are certain States which want to have their own text-books. There is no use of saying to them in this regard.

SHRI SATYASADHAN CHAKRABORTY : For your information, in our State, when we introduced the NCERT curriculum, your party Members in the State opposed it. Please tell your Party Members not to do so. We are trying to follow all-India system. Please enquire into it.

SHRIMATI SHEILA KAUL : We will enquire into it. Now, similarly, the Ministry has decided to take up

[Shrimati Sheila Kaul]

review of History text-books in use in schools in the country with a view to seeing that they contain an appropriate graded coverage of freedom struggle. It is considered that this would help the students to realise the tremendous sacrifice made by our national leaders and freedom fighters. The Ministry is taking up this as a time-bound programme.

Now, we had a special programme last year and during the year, a new scheme of community singing for promoting national integration has also been launched.

Education is an important instrument for national development. The concept of socially useful productive work has been built into the School curriculum as an integral part. To improve linkages between education and development, Government has taken several measures first among them being the stepping up of the tempo of vocationalisation of secondary education. The Government of India has been extending fullest policy support to opening of numerous vocational courses at the +2 stage. It is upto the States to implement this Policy effectively. I hope it would be possible for the Ministry to play a more direct role in the spread of vocationalisation in the Seventh Plan. During the year, an Inter-Ministerial Steering Committee has been set up under the Chairmanship of Education Secretary and to oversee the implementation of the scheme in all States and Union Territories.

20.00 hrs

Steps have been taken during the year to provide for amendment of the Apprentices Act, 1961 to enable products of the +2 vocational education stream to get apprenticeship training under the Act, and this will be extended to about 6000 students in 1984-85. Meanwhile, a pilot scheme for providing such training for a period of six months for 3000 students has been launched during the year. The students under the scheme are given a stipend of Rs. 200/- per month, while

gaining work experience in their related vocational field. This is also something new we trying to do

A mention was also made about as to what we are doing about promotion of Hindi and Indian languages. The Ministry has just set up a National Manpower Information system to continually monitor and forecast the demand for technical manpower at the diploma and engineering degree level, so that there is no mismatch between the supply and the demand of technical manpower. This relates to the manpower and we want to have information about that.

Some hon. Members have spoken on the need to implement the Three Language Formula in all States and on the need to propagate effectively the importance of learning Hindi in non-Hindi-speaking States. The National Policy on Education as adopted by the Parliament in 1968 clearly lays down our approach in respect of the Three Language Formula. And I wanted to inform Shri Daga, that we have a National Policy on Education. He always forgets that and keeps on saying that we must have a National Policy on Education. The Ministry is operating a number of schemes to encourage State Governments to implement this formula. For the information of the Members, I may say that under the scheme of appointment of Hindi teachers in non-Hindi-speaking States, more than one lakh teachers have been appointed so far. Nineteen training colleges have been set up all over the country in non-Hindi-speaking States and Union Territories which receive 100% Central assistance. The Central Institute of Indian Languages which coordinates the development of Indian languages and has built up its expertise in different fields concerning language development, has taken up 52 tribal language for linguistic description and materials production.

While the Three Language Formula has been accepted as a framework of National Policy, its implementation is basically the responsibility of the State Governments. Some of the State Governments are imp-

plementing the formula with modifications in the light of the local requirements. Recognising the importance of implementing the Three Language Formula in all the States as laid down in the National Policy, the Central Advisory Board of Education in the meeting held on 6-7th June, 1983, urged the State Governments to take effective steps to implement the Three Language Formula.

AN. HON. MEMBERS : They are not implementing it.

SHRI SATYASADHAN CHAKRABORTY : How many non-Hindi teachers have been appointed in the Hindi regions ?

SHRIMATI SHEILA KAUL : They are being appointed; we have some Urdu teachers and others, but not to the extent as we would like.

SHRI SATYASADHAN CHAKRABORTY : What is the number ? You supply us the figures, if you do not have, later on.

SHRIMATI SHEILA KAUL : Our policy about teaching of languages in schools, as the hon. Members are aware, remains firmly guided by the Three Language Formula. Equally unambiguously we remain of the view that the teaching at the primary level should be through the medium of mother-tongue.

The Commission for Scientific and Technical Terminology with adequate financial assistance from the Ministry has evolved about 3,87,500 terms pertaining to sciences and humanities Under the Scheme, assistance for production of university level books in regional languages, 7730 books pertaining to different disciplines of science and technology have already been published in Hindi and regional languages.

