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ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ



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ಮಾನ್ಯರೇ,

ವಿಷಯ : ಕನ್ನಡ-ಕನ್ನಡಿಗ-ಕರ್ನಾಟಕ ಕುರಿತಂತೆ ನಾಡು ಅನುಭವಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ದೊರೆಯಬೇಕಾದ ಪರಿಹಾರ ಕುರಿತಂತೆ ಮನವಿ.

'ಕನ್ನಡ-ಕನ್ನಡಿಗ-ಕರ್ನಾಟಕ' ಕುರಿತಂತೆ ಹಲವು ಸಮಸ್ಯೆಗಳನ್ನು ನಾವು ಎದುರಿಸುತ್ತಿದ್ದೇವೆ. ಈ ವಿಷಯವಾಗಿ ಅದಾಗಲೇ ಮಾರ್ಚ್ ೨೦೧೦ ಹಾಗೂ ಜುಲೈ ೨೦೧೧ರಲ್ಲಿ ತಮ್ಮೊಡನೆ ಕೆಲವು ವಿವರಗಳನ್ನು ಚರ್ಚಿಸಿ, ಮನವಿ ಮಾಡಿಕೊಂಡಿದ್ದು, ಇವುಗಳಲ್ಲಿ ಕೆಲವು ವಿಷಯಗಳಿಗೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಆದರೆ ಇನ್ನೂ ಹಲವು ವಿಷಯಗಳ ಸಂಬಂಧ ಯಾವುದೇ ಬೆಳವಣಿಗೆ ಆಗದ ಕಾರಣ ತುರ್ತುಕ್ರಮಕ್ಕಾಗಿ ಅಗತ್ಯ ವಿವರಗಳೊಂದಿಗೆ ಮತ್ತೊಮ್ಮೆ ತಮಗೆ ಮನವಿ ನೀಡುತ್ತಿದ್ದೇವೆ. ಇವೆಲ್ಲವೂ ಆದ್ಯತೆಯ ಮೇಲೆ ಪರಿಹಾರವಾಗಬೇಕಾದ ಅಂಶಗಳಾಗಿರುತ್ತವೆ.

೧. ಶಿಕ್ಷಣತಜ್ಞರ ಅಭಿಪ್ರಾಯದಂತೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಜ್ಯಭಾಷೆ (ಮಾತೃಭಾಷೆ) ಮಾಧ್ಯಮಕ್ಕೆ ಆದ್ಯತೆ ದೊರೆಯುವಂತೆ ಮಾಡಲು 'ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತಂದು, ಆ ಮೂಲಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಸಮಾನತೆಯನ್ನು ತರಬೇಕಾದುದು ತುರ್ತು ಅಗತ್ಯವಾಗಿದೆ.
೨. ಸ್ಥಳೀಯರಿಗೆ/ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಉದ್ಯೋಗದಲ್ಲಿ ಆದ್ಯತೆ ದೊರೆಯುವಂತೆ ಮಾಡಲು 'ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತರುವುದು ಅಗತ್ಯವಾಗಿದೆ.
೩. ಜನರ ಮೂಲಭೂತ ಅಗತ್ಯವಾದ ನದಿನೀರು ಬಳಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕರ್ನಾಟಕ ರಾಜ್ಯವೂ ಸೇರಿದಂತೆ ಇತರ ರಾಜ್ಯಗಳು ಅನೇಕ ಆತಂಕಗಳನ್ನು ಎದುರಿಸಬೇಕಾಗಿ ಬಂದಿದೆ. ಇದಕ್ಕೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳಲು 'ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತರುವುದು ಅಗತ್ಯವಾಗಿದೆ.

ಈ ಮೇಲ್ಕಂಡ ವಿಷಯಗಳ ಕುರಿತಂತೆ ಪ್ರತ್ಯೇಕ ಟಿಪ್ಪಣಿಗಳನ್ನು ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಲಾಗಿದೆ. ತಾವು ಈ ಎಲ್ಲಾ ವಿವರಗಳನ್ನೂ ಕೂಲಂಕುಷವಾಗಿ ಪರಿಶೀಲಿಸಿ ಅಗತ್ಯ ಕ್ರಮಗಳನ್ನು ಶೀಘ್ರವಾಗಿ ತೆಗೆದುಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇವೆ.

