

14

Reforming Education

14.1 Our education system

Like castles are not built in the air, a country can not be built on illiteracy and ignorance.

What food is for the body, education is for the mind and soul. Literacy to a society is the same as clothing to a body. No society or country can ever progress whose masses remain illiterate and ignorant. The level of illiteracy in our country can be gauged by the low level of literacy noted in Table 14.1. These figures represent just 2.64 % of our population in 2001. Rest are under-graduates or illiterates.

- Accurate figure of literacy is not available. According to government data, it may be 60-65% of the new borns. **The data provided by them is based on the enrolment of children in the schools and does not account for those who leave the schools after a few months or by the next session.** All children so enrolled fall in the government list of literates.¹ Table 14.2 suggests that majority of new borns study up to class V and only a few reach up to class VI or X. According to our rough estimates the illiteracy level (LTIs (left thumb impressions)) may not be less than 68% constituting those who never go to school and those dropping out up to class V. If we consider those 19% who may be studying up to class XII also amongst the illiterates the total illiteracy level of our country may not be less than 87%. The literacy of primary education upto class XII is as good as being illiterate. The society needs educated masses and not this kind of literates. Still fewer are able to pass class XII and hardly 13% of the new borns pursue higher studies. Of them also many go abroad and serve other countries (there being scarcity of avenues at home barring for IT

1. - UN definition of illiteracy : one aged 15 and over who cannot with understanding, read and write a short, simple statement about his everyday life.

- But India considers only those as illiterates who have no schooling at all. For them one who gets enrolled in a school is a literate no matter even if he drops out by the next day.

Table – 14.1
Level of literacy in our country

Category	Numbers of educated (lac)	
	as in 1998	as in 2001
1. Professional graduates		
Medicine	3.60	3.92
Dental Sciences	0.21	0.24
Agriculture Sciences	2.16	2.39
Veterinary Sciences	0.43	0.47
2. Post-graduates		
Arts	33.41	39.17
Science	6.96	8.05
Commerce	7.29	9.02
3. Graduates		
Arts	76.63	87.69
Science	34.79	40.25
Commerce	40.38	48.53
4. Engineers		
Degree holders	7.99	10.24
Diploma holders	12.56	15.32
5. Nursing students		
General nurses	2.51	2.95
Auxiliary nurses and midwives	2.23	2.50*
Health Visitors	0.23	0.234
Total	231.38 lac (i.e. 2.31% of 100 cr)	270.974 lac (i.e. 2.64% of 102.5 cr)

(Based on Institute of Applied Manpower Research, Govt. of India)

* Exact figure not available.

professionals. IT profession particularly is likely to have phenomenal growth in times ahead). These figures would nearly corroborate with the social status of our masses as worked out in Table 5.5. Level of education has direct bearing on the capacity of earning of a person and his status in the society.

Corollary

We are afraid, in the open market conditions and rising demand of educated and skilled youth, how shall our scanty education system and meagre numbers of educated youth support a massive country of 115 cr or fulfil the market needs. One can feel the brunt of poor education and training in terms of quality of products and services in our daily lives. Industries and businesses (particularly small and medium) are compelled to manage their show somehow with the available level of education and talent and it tells heavily on their own work-culture and product quality. I have myself suffered and endured my own industry under such conditions for 24 years. Professionals being in large demand and short in supply is also the reason of their galloping salaries and perks while the rest keep sulking.

Table – 14.2
Enrolment of children

Category	Gross Enrolment	
	2001-02 lacs	2003-04 lacs
A. Primary education		
1. Primary education 6-11 years (Class I-V)	1099	1175
2. Middle education 11-14 years (Class VI-VIII)	426	457
3. Secondary education 14-16 years, covering, - Class X-XII - Vocational education - Special education - Other education	284	305
Sub-total	1809	1937
	<i>1999- 2000</i>	<i>2000-01*</i>
B. Higher education		
- Arts	37.43	38.75
- Science	15.82	16.70
- Commerce	14.27	15.01
- Education	1.08	1.09
- Engineering	5.38	5.77
- Medicine	2.48	2.63
- Agriculture	0.49	0.50
- Veterinary sciences	0.13	0.13
- Law	2.68	2.67
- Others	0.74	0.74
Sub-total	80.5	83.99

Source: Institute of Applied Manpower Research, Govt. of India

* 1. Data for 2002-03 is not available but we have drawn conclusion based on this without much error.