Hon Members have also emphasized the need for translation of important works into different languages and publi-

cation of works of renowned authors at cheap prices. It may be mentioned in this context that out of approximately 2,500 titles published during the last year, more than 1,600 were in regional languages. That apart, a special project called 'Adan Pradan' covers exclusively publication of outstanding books of major Indian languages into other languages of the country, and 579 translations were published upto the end of 1982, in this series.

I may also inform the hon Members that the National Book Trust, Sahitya Akademi and NCERT are engaged in publication of important works of renowned authors, and also contemporary creative works which are cheaply priced.

PROF SAIFUDDIN SOZ : NBT has not published books in languages other than English. Not to speak of other Indian languages, even Hindi is neglected.

SHRIMATI SHEILA KAUL : It is not correct. I will send you some books. You can read them.

The NBT have compiled 'A History of Freedom Movement for Children', and some other books on the theme published by NBT include "How India won her Freedom", "Freedom Struggle" and 'The Life of Mahatma Gandhi'.

Government have a special responsibility for promotion of Sanskrit, which is a pan-Indian language of culture, and is useful for national integration. I feel happy to inform the hon Members that the seventh Kendriya Sanskrit Vidyapeeth was set up at Jaipur in Rajasthan during 1983-84, the other six institutions established earlier being in Jammu Delhi, Allahabad, Puri Tirupati and Guruvayoor. These institutions are meant for post-graduate study and reasearch, as well as teachers' training.

Minority communities and students believing to Scheduled Castes/Scheduled Tribes are being encouraged to learn Sanskrit. A number of Sanskrit Vidyalayas have been assisted under the scheme

[Shrimati Sheila Kaul]

for financial assistance to voluntary Sanskrit organizations.

A national Survey of Madarasas and Maktabas where Arabic and Persian are taught, has been undertaken during 1983-84; and this task is expected to be completed in the middle of 1984-85. About 140 voluntary organizations engaged in teaching Arabic and Persian are also receiving financial assistance from the Government. Research scholarships are given to products of Madarasas and Maktabas at the rate of Rs. 200/- per month for two years.

A massive programme for collection of rare Sanskrit, Arabic, Persian, Pali, Prakrit and old Tamil manuscripts has been initiated during the year 1983-84. Sixty-three out-of-print Sanskrit publications were brought out by photo-offset process at low prices, with subsidy from Government. These include all Vedas and the rare Shakhas of the Vedas, Puranas and classical works in different branches of Sanskrit literature.

Hon. Members have raised several important points about university education.

A general point raised is about failure to increase the rate of enrolment of students in higher education. Actually, higher education in India has expanded phenomenally after independence. The enrolment which was about 8 lakhs in 1972, increased to 32 lakhs in 1982. The growth rate has been 3.8% on an average in the last decade, but in recent years it has been fairly high, viz. 7.8% in 1981-82. The efforts of the Government and the UGC have been to regulate the establishment of full-time education and to encourage student enrolment in non-formal channels of education like correspondence courses, etc. I had earlier informed the House regarding the proposal for the establishment of a National Open University, which is a step in this direction. This is something that we want to do.

Several Members have raised the point about increasing the assistance to individual universities/colleges. As the Members know, Parliament by an Act has established UGC with a view to coordinate and determine standards and to make grants to individual universities in fulfilment of the function. During the Sixth Plan, UGC has classified all universities on the basis of type and nature of programmes offered by each university, its size, stage of development and other factors, into three groups each with an allocation of Rs. 1 crore, Rs. 75 lakhs and Rs. 30 lakhs. By way of illustration Calcutta University comes in the category of allocation of Rs. 1 crore, Mithila University comes in the category of Rs. 75 lakhs and K. S. Sanskrit University into the category of Rs. 50 lakhs. Assistance is given to those universities which are declared fit and also to those colleges which are recognised. Additional assistance is also given for quality Improvement Programmes.