ಪರಿಸ್ಥಿತಿಯ ಮಹತ್ವ ಮತ್ತು ತುರ್ತು ಅಗತ್ಯವನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಕರ್ನಾಟಕದ ಹಿರಿಯ ಸಾಹಿತಿಗಳು, ಶಿಕ್ಷಣತಜ್ಞರು, ಸಾಂಸ್ಕೃತಿಕ ಸಂಘಟನೆಗಳ ಪದಾಧಿಕಾರಿಗಳು ಮತ್ತು ಕಾರ್ಮಿಕ ಸಂಘಟನೆಗಳ ಪ್ರತಿನಿಧಿಗಳ ಈ ನಿಯೋಗವು ಈ ಮನವಿ ಪತ್ರವನ್ನು ತಮಗೆ ಸಲ್ಲಿಸುತ್ತಿದ್ದೇವೆ. ತಾವು ಈ ಮನವಿಯನ್ನು ಪರಿಶೀಲಿಸಿ ಸಂಬಂಧಿತ ಇಲಾಖೆಗಳೊಡನೆ ಹಾಗೂ ಸರ್ಕಾರದೊಡನೆ ವ್ಯವಹರಿಸಿ, ಅಗತ್ಯವಿದ್ದಲ್ಲಿ ಲೋಕಸಭೆ/ರಾಜ್ಯಸಭೆಗಳಲ್ಲಿಯೂ ಚರ್ಚಿಸಿ ಅಗತ್ಯ ಪರಿಹಾರಗಳನ್ನು ಶೀಘ್ರವಾಗಿ ಒದಗಿಸಬೇಕೆಂದು ವಿನಂತಿಸುತ್ತೇವೆ.

ಆದರಪೂರ್ವಕವಾಗಿ,

ವಿಶ್ವಾಸಗಳೊಂದಿಗೆ

(ಡಾ. ಮುಖ್ಯಮಂತ್ರಿ ಚಂದು)

ಅಧ್ಯಕ್ಷರು

ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ

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ಶಿಕ್ಷಣ ತಜ್ಞರ ಅಭಿಪ್ರಾಯದಂತೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಜ್ಯಭಾಷೆ (ಮಾತೃಭಾಷೆ) ಮಾಧ್ಯಮಕ್ಕೆ ಆದ್ಯತೆ ದೊರೆಯುವಂತೆ ಮಾಡಲು 'ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತಂದು, ಆ ಮೂಲಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಸಮಾನತೆಯನ್ನು ತರಬೇಕಾದುದು ತುರ್ತು ಅಗತ್ಯವಾಗಿದೆ.

ಯಾವುದೇ ದೇಶದಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ಗುಣಮಟ್ಟದ ಹಾಗೂ ಸಮಾನ ಶಿಕ್ಷಣ ನೀಡಬೇಕೆಂಬ ಕನಸು ಎಲ್ಲರದ್ದಾಗಿದೆ. ಅಂತೆಯೇ ಇಂತಹ ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಣ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಮಾತೃಭಾಷೆಯ ಮೂಲಕ ನಡೆದಾಗ ಮಕ್ಕಳು ಹೆಚ್ಚು ಗಮನವಿಟ್ಟು ಕಲಿಯುತ್ತಾರೆ ಎಂಬುದು ಶಿಕ್ಷಣ ತಜ್ಞರ ಅಭಿಮತವಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನಮ್ಮ ದೇಶದಲ್ಲಿ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವನ್ನು ಮಾತೃಭಾಷೆಯಲ್ಲಿ (ಅಂದರೆ ಆಯಾ ರಾಜ್ಯಭಾಷೆಗಳ) ಮೂಲಕ ನಡೆಸಲು ಅನೇಕ ಹಿನ್ನಡೆಗಳಾಗಿವೆ. ಈ ಹೆಜ್ಜೆಗಳನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಮುಂದಿನ ದಾರಿಯನ್ನು ಸೂಚಿಸಲು ಈ ಟಿಪ್ಪಣಿಯನ್ನು ಕಳೆದ ಬಾರಿ ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರವು ತಂದ ನಿಯೋಗದಲ್ಲಿಯೂ ನೀಡಲಾಗಿತ್ತು. ಆದರೆ ಈ ವರೆಗೆ ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಯಾವುದೇ ಹೆಜ್ಜೆಯನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರ ಇಟ್ಟಿಲ್ಲ. ಹೀಗಾಗಿ ಮರಳಿ ನೆನಪಿಸಲೆಂದು ಮರುಟಿಪ್ಪಣಿಯನ್ನು ನೀಡುತ್ತಿದ್ದೇವೆ.

- ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಒಂದನೇ ತರಗತಿಯಿಂದ ಐದನೇ ತರಗತಿಯವರೆಗೆ ಮಾತೃಭಾಷೆಯ ಮೂಲಕವೇ ಶಿಕ್ಷಣ ನೀಡಬೇಕೆಂಬುದು ವಿಶ್ವದ ಬಹುತೇಕ ಭಾಷಾ ತಜ್ಞರ ಹಾಗೂ ಶಿಕ್ಷಣ ತಜ್ಞರ ಅಭಿಮತವಾಗಿದೆ.
- ಕರ್ನಾಟಕ ರಾಜ್ಯ ಸರ್ಕಾರವು ಈ ವಿಷಯವನ್ನು ಮನಗಂಡು ೧೯ ಜೂನ್ ೧೯೮೯ರಂದು ಭಾಷಾನೀತಿಯೊಂದನ್ನು ಜಾರಿಗೊಳಿಸಿತು. ಈ ನೀತಿಯ ಮೂಲಕ ಒಂದನೇ ತರಗತಿಯಿಂದ ಐದನೇ ತರಗತಿಯವರೆಗೆ ಮಾತೃಭಾಷೆಯಲ್ಲಿಯೇ ಪಠ್ಯವನ್ನು ಕಲಿಸಬೇಕೆಂದು ಸೂಚಿಸಲಾಯಿತು. ಈ ನೀತಿಯನ್ನು ಪ್ರಶ್ನಿಸಿ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಕೆಲವರು ದಾವೆಯನ್ನು ಹೂಡಿದ್ದರು (ಡಬ್ಲ್ಯೂ.ಪಿ (ಸಿವಿಲ್) ಸಂಖ್ಯೆ:೫೩೬/೧೯೯೧). ಸಂತೋಷದ ವಿಷಯವೆಂದರೆ, ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯವು ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ನೀತಿಯನ್ನು ಮೆಚ್ಚಿಕೊಂಡು, ಯಾವುದೇ ಶಿಕ್ಷಣ ನೀತಿಯು ಹೀಗೆಯೇ ಇರಬೇಕೆಂದು ದಾವೆಯನ್ನು ತಿರಸ್ಕರಿಸಿದೆ. ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ಈ ತೀರ್ಮಾನದ ಅನ್ವಯ ಕರ್ನಾಟಕ ಸರ್ಕಾರವು "ಶಿಕ್ಷಣದಲ್ಲಿ ಸಮಗ್ರ ಭಾಷಾ ನೀತಿ"ಯೊಂದನ್ನು ೨೯ ಏಪ್ರಿಲ್ ೧೯೯೪ರಂದು ಜಾರಿಗೊಳಿಸಿತು. ಈ ನೀತಿಯನ್ವಯ ಕರ್ನಾಟಕದಲ್ಲಿ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವ ಯಾವುದೇ ಮಗುವಿಗೆ ಒಂದನೇ ತರಗತಿಯಿಂದ ಐದನೇ ತರಗತಿಯವರೆಗೆ ಮಾತೃಭಾಷೆಯಲ್ಲಿ(ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಆಡಳಿತ ಭಾಷೆಯಾದ ಕನ್ನಡದಲ್ಲಿ) ಶಿಕ್ಷಣ ನೀಡಬೇಕೆಂದು ಕಡ್ಡಾಯಗೊಳಿಸಿತು. ಯಾವುದೇ ವಿದ್ಯಾರ್ಥಿಯು ಐದನೇ ತರಗತಿಯಿಂದ ತನ್ನ ಇಚ್ಛೆಯನುಸಾರ ಯಾವುದೇ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅಡ್ಡಿ ಇಲ್ಲ. ಆದರೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ರಾಜ್ಯಭಾಷೆ(ಮಾತೃಭಾಷೆ)ಯಲ್ಲಿ ಆಗಬೇಕು ಎಂಬ ನಿಯಮವನ್ನು ಜಾರಿಗೊಳಿಸಲಾಯಿತು.
- ಸ್ವಹಿತಾಸಕ್ತಿಯುಳ್ಳ ಕೆಲವು ಶಾಲೆಗಳ ಆಡಳಿತ ವರ್ಗದವರು ಕರ್ನಾಟಕ ಸರ್ಕಾರದ "ಸಮಗ್ರ ಭಾಷಾ ನೀತಿ"ಯನ್ನು ಪ್ರಶ್ನಿಸಿ ಕರ್ನಾಟಕ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ದಾವೆಯನ್ನು ಹೂಡಿದರು. ಈ ದಾವೆಗೆ ೨ ಜುಲೈ ೨೦೦೮ರಂದು ತೀರ್ಪು ನೀಡುತ್ತಾ ಕರ್ನಾಟಕದ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಮಗ್ರ ಭಾಷಾ ನೀತಿಯು ಸರ್ಕಾರದ ಅನುದಾನ ಪಡೆಯುವ ಶಾಲೆಗಳಿಗೆ ಮಾತ್ರ ಅನ್ವಯಿಸುತ್ತದೆ, ಅನುದಾನ ರಹಿತ ಶಾಲೆಗಳಿಗೆ ಅನ್ವಯಿಸುವುದಿಲ್ಲ ಎಂದು ಹೇಳಿತು.
- ಕರ್ನಾಟಕ ಉಚ್ಚ ನ್ಯಾಯಾಲಯ ತೀರ್ಪನ್ನು ಪ್ರಶ್ನಿಸಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಸಹ ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ದಾವೆ ಹೂಡಿತು. (ಎಸ್.ಎಲ್.ಪಿ (ಸಿವಿಲ್) ೧೮೧೩೯-೧೮೧೬೩/೨೦೦೮) ಈ ಹಂತದಲ್ಲಿ ಕರ್ನಾಟಕದ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು ೨ ಜುಲೈ ೨೦೦೮ರಂದು ಹೊರಡಿಸಿರುವ ತೀರ್ಪು ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ೧೯೯೪ರ ಎಸ್‌ಸಿ ೧೭೦೨ ತೀರ್ಪಿಗೆ ವಿರುದ್ಧವಾಗಿದೆ ಎಂಬ ಅಂಶವು ಸ್ಪಷ್ಟವಾಗಿದೆ.