2. No. of graduates in all disciplines passed out in 2005 - 36 lacs (TOI, 29.01.06). This is about 36/281.5 or 13% of total new borns during the year (considering population in 2005 as 112.5 cr and new borns as 2.5% of it i.e. 281.25 lacs)

The conspicuous effect of gross illiteracy tells heavily on the facet of the nation also that has long turned into a massive ranch where most people live, breathe and feed like cattle. Our cosmopolises too are turned into third cities least to tell of small cities, towns or villages. For how long can our resilience endure such subhuman living conditions, only time shall tell. The situation has already begun deteriorating at a very rapid pace and one must have an eye to see it.

- One very serious repercussion of illiteracy is lack of aspirations amongst our children and youth. Most of these 87% of our society

wish to just live their lives somehow or the other. Prosperity for them is meant for others. There is little contribution of this section towards innovation or the development of nation and that is a serious matter. In our new system endeavour shall be education, infusing hope and promise and bringing them in the main stream to shoulder responsibility and contribute in the nation building.

- **Of all the data provided by the government, many schools are non-functional, many have repulsive ambience where children refrain from going. Not that the children are averse or the parents are not willing for their children pursuing studies, the conditions are so pathetic and repulsive that a child likes to run away from the school rather than be punished in such surroundings. The plight of primary teachers is also no better. They too are living examples of untold miseries.**
- **Generally speaking, the total education system of the country is in shambles. In many schools there are no proper buildings, in some there are no teachers, in others there may not be teaching material, furniture and seating arrangement and many of them giving the look of public lavatories. This we are talking of government-run schools. Our media is doing a good job showing the pathetic conditions of our schools on TV. We surely know the plight of government-run Delhi schools where many NGOs (Lions club being one of which I am also a member) keep organising projects, distributing *tat pattis*, books, copies, pencils, handbags, furniture, food and fruit. It is a shame for our country that the state's job is being done by the NGOs as charity. What kind of education is it that we are trying to impart to our children – to live on alms and charity of others like destitutes?**
- **The conditions in rural areas are more appalling. We have visited a few schools in rural areas and their plight is beyond imagination. The scores of schemes like mid-day meals, free meals etc., doled out from time to time by a few PMs, have also been a sheer waste. We wonder if dining of a PM with the children could uplift our education system! Most of our rural children are illiterate today and are forced to undertake lesser dignified jobs, as noted already.**

We must hang our heads down in sheer disgust and shame to have been cursed with such a system of governance and its bureaucracy that have ruined the whole nation, leached out the entire wealth, pushed the whole populace to illiteracy and backwardness and rendered them live under stark poverty and miseries of lives like a herd of cattle.

- In cities those who can afford private schools do not send their wards to government schools, such is the repulsion. The government-run schools and colleges also suffer the whims and fancies of those in power. Mostly a non educationist is the incharge of education. We have witnessed changes in syllabus and changes in prayers just to satisfy the whims of a few individuals. In some schools they have withdrawn teaching of English. West Bengal discarded this language a few years ago and the same reintroduced a few years after, realising that their youth were lagging behind others. UP has now discarded this language from schools as they want to save their children from the extra burden of this language (courtesy Rajnath Singh, the then CM of UP). To bring all children at par even the English medium schools in the state may be forced to stop teaching this language. Do what was not being done before and undo what was being done by their predecessors seems to be the whimsical policy of those who rule the roost.
- What our country today is, is indeed the result of our deeds in the past. We shall have to restart the primary education system from scratch. The first and foremost task will be to create an environment for basic education (see Chapter 12). **The 60 years and lacs of crores spent so far on it have been a sheer waste because our polity and bureaucracy neither had any concept of nation building, nor did they realise the importance of education.** The education system handled by them failed like any other field under their control. Look at colleges and universities, even in a city like Delhi, their sordid buildings, many in highly dilapidated conditions, stinking toilets, dry taps, pathetic staff rooms, laboratories, libraries and poor R&D facilities. Furniture and classrooms, everything is in shambles presenting scenarios of haunted places of a third world nation. Such are our seats of learning from where we churn out our educated youth, the future of tomorrow. **Even Nalanda University (CE 500, Bihar), Takshila (now in Pakistan) and Ajanta and Ellora caves (200 BCE–CE 600 Maharastra) would have provided better learning places in those days than what we have in the 21st century.** (The caves of Ajanta and Ellora have sprawling classrooms with proper seating arrangements, which one can go and witness even today, while ruins of Nalanda University can be seen in Patna). If 68% of our country lives under stark illiteracy, poverty and deprivation, it is of little surprise at least to us.
- Miranda College was pride of the capital at one time. Even today it is amongst the best known colleges of Delhi and is held in good