Other Members have raised questions regarding inclusion of new subjects in the syllabi of universities, examination reforms, problems and demands of various sections of university community like students, karamcharis and teachers. It will be appreciated that many of these matters are primarily for academic community to tackle. The syllabi of the universities are prepared by their Academic Councils subject to guidelines, if any issued by UGC. UGC has issued detailed guidelines regarding restructuring of undergraduate programme regarding review of history textbooks etc. Examination reform is also an academic matter and Chairman, UGC has recently written to Vice-Chancellors to adopt a minimum programme of examination reforms, one aspect of which is proper conduct of examinations. Central Government has recently circulated guidelines regarding conduct of examinations which apply as much to colleges/university examinations as to school examinations. So far as students' discipline is concerned it is a large problem with several dimensions but in many cases it is noticed that it is caused by local issues which, if tackled promptly and with

appropriate mix of firmness and sympathy, need not escalate. Incidentally, so far as conduct of students at the beginning of the term is concerned, Central Government in 1982-83 and 1983-84 issued guidelines to prevent "ragging" in educational institutions which contemplate expulsion of students indulging in the evil practice. These guidelines had a salutary and perceptible effect. As for the demands of the teachers I had occasion to inform the House earlier that UGC has appointed a Committee under the Chairmanship of Prof. Melhotra to go into the question of pay-scales of teachers of colleges and universities.

SHRI SATYASADHAN CHAKRABORTY : It is very good. When do you expect a report ?

SHRIMATI SHEILA KAUL : When they finish the work.

SHRI SATYASADHAN CHAKRABORTY : You try to have it soon.

SHRIMATI SHEILA KAUL : I am glad to announce that a similar committee for I.I.T's and other technological institutions is being set up to go into the pay scales of teaching staff. A separate Committee to examine and make recommendations regarding the Pay scales of the teachers in the technical institutions including IITs is being set up. A personal promotion scheme for the teachers of the IITs has already been intimated to the IITs for implementation. Certain clarifications regarding the various aspects of implementation have been sought by the Directors of the IITs and these are being sorted out.

Government have decided to amend the UGC Act to make provision for regulation of tuition and other fees charged by institutions of higher education. Mr. Yadav you are interested in this. This provision is intended to prevent the collection of capitation fees by certain institutions especially engineering colleges, because we cannot do anything for the

medical colleges. They come under the Ministry of Health.

The Bill to amend the UGC Act for this purpose has already been introduced in the Rajya Sabha on March 22, 1984. The amending Bill also includes a provision under which the UGC will be able to establish institutions to provide for common facilities services and programmes for the benefit of groups of universities and to finance such institutions. To begin with, this amended provision will enable the commission to establish a national testing service for determination of standards of university degree and to establish research facilities to be commonly utilized by several universities.

In meeting the challenges of advanced technology and their use in Indian industry, the Indian Institutes of Technology play an important role. The President in his capacity as Visitor of all the IITs has appointed an academic Review Committee not only to review the working of IITs but also to recommend the lines along which these institutions should be further developed for advanced studies and research. The report of the Committee would help the Government to initiate steps to provide facilities for education, training and research in new frontiers of technology relevant to our own industrial development and in line with the Technological Policy Statement of January, 1983.

My Ministry is very keen that technical education should not only cater for problems of industry but also be relevant for the solution of problems facing rural areas and the community in general. Thirty-six Polytechnics are continuing to interact with problems of rural areas, develop models for application of Science and Technology to rural problems, adopt and transfer appropriate technological innovations, provide necessary technical training to rural manpower and coordinate with Government/non-governmental agencies for integrated rural development. A national conference held at Srinagar in June 1983, has reviewed the working of

[Shrimati Sheila Kaul]

these polytechnics and has recommended further expansion of the scheme by developing more polytechnics as community polytechnics.

During the year under review, the Government has examined the report of the Committee appointed to review the working of Indian Institutes of Management at Ahmedabad, Bangalore and Calcutta, and accepted most of the recommendations. In fulfilment of one of their major recommendations, the Government has decided to establish the fourth Indian Institute of Management at Lucknow. The Educational Consultants India Ltd., a public sector company under the administrative control of the Ministry of Education has been entrusted with the task of preparing the project report for the new Indian Institute of Management. It is hoped that the establishment of the new Indian Institute of Management would meet the long felt need of the Northern Region for facilities for education and research in Managements at the highest level.

PROF. SAIFUDDIN SOZ : Madam, you have already covered most of the important points ; we can take it as read.

SHRIMATI SHEILA KAUL : Now, you are getting tired. I heard your views with rapt attention. I think you may as well listen to mine. Only very little is left now.