- ಮೇಲೆ ತಿಳಿಸಿರುವಂತೆ, ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯವು ಸಮಗ್ರ ಭಾಷಾ ನೀತಿಯನ್ನು ತಾತ್ಕಾಲಿಕವಾಗಿ ತಡೆಹಿಡಿದಿದೆ ಮತ್ತು ತೀರ್ಪನ್ನು ಕಾಯ್ದಿರಿಸಿದೆ. ಈ ತೀರ್ಪಿನಲ್ಲಿ ಬರುವ ವಿವರಗಳು ಕರ್ನಾಟಕಕ್ಕೆ ಮಾತ್ರವಲ್ಲ ಇಡೀ ಭಾರತದ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಮೇಲೆ ಮಾಡುವ ಪರಿಣಾಮ ಬೃಹತ್ತಾದುದು. ಈ ಕಾರಣಕ್ಕಾಗಿ, ಭಾರತ ಸರ್ಕಾರವು ಸಹ ಈ ದಾವೆಯಲ್ಲಿ ಪ್ರತಿವಾದಿಯಾಗಿ ಸೇರಬೇಕು ಮತ್ತು ಆಯಾ ರಾಜ್ಯಭಾಷೆಯಲ್ಲಿ (ಮಾತೃಭಾಷೆಯಲ್ಲಿ) ಕಲಿಕೆ ಎಂಬ ಅತ್ಯಂತ ಸೂಕ್ಷ್ಮ ವಿಷಯವನ್ನು ಕುರಿತಂತೆ ತೆಗೆದುಕೊಳ್ಳಲಾಗುವ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ತೀರ್ಮಾನವು ಭಾರತದ ಶಿಕ್ಷಣ ನೀತಿಗೆ ಸಹಕಾರಿಯಾಗುವಂತಾಗಲು ಕಾರಣವಾಗಬೇಕು.

ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ಎದುರು ಚರ್ಚಿತವಾಗುತ್ತಿರುವ ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಮಗ್ರ ಭಾಷಾ ನೀತಿಯು ಸಂವಿಧಾನದ ಕಲಂ 310-ಎಯನ್ನು ಆಧರಿಸಿಯೇ ಸಿದ್ಧವಾಗಿದೆ ಮತ್ತು ಭಾರತದ ಶಿಕ್ಷಣ ನೀತಿ ಕುರಿತಂತೆ ಯಶ್‌ಪಾಲ್ ಸಮಿತಿ ನಿರೂಪಿಸಿರುವ ಸಲಹೆಗಳಂತೆಯೇ ರೂಪಿತವಾಗಿದೆ.