esteem. I happened to visit it twice, once when I got my daughter admitted there and again during their annual function when my daughter was the President of the students' union of the college. That was in mid 1990's. My daughter had invited Dr. Girija Vyas (Ex. Union Minister) as the chief guest. I noticed that the college bore a pathetic look, and even I felt awkward standing in the crowd. The entire premises was in shambles, old and sordid. Poverty of the institute writ large on its premises, walls, class rooms and toilets. I was aware that conditions of our colleges and universities were not good, but they were so pathetic as beyond my imagination. Toilets were stinking and everything seemed to be fast decaying. I must have visited a college after many years. The plight of the college shattered my conscience. Things were much worse than I had thought and I was under the oblivious ecstasy that my daughter was the student of a prestigious college and also President of its students' union. Such noble places of learning are turned so shabby and our youth get education from there! Even Dr. Vyas, murmured while alighting from the car, "Oh, the college is in a very bad shape" I could hear her utterance as I was standing close by. In fact, such conditions of education make the students insensitive to their surroundings which stand as hindrance to their normal imagination and mental growth. The small they see, the smaller they become. The conditions of other colleges are also no better, one example being DAV College in Lucknow, that has been in shambles for decades. I did my class VI from there. What is rendered of our dignified places of learning is heart-breaking. More sensitive to this may shed tears. A country which cannot sustain even its modest learning places in dignity cannot turn out dignified youth nor can it do any good in any other sphere.

- I have mentioned in Chapter 2 the degeneration of our education system that I had observed to my dismay when I was a lecturer myself at Government Polytechnic, Lucknow.
- I will also like to mention about the Delhi College of Engineering run by Delhi Government which I personally visited in connection with the release of my Engineering handbook, *Industrial Power Engineering and Applications Handbook*,² and witnessed the fast deteriorating condition of the college. The seat of learning is turned into a garbage bin. The children have to ease in stinking and overflowing toilets. Even I had to stride through the over-flowing and

2. Reference provided at the end of the book under "About the author."

drenched toilet floor. Scooters were parked haphazardly at the main entrance, there being no proper parking place, although large open space was available. The lawns were weed infested. In a nutshell, it presented a very pathetic and repulsive look for a premier engineering college of the country, only 6-7 years old then and boasting of its latest architectural designs but actually an insult to our education system in my view. It reminded me of my polytechnic days. **Everything under government control has invariably met with such a fate. They have the expertise in ransacking and destroying everything in their hands.**

Our guardians have failed to set any standard in any field, education is no exception.