Some hon. Members mentioned about the paper for textbooks. We are aware that the increasing cost of paper for use in textbooks and exercise books is becoming a burden on our students, many of whom come from poor families. We have been trying to secure as much paper for textbooks and exercise books at low reasonable prices from the paper mills as possible. I am aware that the supply from the mills has not always been smooth but we are constantly reviewing the situation and trying to remove problems as and when they come to our

notice. In addition, paper worth Rs. 14 crores under Swedish aid has been made available to States and Union Territories for use in teaching-learning materials in the non-formal education sector.

I am just concluding ; there is very little left now.

I do not have to say very much about culture because you are not interested in culture.

PROF. RUP CHAND PAL (Hooghly) : We are not interested in Congress culture.

SHRI BUTA SINGH : They are very much fond of conclave culture these days.

SHRIMATI SHEILA KAUL : I would have enlightened the House if Members have made submissions on it.

I would like to inform this House that during last one year we made very special efforts to strengthen the Archaeological Survey of India, to increase its budget substantially, to increase administrative circles from 8 to 12, and to create posts at supervisory level for monitoring programmes. And all these measures enabled the officers of the Archaeological Survey of India to carry out the survey programme with great vigour. In the case of some of the ancient sites mentioned in Hazaribagh let me say that these sites were discovered accidentally by some students. It has not been presently established that Bhadra-Kali temple is really 2500 years old.

SHRI SATYASADHAN CHAKRABORTY : About the UGC report and other things you have not mentioned anything. And you have come to culture.

SHRIMATI SHEILA KAUL : Have patience, I shall come to that.

This Ministry has taken special steps to preserve and conserve the manuscript

libraries. The Khudabax Library and the Rampur Raza Library have been preserving Arabic, Persian and Oriental manuscripts. Steps have been taken to invigorate these institutions. I may also mention that we have initiated action to weave education and culture, and for the purpose we have written to the UGC to recognise cultural institutions and to extend help to them.

Hon. Members were greatly concerned over the deterioration in the affairs of the Asiatic Society established by Sir William Jones 200 years ago. Thanks to the support of both the Houses, the Asiatic Society Bill to declare the society as an institution of national importance was passed recently.

The scheme of assistance to Museums has been made flexible enough to include university museums, regional museums etc. It has been through the museums and the Department of Culture that many unique exhibitions have been held in India. An exhibition of South Indian bronzes on the occasion of Non-Aligned Conference was the eye opener about the wealth contained in the temples. This was the work of our museums and people. So also was the unique exhibition of Indian coinage. The Department of Culture has been responsible for organising the exhibition the Festival of India in U.K. Similar Festivals will be held in USA and France.

I am happy to inform that the Department of Culture had already launched in the Sixth Plan three fellowship schemes which envisage honouring of creative talent. During the year 1983-84 ten awards of the value of Rs. 2000/- have been given as Emeritus Fellowships. Besides, there are schemes of assistance to artists in indigent circumstances and to voluntary organisations engaged in presentation of culture.

The House will be happy to know that by 1982 we had concluded 64 agreements. Now we have 70 cultural agreements, a

couple of years ago we were conducting only 32 cultural exchange programmes. Today we have regular programmes in diverse fields with 39 countries including a large number of socialist countries. Shri Ramavatar Shastri and Shri Yadav Ji wanted to know about this. One of the important developments in the field of culture is the setting up of the National Council of Arts during 1983-84. This has been possible due to the initiative of the Prime Minister and her deep concern and commitment to culture. This Council will be responsible for coordination of activities of institutions of arts, archaeology, and for providing guidelines for future plans and programme of institutions and agencies etc. engaged in the preservation and conservation of cultural heritage.

Hon'ble Members have desired that there should be an increased allocation for Education and that the percentage of budgeted expenditure on Education to the total budget should be raised at least to 10 per cent. They have also spoken in favour of higher priority for Education in the framework of plan priorities. I am thankful to Hon'ble Members for highlighting the importance of education. Investment in Education and Culture has indeed been steadily increasing over the Plan periods. In the first Five Year Plan it was only Rs. 170 crores, it was increased to Rs. 277 crores in the Second Plan, Rs. 560 crores in the Third plan, Rs 822 crores in the Fourth Plan and Rs. 1,285 crores in the Fifth Plan ; in the Sixth Plan, provision has been made for Rs. 2,524 crores. Of this, the outlay on elementary education works out to 36 per cent of the total Plan outlay in the Sixth Plan. Allocations have been steadily increasing. There has been substantial step-up in allocations on some crucial sectors of educational development. For instance, in the important area of expansion of facilities in Technical Education, the step-up has been from Rs. 2 38 crores last year to Rs. 5 crores during 1984-85. Attaching importance to modernisation of engineering labs and workshops, we have provided

[Shrimati Sheila Kaul]

for Rs. 4.00 crores as against 2.4 crores during last years. Similarly, recognising the importance of community singing as a movement for national integration, we have provided for Rs. 40 lakhs during this year as against one-third of this outlay during the last year. In yet another crucial area of induction of educational technology into the system of education, there is an all time high provision of Rs. 5 crores this year as against just about one-fourth of this which was provided four years back.