ಶಿಕ್ಷಣದ ಸುಧಾರಣೆಗೆ ಕೈಗೊಳ್ಳಬೇಕಾದ ಕ್ರಮ ಕುರಿತು ಕೊಠಾರಿ ಆಯೋಗದ ಶಿಫಾರಸು (೧೯೬೮)

೬೬. ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳ ಮೂಲಕ ಶಿಕ್ಷಣದ ಅನುಕೂಲದ ಬಗ್ಗೆ ನಮಗೆ ಮನವರಿಕೆಯಾಗಿದೆ. ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳ ಬೆಳವಣಿಗೆಗೆ ದೇಶದ ಸಾಮಾನ್ಯ ಬೆಳವಣಿಗೆಗೆ ಬಲು ಮುಖ್ಯ ಹಾಗೂ ಶಿಕ್ಷಣದಲ್ಲಿ ಗುಣಮಟ್ಟ ಕಾಪಾಡಿಕೊಳ್ಳಲು ಮುಖ್ಯವಾದ ಹೆಜ್ಜೆ. ಆಂಗ್ಲ ಭಾಷೆಯನ್ನು ಪೂರ್ತಿಯಾಗಿ ತೆಗೆದುಬಿಡಿ ಎಂಬುದು ಇದರ ಅರ್ಥವಲ್ಲ.

ಕೊಠಾರಿ ಆಯೋಗವು ತನ್ನ ವರದಿಯಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ರವೀಂದ್ರನಾಥ ತಾಕೂರರು ಹೇಳಿರುವ, ಭಾರತದಲ್ಲಿ ಮಾತ್ರವೇ ವಿದ್ಯಾರ್ಥಿಯ ಮಾತೃಭಾಷೆ ಹಾಗೂ ಕಲಿಕೆಯ ಭಾಷೆ ಬೇರೆ ಆಗಿರುವುದು ಎಂಬ ಮಾತನ್ನು ಸರ್ಕಾರ ಗಮನಿಸಬೇಕು. ವಿದೇಶಿ ಭಾಷಾ ಮಾಧ್ಯಮದಲ್ಲಿ ಕಲಿಯುವ ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯದ ಮೇಲೆ ಪ್ರಭುತ್ವ ಪಡೆಯಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ ಎಂದು ಮನಃಶಾಸ್ತ್ರಜ್ಞರು ಹೇಳಿದ್ದಾರೆ.

ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಈಗ ನಡೆಯುತ್ತಿರುವ ವ್ಯಾಜ್ಯದ ವಿವರ ಮತ್ತು ಅದು ತೀರ್ಮಾನವಾಗಬೇಕಿದೆ ಎಂಬ ವಿವರ.

ಕೇಂದ್ರ ಸರ್ಕಾರದ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆಯಲ್ಲಿಯೂ "As far as possible use regional language as the medium" ಎಂಬ ಮಾತಿದೆ.

ಇದಲ್ಲದೆ ನಾಡಿನ ಎಲ್ಲಾ ಶಿಕ್ಷಣ ತಜ್ಞರ ಹಾಗೂ ಭಾಷಾ ತಜ್ಞರ ಅಭಿಪ್ರಾಯವೂ ಸಹ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವು ರಾಜ್ಯಭಾಷೆ (ಮಾತೃಭಾಷೆ)ಯಲ್ಲಿಯೇ ಆಗಬೇಕೆಂಬುದಾಗಿದೆ. ಇದಲ್ಲವನ್ನೂ ಮನಗಂಡು ಭಾರತದ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯವು 'ಸಮಗ್ರ ಭಾಷಾ ನೀತಿ' ಕುರಿತಂತೆ ತೆಗೆದುಕೊಳ್ಳುವ ನಿಲುವನ್ನು ರೂಪಿಸಲು ಕೇಂದ್ರ ಸರ್ಕಾರವು ನೇತೃತ್ವ ವಹಿಸಬೇಕಾಗಿದೆ.

ಇದೇ ಸಂದರ್ಭದಲ್ಲಿ ೨೦೦೮ರ ಸಮಗ್ರ ಶಿಕ್ಷಣ ಮಸೂದೆಯನ್ವಯ ಈ ದೇಶದ ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೆ ಉಚಿತ ಹಾಗೂ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ದೊರೆಯಬೇಕೆಂಬ ನಿಲುವನ್ನು ನೆನಪಿಸುತ್ತಾ, ಈ ಶಿಕ್ಷಣವು ಆಯಾ ರಾಜ್ಯಭಾಷೆಯ (ಮಾತೃಭಾಷೆಯ) ಮಾಧ್ಯಮದಲ್ಲಿ ಆದಾಗ ಮಾತ್ರ ಮಕ್ಕಳು ಅಂತಹ ಶಿಕ್ಷಣದ ಲಾಭ ಪಡೆಯುತ್ತಾರೆ ಎಂಬುದನ್ನು ಒತ್ತಿ ಹೇಳಬಯಸುತ್ತೇವೆ. ಆಯಾ ರಾಜ್ಯದಲ್ಲಿನ ಅಲ್ಪಸಂಖ್ಯಾತ ಭಾಷಿಕರಿಗೆ, ಸಂವಿಧಾನದಲ್ಲಿ ಅದಾಗಲೇ ಸೂಚಿಸಿರುವಂತೆ ಶೇಕಡಾ ೧೫ಕ್ಕಿಂತ ಹೆಚ್ಚು ಜನಸಂಖ್ಯೆಯುಳ್ಳ ಭಾಷಿಕರಿಗೆ, ಅವರವರ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಶಿಕ್ಷಣ ಪಡೆಯುವ ಅವಕಾಶಕ್ಕೂ ಅನುವು ಮಾಡಿ, ಆಯಾ ರಾಜ್ಯದಲ್ಲಿ ಆಯಾ ರಾಜ್ಯಭಾಷೆಗಳನ್ನು ಕಲಿಯುವುದು ಕಡ್ಡಾಯವಾಗಬೇಕು ಎಂಬಂತೆ 'ಸಮಗ್ರ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ'ಯೊಂದನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರವು ಕೂಡಲೇ ರೂಪಿಸಬೇಕಿದೆ.