- Every year our youth clamour for admission to such colleges for higher studies but hardly 10% secure admission. The rest either give up or go for some short-time or part-time courses. In the larger perspective, our higher educational facilities seem to be existing to produce educated youth to serve the affluent societies, as most of our youth like to settle abroad and work for others. We suppose like others we should also clap in admiration on the outstanding performance of our youth to serve “thee” and send foreign exchange home to our dollar starved nation. **In this respect we are the largest slave country on earth and are determined to remain so and take pride in serving “thee.”** News clippings like 10,000 fresh jobs for software engineers in Germany, Japan, UK, Australia, Canada and US send waves of ecstasy throughout the country. Oh! Our boys shall serve them and send foreign exchange home. **We feel jubilant projecting Bihar to the affluent world.** Back home, surely due to gross under-development, there may hardly be adequate jobs for them besides lack of recognition. Presently however, our home IT sector is doing very well and is growing rapidly to absorb large numbers of IT professionals.
- Under our new concept of education while the responsibility of primary education for all the children of the country shall rest with the state, private education shall play an equal role. Both shall act as supplement to each other to handle this massive task. **When we talk of private institutions we mean a scrupulous set-up to provide a dignified seat of learning and impart high standards of education to produce dedicated youth devoted to their duties and sincere to their responsibilities.** Education necessarily is a devotion, a worship and a sacrifice, this feeling shall be inculcated in all. Presently the

permits to private institutions for higher studies are influenced by personal considerations and not by merits. Many who are not from the education field and neither possess any educational accomplishments, are provided premium pieces of lands to establish large colleges and universities to impart higher education, because of their contacts with the polity and the bureaucracy. Such institutions founded on corrupt practices have made education a filthy business and often teach corrupt practices rather than healthy traits. Under our new plan the children shall be specifically taught:

- Discipline and dedication.
- To take pride in being an Indian and love thy nation and its people.
- Love thy parents and care for them.
- About the country (a brief history).
- Its problems and how these can be overcome (children when grow up shall contribute to alleviate the same as a part of their obligation towards their nation and the countrymen).
- To make them good citizens.
- Civic disciplines.
- Health and hygiene.
- Pollution and environment.
- Resources and how to preserve them and where possible grow them (like afforestation, water conservation, flora and fauna).
- Respect for rivers and other water sources and how to retain and keep them clean.
- An eye on quality and R&D, to achieve excellence in whatever they do.
- And all other subjects that are dealt with in this book and important to uplift the nation.

14.2 College education

Simple degree courses like B.A., B.Com., B.Sc. etc. do not call for regular classes for more than a year or so to cover the entire course. But we drag these for three years (earlier it was for two years). Perhaps it was extended to lessen the pressure on the government to create new employment avenues for the educated youth. Even when the course was for two years the students didn't have much material to study. This policy has made education stale, purposeless and uninteresting. Neither the students nor the teachers are serious. There are therefore hardly any classes being held. Either the students are not there or the

teacher is not willing. It is an insult to our education system that is breeding indiscipline, casual approach, and general disregard towards responsibilities. It is also inculcating perverse attitudes. Let the courses be condensed to two years with teaching of “course subjects” to one year if possible and the second year be assigned for practical training, brief management courses, field studies and exposure to practical aspects of life, to inculcate discipline, responsibility and make them worthy youth of this land. The extra seats so created can accommodate many more students who fail to get admissions but are keen on pursuing higher studies. It may also eliminate reservation fiascos as caused by some concerned politicians at regular intervals (Section 8.5(vi)). **Our present higher education system looks very casual and conveys a poor impression. Colleges and universities denying seats to needy students have empty class rooms and idle teachers for most part of the year. This is bad education. While those who fail to secure admission, either leave studies in between or resort to some cheap/fast private courses or correspondence courses. Such courses are good for providing degrees to our youth but do not educate or groom them to face the challenges of life or give exposure to face the market conditions.**

14.3 Need-based education

The education system calls for a serious review and needs to be completely overhauled. We have no time to waste. For the enormous tasks at hand we require large number of hands and educated youth. We must stress on need-based education rather than turning out graduates blindly. This is talking of graduates and post-graduates in the fields of arts and science particularly. This is a category that is normally under-employed or unemployed. The present education system provides them general knowledge about our history, art or culture but how this knowledge can be used in actual practice no one is taught. As a result these youth either become top bureaucrats to rule and bully the nation or pick up some low grade jobs or remain unemployed and idle away their youth. Some may engage in self-employment while others may pick up some unscrupulous activities. *We* propose to bring modifications to make education more need-based and useful. Generally our youth can be trained for :