Annual expenditure on Education has steadily increased from Rs. 144 crores in 1950-51 to more than Rs. 6,000 crores in 1983-84, the percentage of budgeted expenditure on Education to the total budget of the country works out to 13.4 per cent. Both plan and Non-Plan expenditure has increased substantially in successive Plan periods. Approximately 3.5 per cent of the national income is spent on Education and our aim is to reach a level of six per cent at the earliest in pursuance of the National Policy on Education.

PROF. SAIFUDDIN SOZ : Excuse me, 'at the earliest' is not a correct expression that has been used. You should have indicated a definite date by which you will reach that level. You have said 'as early as possible': you say by such and such year you will have six per cent.

THE DEPUTY MINISTER IN THE DEPARTMENT OF SPORTS, IN THE MINISTRY OF WORKS AND HOUSING AND IN THE DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI MALLIKARJUN) : This is a developing country. You cannot expect like that.

PROF. SAIFUDDIN SOZ : The figure has to be definite.

SHRIMATI SHEILA KAUL : We do not know what can happen in this

world of today, so we have to be a little careful about what we say.

PROF. SAIFUDDIN SOZ : But the hope is there, determination is there

SHRIMATI SHEILA KAUL : This is a hope, that we are saying.

Investment of funds of an appreciable order is called for in the Seventh Plan itself in order to achieve the goal of universalisation of education, universal retention in schools and removal of adult illiteracy, as also of the improvement in the quality of education. We would, therefore, continue in our effort to secure a greater allocation for the Seventh Plan for which 12 Working Groups have been set up to suggest various programmes to be included in the Seventh Plan for Education and Culture, including a Group for Mobilisation of Resources for Education. The CABE in its 39th Session held in June 1983, recommended that the Central and State Governments should provide sufficiently enhanced allocations for education with high priority to elementary education and girls' education and removal of illiteracy.

An important area in respect of provision of funds relates to clearance of backlog of investment on the educational infrastructure, including buildings. I may mention in this regard that my Ministry has submitted a memorandum to the Eighth Finance Commission, requesting the Commission to meet the backlog in respect of all States, in particular the educationally backward States. Hon. Members will now realise that we are not just sitting here, but we are working to get more money, we are trying to improve the standard of education, we are trying to do whatever we can in this respect.

May I conclude by assuring the hon. Members that we are moving consistently and firmly towards the goals that you have set forth for us. With these words, I request the House that the Demands

for Grants relating to my Ministry be kindly passed.

MR. DEPUTY-SPEAKER : I shall now put all the Cut Motions to the Vote of the House.

SHRI SATYASADHAN CHAKRABORTY : Sir, I asked a question about the I.C.H.R. There is a lot of criticism about it in *The Statesman*. They have given the facts, about the violation of rules in the appointment of some people, who do not believe in secular principles. You should go into it. You should see whether they have violated the principles...
(Interruptions)

SHRIMATI SHEILA KAUL : I may inform you that they have not violated anything. I have got all the information with me here. If you want me to narrate it, I can do it; there is no violation...
(Interruptions)

SHRI BASUDEB ACHARIA (Bankura) : It has been reported that in I.C.H.R., retired bureaucrats have been appointed in good number; people who have no related with research have been appointed... (Interruptions)

SHRIMATI SHEILA KAUL : If you all sit down, I will answer it.

MR. DEPUTY-SPEAKER : She is prepared to reply provided you are all prepared to sit down.

SHRI SATYASADHAN CHAKRABORTY : We are sitting here now because we are really interested in education. We are prepared to sit till midnight even. We have raised certain complaints, which are not political. We want justice. Then we raised some points about JNU and the UGC report. A little while ago, Shri Parashar was speaking about the plight of the teachers.....
(Interruptions)

MR. DEPUTY-SPEAKER : Why can't you give notice for a half an hour

discussion on this issue? You can have it. I am only helping you.