ಇದು ಒಂದು ರಾಜ್ಯದ ಜನರಾಡುವ ಭಾಷೆಯ ವಿಷಯವಲ್ಲ. ಈ ದೇಶದ ಹಲವು ಪ್ರಾಂತೀಯ ಭಾಷೆಗಳ ಭವಿಷ್ಯವೂ ಈ ನೀತಿಯಲ್ಲಿ ಅಡಗಿದೆ. ಹೀಗಾಗಿ ಮುಂದೆಂದೂ ಇಂತಹ ಗೊಂದಲಗಳು ಮೂಡದಂತೆ, ರಾಷ್ಟ್ರದ ಸಮಗ್ರತೆಯ ದೃಷ್ಟಿಯಿಂದ ನಾಡಿನ ಎಲ್ಲಾ ರಾಜ್ಯಗಳ, ಎಲ್ಲಾ ಪ್ರಾಂತೀಯ ಭಾಷೆಗಳ ಭವಿಷ್ಯಕ್ಕೆ ಸಹಾಯವಾಗುವಂತೆ 'ಸಮಗ್ರ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ'ಯೊಂದನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರವು ಶೀಘ್ರವಾಗಿ ರೂಪಿಸಬೇಕಿದೆ. ಆ ಮೂಲಕ ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯ ವಿಂಗಡಣೆಯ ಆಶಯಗಳಲ್ಲಿ ಒಂದಾದ ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳ ಅಭಿವೃದ್ಧಿಗೆ ಸ್ವತಃ ನೇತಾರನಾಗಬೇಕಾದುದು ಕೇಂದ್ರ ಸರ್ಕಾರದ ಮೇಲಿರುವ ಗುರುತರ ಜವಾಬ್ದಾರಿಯಾಗಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ತಾವು ಸಂಬಂಧಪಟ್ಟವರಿಗೆ ಸೂಚನೆಗಳನ್ನಿತ್ತು ಶೀಘ್ರ ಕ್ರಮ ಕೈಗೊಳ್ಳಬೇಕೆಂದು ಮನವಿ ಸಲ್ಲಿಸುತ್ತಿದ್ದೇವೆ.



(ಡಾ. ಮುಖ್ಯಮಂತ್ರಿ ಚಂದ್ರು)

ಅಧ್ಯಕ್ಷರು

ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ

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ಸ್ಥಳೀಯರಿಗೆ/ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಉದ್ಯೋಗದಲ್ಲಿ ಆದ್ಯತೆ ದೊರೆಯುವಂತೆ ಮಾಡಲು 'ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತರುವುದು ಅಗತ್ಯವಾಗಿದೆ.