- Tourism
 - To identify and locate the riches of the nation (art, culture and natural resources)
 - To restore fast-deteriorating art, culture and traditions

- To restore historical monuments and places
- To study the demography of the nation and its cross-section, their needs, wants and shortcomings
- Undergo higher studies and do research work in important fields like,
 - Population control
 - Agriculture
 - Natural resources
 - Water management
 - Identifying locations for ponds, dams and routes for canals
 - Afforestation
 - And many such areas where they can be engaged gainfully

In depth and higher studies in all these fields are very vital for the development of the nation. Students can be educated to develop such areas. Based on actual requirements, necessary modifications can be incorporated in the syllabus and study material and training sessions introduced to make the whole education motivative and need-based. Our education then will be more interesting and purposeful and produce the youth more valuable for the nation.

- Students will have options for higher studies also in business management, hotel management, computer sciences etc.
- Sports

To boost sports and encourage good players we propose to:

- Stress on sports from school level
- Groom good players
- Build good stadiums with good ambience, refurbish and equip the existing ones
- **Make sports a means of recreation and earnings (also see Section 12.3)**
- Organise inter-state sports meets in most games and make them attractive to pull crowds to meet the cost and benefit the players

We will ensure that not only Cricket, Football or Tennis but other sports too fetch good money for the players and encourage them to excel and participate in the world of sports.

In the passing

14.4 Why should our cricketers fail

Defeat is not a stigma and must be accepted gracefully as part of the game. One can feel ecstasy of a victory only when one has learnt to lose. Victory and defeat are parts of the same coin. Both teams may be extremely good — yet at the end, only one team shall win. What matters is how one loses. Did they give a brave fight or surrendered to the might of the other? Losing like this is cowardice and brings us disgrace. Defeat does not bring us shame as much the cowardice does. And that is what exactly happened in Karachi (Pakistan) 5 day test (Feb. 2006) when our boys tumbled disgracefully bringing us shame and embarrassment. We lost by staggering 341 runs, by all counts a highly humiliating defeat.

Defeats lead to overwhelming discussions and debates over TV shows as cricket, being our most loved game. Participants will be experts from the field, ex players and a very intelligent audience. Throats will dry but nothing concrete would emerge. Somewhere up the line, we lack the knack of finding causes of failures and end up discussing the extraneous aspects ignoring the main issues. Surface treatment shall never cure unless we know the root causes. Changing the coach or captain or reshuffling the team is no solution as it ignores the reality. We keep changing the medicine without diagnosing the disease and that is the reason why the ailment persists. On completion of his tenure, John Wright (Indian coach from New Zealand 2000-2005) went back home in 2005 and no one reached the airport to see him off. Our cricket team also remains much the same after losing the World Cup (2003) and unceremoniously bowing to Pakistan (2005). Then, after a great hullabaloo, we chose Gregg Chappel from Australia, the great cricketer of his times, as the new coach to groom our boys. According to our assessment, he may fail too, unless he is able to diagnose what ails our boys and then treat the same vehemently. Unless this is done, dismal performance of our boys shall continue.

Basic causes

According to us the following are the basic causes of failure:—

1. Lack of concentration and dedication:

These are the essential virtues of a player to excel in the game. Without this, all strategies and training are futile. Concentration and dedication is the key to good cricket. Any slackening in this, shall

lead to deplorable outcome. Our boys are very bright, but the right direction eludes. The attraction of the game makes a player star overnight. Suddenly, he gets exposed to the glitter of media, publicity, fabulous money, and enchanting glamour. A child of rags turns to riches and stardom overnight. One is naturally allured by these charms and consequently loses concentration and dedication to the game. His natural instinct as a new celebrity is to work hard to improve his looks, dressing sense, presentation, speech and dialogue delivery so that he can attract and earn applause from the audience in general and the female stars, in particular. He also works hard to present himself before the camera. Gradually he raises his fees and starts planning how and where to invest his wealth and buy luxuries for himself. Cricket under these compelling allurements is pushed aside and an upcoming bright player is reduced to a mediocre. The concentration and dedication to cricket is diluted as the glamour world and the associated wealth is more sparkling and over-riding. Under these conditions, there is little logic that our boys shall perform with the same agility as before. Look at the astounding performance of our young new entrants. The sparkle however fades with the stardom. **Commercials enrich the players, but devastate the game. If we like our boys to perform and the game to retain its glitter, we must stop all commercials requiring facing the camera or physical appearance.**