SHRIMATI SHEILA KAUL : I have got all the facts here. I am prepared to give all the information to him...
(Interruptions)

SHRI BUTA SINGH : It is a very well established convention in this House that the suggestions given by the hon. Members are taken very seriously by the hon. Minister and wherever the hon. Members are very keen to have a specific reply, we can communicate it also.

SHRI SAIFUDDIN CHOUDHURY : Are you allowing the Half-an-Hour Discussion?

MR. DEPUTY-SPEAKER : You can give notice. The Speaker will decide it. Now I will put all the cut motions to the vote of the House.

SHRI A.K. ROY : I want my cut motion No. 30 to be put separately. It is my right to ask for it.

MR. DEPUTY-SPEAKER : Now, I shall put all the cut motions to the Demands for Grants relating to the Ministry of Education and Culture to the vote of the House, unless any Hon. Member desires that any of his cut motions put to vote separately.

SHRI SAIFUDDIN CHOUDHURY : We want a half-an-hour discussion on this later on.

MR. DEPUTY-SPEAKER : All right; you can give notice. The Speaker will decide.

SHRI A.K. ROY : I would like that my cut motion No. 30 relating to 'failure to abolish public schools and to have one type of education in the country' be put to vote separately. It is my right to have it put to vote separately.

MR. DEPUTY-SPEAKER : Every-
thing is your right. All right. The ques-
tion is :

“That the Demand under the head
Department of Education be redu-
ced to Re 1.”

[Failure to abolish public schools
and to have one type of
education in the country.]
(30)

Those in favour may please say ‘Aye’.

SOME HON. MEMBERS : ‘Aye’.

MR. DEPUTY-SPEAKER : Those
against may say ‘No.’

SOME HON. MEMBERS : ‘No’.

MR. DEPUTY-SPEAKER : I think
the ‘Noes’ have it.

SOME HON. MEMBERS : The ‘Ayes’
have it.

SHRI A.K. ROY : The ‘Ayes’ have
it. I want division. It is my right to
ask for division.

SHRI M. RAMGOPAL REDDY
(Nizamabad) : There is no quorum in
the House.

SHRI A.K. ROY : Now, you cannot
ask for quorum.

SHRI SATYASADHAN CHAKRA-
BORTY : The Opposition Members are
here. But the Treasury Benches are
empty.

MR. DEPUTY-SPEAKER : Mr. Roy.

Are you pressing ?

SHRI A.K. ROY : Yes, I am press-
ing. I am pressing for division. This
position is not negotiable.

SHRI M. RAMGOPAL REDDY :
There is no quorum. I am asking for
quorum.

MR. DEPUTY-SPEAKER : One
Hon. Member has raised the question of
quorum. Then, I shall have the quorum
bell rung. If there is no quorum, there
can be no division. Mr. Roy is asking
for division.

SHRI A.K. ROY : I press for divi-
sion. Now you can not refer to the
question of quorum. We shall insist on
division, and when there is something to
vote upon, you cannot refer to the ques-
tion of quorum.

We have demanded division.

MR. DEPUTY-SPEAKER : You have
demanded division (*Interruptions*)

SHRI A. K. ROY : Parliamentary
procedure must not be impaired like
that.

AN HON. MEMBER : There is no
quorum.

SHRI A.K. ROY : I first pressed for
division. I press for division.

SHRI BUTA SINGH : The under-
standing that we had arrived at this
morning is that it is a well-established
practice that when we sit late, we do not
raise the question of quorum.

MR. DEPUTY-SPEAKER : Now that the question of quorum has been raised, I shall have to have the quorum bell rung.

SHRI A.K. ROY : How can you do it ? (*Interruptions*)

MR. DEPUTY-SPEAKER : All of you sit down. One of you must speak. Otherwise, how can I hear ?

SHRI SATYASADHAN CHAKRABORTY : Under what rule, you are demanding quorum ?

(*Interruptions*)

MR. DEPUTY SPEAKER : I know how to conduct the House. Mr. Roy, are you pressing for division ?

SHRI A.K. ROY : Yes.

MR. DEPUTY-SPEAKER : Yes, let the division bell be rung. He is pressing for division. Let the division bell be rung—

Hon. Members, the bell was rung and the ringing is now over. Now, I find that there is no quorum in the House.

The House stands adjourned to reassemble tomorrow at 11 a.m.

20.43 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Thursday, April 12, 1984|
Chaitra 23, 1906 (Saka)*