ಭಾರತದ ಯಾವುದೇ ಪ್ರಜೆಯು ಯಾವುದೇ ರಾಜ್ಯದಲ್ಲಿ ನೆಲೆಸಿ ವೃತ್ತಿಯನ್ನು ಮಾಡುವ ಅವಕಾಶವನ್ನು ಭಾರತದ ಸಂವಿಧಾನವು ನೀಡಿದೆ. ಇದು ಪ್ರಜಾಪ್ರಭುತ್ವದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಶ್ರೇಷ್ಠ ನಿಲುವು. ಆದರೆ ಈ ನಿಲುವನ್ನು ಪಾಲಿಸುವಲ್ಲಿ ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಅನ್ಯಾಯವಾಗುತ್ತಾ ಇರುವುದನ್ನು ಅನೇಕ ವರದಿಗಳು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿಸುತ್ತಿವೆ. ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯ ರಚನೆಯಾದ ಕಾಲಘಟ್ಟದಲ್ಲಿಯೇ ಸ್ಥಳೀಯರಿಗೆ ಹೆಚ್ಚು ಉದ್ಯೋಗಾವಕಾಶಗಳು ದೊರೆಯಬೇಕೆಂಬ ಬೇಡಿಕೆಯನ್ನು ಎಲ್ಲಾ ರಾಜ್ಯಗಳೂ ಕೇಂದ್ರದ ಮುಂದಿಟ್ಟಿವೆ. ದೇಶದ ಯಾವುದೇ ಪ್ರಜೆ ಯಾವುದೇ ಪ್ರದೇಶಕ್ಕೆ ಉದ್ಯೋಗ ಅಥವಾ ವ್ಯಾಪಾರದ ಕಾರಣವಾಗಿ ಹೋಗುವವರಿಗೆ ಇರುವ ಮುಕ್ತ ಅವಕಾಶಕ್ಕೆ ಧಕ್ಕೆ ಬಾರದಂತೆ ಸ್ಥಳೀಯರಿಗೆ ಹೆಚ್ಚಿನ ಉದ್ಯೋಗಾವಕಾಶ ದೊರೆಯುವಂತಹ ನೀತಿಯೊಂದನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರವು ಜಾರಿಗೆ ತರಬೇಕಾಗಿದೆ.

ಇದು ಪ್ರಾಂತೀಯ ಬಲವರ್ಧನೆಗೆ ಪೂರಕವಾದುದು. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವೇ ರಚಿಸಿದ್ದ ನ್ಯಾಷನಲ್ ಇಂಟಿಗ್ರಿಟಿ ಕೌನ್ಸಿಲ್ ೧೯೬೮ರ ಜೂನ್ ೨೨ ರಂದು ಶ್ರೀನಗರದಲ್ಲಿ ಗೋರೆ ಅವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ನಡೆದ ಸಭೆಯಲ್ಲಿ ನೀಡಿದ್ದ ವರದಿಯ ಒಂದು ಉಲ್ಲೇಖವನ್ನು ಸಹ ಗಮನಿಸಬಹುದಾಗಿದೆ.

Extract taken from the recommendations of the committee on regional aspects as adopted by the National Integration Council at its morning session on June 22, 1968

III. Regional and economic imbalances and employment opportunities to the local population.

"The committee in this connection, takes note of the existence of discontent in the states arising from the inadequate share of the local people in employment opportunities in both private and public sectors. In order that adequate employment opportunities are available to local people and they do not suffer from a sense of injustice, where qualified local persons are available from among the people of the state, they should be given a major share of the employment and employers should be requested to give effect to this objective, as a matter of policy"

ಈ ಶಿಫಾರಸನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರವು ೧೯೬೮ ರಲ್ಲಿಯೇ ಅಂಗೀಕರಿಸಿತ್ತು. ಆದರೆ ಈವರೆಗೆ ಇದು ಜಾರಿಯಾಗಿಲ್ಲ ಎಂಬುದು ಖೇದದ ಸಂಗತಿ.

ಇಂದು ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗದಲ್ಲಿ ಆದ್ಯತೆ ನೀಡಬೇಕು ಎಂಬುದು ವಿಶ್ವವ್ಯಾಪಿ ಪ್ರಶ್ನೆಯಾಗಿದೆ. ಈ ವಿಷಯವಾಗಿ ಅಮೇರಿಕಾ ಸಂಯುಕ್ತ ಸಂಸ್ಥಾನದ ಅಧ್ಯಕ್ಷರಾದ ಶ್ರೀ. ಬರಾಕ್ ಒಬಾಮಾ ಅವರು ಸಹ ಮತ್ತೆ-ಮತ್ತೆ ಹೊರಗುತ್ತಿಗೆಯನ್ನು, ಹೊರದೇಶಗಳಿಗೆ ಹೋಗುತ್ತಿರುವ ಉದ್ಯೋಗಗಳನ್ನು ಸ್ಥಳೀಯರಿಗೆ ನೀಡಬೇಕೆಂದಿರುವುದನ್ನು ಇಲ್ಲಿ ನೆನಪಿಸಿಕೊಳ್ಳಬಹುದು. ದೇಶದ ಐಕ್ಯತೆ, ಶಾಂತಿ, ಸುವ್ಯವಸ್ಥೆ ಸಾಧಿಸುವ ದೃಷ್ಟಿಯಿಂದಲೂ "ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ" ರೂಪಿಸುವುದು ಅನಿವಾರ್ಯವಾಗಿದೆ. ಯಾವುದೇ ಪ್ರದೇಶದ ಸ್ಥಳೀಯರಿಗೆ ತಾವು ಉದ್ಯೋಗಾವಕಾಶಗಳಿಂದ ವಂಚಿತರಾಗುತ್ತಿದ್ದೇವೆ ಎಂಬ ಭಾವನೆ ಹುಟ್ಟುವುದರಿಂದಾಗಿ ವಿಭಜಕ ಆಲೋಚನೆ, ಪ್ರತ್ಯೇಕತಾ ಚಿಂತನೆಗಳು, ವಿಧ್ವಂಸಕ ಕೃತ್ಯಗಳು ಹುಟ್ಟುತ್ತವೆ ಎಂಬುದನ್ನು ಅದಾಗಲೇ ಗಮನಿಸುತ್ತಾ ಬಂದಿದ್ದೇವೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಒಕ್ಕೂಟ ವ್ಯವಸ್ಥೆಯ ದೇಶವಾದ ಭಾರತದಲ್ಲಿ "ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ"ಯನ್ನು ಜಾರಿಗೆ ತಂದು ಸ್ಥಳೀಯರಿಗೆ ಆದ್ಯತೆಯ ಮೇರೆಗೆ ಕೆಲಸ ಸಿಗುವಂತಾಗಲು ಕೇಂದ್ರ ಸರ್ಕಾರವು ಮುಂದಾಗಬೇಕಿದೆ.