And then, not all players are as lucky. Only a few may get the opportunity and go a long way and stay in the limelight. The others only look up at them with awe, envy and an inferiority complex. Most of them may be earning only nominal extra for one or two episodes or for a group publicity involving the whole team. This conspicuous disparity and vast gap in earnings and stardom haunts these players also and hampers their natural game too. Then there are players considered suitable for one day or five day matches and may seldom be offered commercials. This apartheid policy also undermines and demoralises the player and amongst equals he finds himself inferior. Under these impediments, it is hard to get the best out of him. Even worse is the plight of stand-by players. Stopping commercials for all shall overcome this disparity also and the team shall be more cohesive, disciplined and dedicated.

BCCI, selectors and advisors must look into these anomalies urgently. The sooner we address the impediments, the sooner we can recover from our shortcomings and improve the game. Experimenting various tricks, changing the coach and playing oblivious to these harsh realities

shall only be a wild goose chase and the game may not improve. Debating over who to open or who to play at number three comes later.

2. Incongruous law of averages

The other very vital deterrent is to be guided by the old records of a player rather than his current performance. According to us, not the runs but the success rate is more important to win a game. A player scoring 130 runs not out in one match and then scoring 5,15,30 in three consecutive matches may make an average of 60 runs in four matches but success rate is not more than 50%, even if we consider 30 runs as his successful inning. For college and higher education also, prescribed minimum entrance marks are usually 60% and more. A student fails the exams, even if he fails in just one subject out of five and here we are talking of international competence. In cricket also to win, we need players who maintain consistency in game, not erraticism. This is possible by setting up norms and pulling up a player for non-performance. Punishment and reward both are essential. Too many centuries and too many fifty's yet the average in 30's and 40's does not make a good player. It shows the erraticism and non-performance on more occasions; otherwise the average would be more than 50. To go by the law of averages is therefore misleading and masks the real worth of a player. After all, the game is no charity; people and advertisers pay for it besides the dignity of the nation. Neither it is to please a player. To win the match we need winners (performers) not losers. Moreover we need consistent players not record breakers neither hype creators, who play a few good games and then become parasites for the team.

If we take care of the above the rest — training, grooming, discipline and strategies — shall follow in the natural course.

14.5 Human resource development (HRD)

HRD has been neglected in our country during the post-independence era. The populace were instead taught indiscipline, to abuse management and strike work (Section 10.3). Education and discipline is an attitude that lacked. Our people became averse to training and grooming because this didn't benefit them. Our guardians who should have been our torch-bearers snatched away even the small candle of culture that we carried and in the darkness of illiteracy and ignorance pushed us all deep into a marsh. HRD is an important faculty to groom our children and grown-ups to make

them worthy citizens and better human force. The basic philosophy of making a better tomorrow gets defeated for a society or a country where only a few work for the rest. Involvement of entire populace is a must for togetherness, harmony and prosperity. For this to happen training and grooming of all is a must besides education and that shall be imparted religiously in the new system.

RECOGNIZING OUR TALENT

It is important to identify our talents and use them for the development of the nation. It is also important that we make everybody feel that it is his country and he was needed to construct the same. Everybody can contribute - a worker by his labour, an intellectual by his thought and vision and a professional by his expertise like E. Sreedharan of DMRC who made "Metro" a reality. Whatever they contribute must induce in them a sense of belongingness and patriotism for the nation to give out their best. We must use the best brains to guide us and show us ways and methods to achieve the best results in all spheres. Lack of recognition at home is also a reason of exodus of our educated youth to serve other countries. **Our educated youth therefore play only a scanty role in the building of their own nation. We shall endeavour to reverse this trend in the interest of the nation and to benefit its own people.**

14.6 Language

It is a blessing in disguise that in the past few years, without much effort Hindi has spread out its wings by leaps and bounds through all the non-Hindi speaking states and people. Even the aristocrat families and senior staff members of corporate sector have no inhibition or hesitation to converse in Hindi and this is on the rise. This indeed is a welcome feature. For this pleasant turn-around we may give credit to:

- First and foremost our masses, who unfortunately remain illiterate and backward. Even the educated who have to deal with them day in and day out as their domestic servants, factory labour, road and footpath vendors, kiosk owners, coolies, loaders or other low staff in the offices, shops or elsewhere have to speak with them in their language which is usually Hindi. Hence most communicate in Hindi only. The non-Hindi speaking people and societies too perforce have to learn Hindi for routine communication. The migration of people from Kerala, Tamil Nadu, Karnataka, Bihar, West Bengal, Orissa and Andhra to North and vice versa in search of jobs has given Hindi a further boost as all have to pick up this language for better communication.

- Hindi cinema (Bollywood) has played the greatest role of all in promoting Hindi in all parts of the country. Our whole-hearted admiration goes to them. Cinema today is the cheapest source of entertainment for us and our neighbouring countries, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka. Out of all Indian languages, Hindi films are being produced the most. They have glamour, quality, technique, enchanting and heart consuming music and presentation. There is therefore a general liking for Hindi movies in all these countries, irrespective of political or cultural differences, and also in non-Hindi speaking states and cities of our country. Bollywood has played the lead role in spreading out Hindi. Since most of north, east, west and central India, barring a few states down south speak Hindi, it was easy for Bollywood to pursue and promote Hindi cinema on a large-scale. Now it is liked by the Western countries, Middle-East, Far-East and Asia-Pacific regions also. There are serious efforts to promote Hindi cinema to Europe and US on a large-scale. *Lagaan* of Aamir Khan, *Monsoon Wedding* of Mira Nair, *Devdas* of Sanjay Leela Bhansali and a few others are some examples of this.
- Further boost to Hindi has been provided by our TV soap opera shows and its number of Hindi channels and round the clock Hindi News bulletins on many channels. Hindi serials and films are liked by even non-Hindi speaking audiences – and their number is rising. The Hindi films, serials and other Hindi programmes on TV have disseminated through the majority of non-Hindi speaking regions and have gradually gained their liking. Today Hindi cinema and TV programmes are an easy source of entertainment for all. Even the non-Hindi speaking personalities, celebrities, politicians and bureaucrats have no reservation or hesitation and speak in Hindi, to have a larger audience to watch them and hear them. **Hindi is now understood and spoken practically in all parts of our country and even in the neighbouring countries noted above, besides a few others. It speaks of our nation's rejuvenated unity, integrity and togetherness. Hindi cinema (Bollywood) and TV soap operas deserve all the laurels for doing what all our efforts could not do in the past 60 years.** Even Bollywood themselves may not be aware of this remarkable feat and the good they have done to the nation.
- The adoption of Hindi shall now be rapid as more and more people understand Hindi and love to watch Hindi programmes. *We* will use cinema and TV as the means to educate masses and spread out the message of love, amity and goodwill amongst all. We wish our movies and serials to spread out more of social messages and stress

on human values and sense of responsibilities so as to inculcate constructive traits in our children and youth. Feelings of better citizenship, self-confidence, bravery and dedication for the nation. Gradually we may have TV on railways, buses and public places wherever it can reach and benefit the masses.

We shall request eminent people to prepare motivational material for our children, youth and others to infuse in them new hope for life, and faith and love for their country.

We will like to give a halt to the gradual degeneration in our cultural and human values and rising obscenity and crimes in movies and TV serials.

- Today knowledge of English is equally important. Negating English will do us harm. In the changed world scenario it is not appropriate to stress on adopting Hindi in routine government matters and official work. Let this language disseminate on its own through the length and breadth of the country and that is good enough for us for the present.