ಈಗಾಗಲೇ ಪಶ್ಚಿಮ ಬಂಗಾಳ ಸರ್ಕಾರವು ೧೯೯೯ರಲ್ಲಿಯೇ ಅಧಿಸೂಚನೆಯೊಂದನ್ನು ಹೊರಡಿಸಿ, ಸರ್ಕಾರೀ ಸ್ವಾಮ್ಯದ ಎಲ್ಲಾ ಹುದ್ದೆಗಳನ್ನು ಸ್ಥಳೀಯ ಉದ್ಯೋಗ ವಿನಿಮಯ ಕೇಂದ್ರಗಳಿಂದ ಪಟ್ಟಿ ಪಡೆಯುವ ಮೂಲಕ ಭರ್ತಿಮಾಡುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಅನುಸರಿಸುತ್ತಿದೆ. ಹೀಗಾಗಿ

ಪಶ್ಚಿಮ ಬಂಗಾಳದಲ್ಲಿ ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗ ನೀಡುವುದು ಕಡ್ಡಾಯವಾಗಿದೆ. ಕೇಂದ್ರ ಸರ್ಕಾರೀ ಸ್ವಾಮ್ಯದ ಸಂಸ್ಥೆಗಳಲ್ಲಿ, ಸಾರ್ವಜನಿಕ ಉದ್ಯಮಗಳಲ್ಲಿ, ಸರ್ಕಾರದ ಸೌಲಭ್ಯ ಪಡೆಯುವ ಖಾಸಗಿ ಮತ್ತು ಅರೆಸರ್ಕಾರೀ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಹಾಗೂ ಖಾಸಗಿ ವಲಯದ ಎಲ್ಲಾ ಉದ್ಯಮ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗಗಳು ಹೆಚ್ಚು ದೊರೆಯಲು ಅನುವಾಗುವಂತಹ ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿಯನ್ನು ರೂಪಿಸಿ, ಜಾರಿಗೆ ತರುವುದು ಈ ದಿನಮಾನದ ತುರ್ತು ಅಗತ್ಯವಾಗಿದೆ. ಉದ್ಯಮಗಳು ಅಥವಾ ಕೈಗಾರಿಕೆಗಳ ಸ್ಥಾಪನೆಗೆ, ಮೂಲಭೂತ ಸೌಕರ್ಯ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಭೂಮಿ ಕಳೆದುಕೊಳ್ಳುವವರ ಸಂಖ್ಯೆಯು ಹೆಚ್ಚಾಗುತ್ತಿರುವ ಈ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಅಂತಹ ಕುಟುಂಬಗಳ ಸದಸ್ಯರು ಮತ್ತು ರಾಜ್ಯಗಳ ಒಟ್ಟು ನಿರುದ್ಯೋಗ ನಿವಾರಣೆಗಾಗಿ ಇಂತಹ ರಾಷ್ಟ್ರಮಟ್ಟದ ನೀತಿಯನ್ನು ರೂಪಿಸುವುದು ಜಾಗತೀಕರಣದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಆದ್ಯತೆಯ ವಿಷಯವಾಗಿದೆ.

ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗ ನೀಡುವ ನೀತಿಯಲ್ಲಿ ಪ್ರಧಾನವಾಗಿ ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ಸೇವಾ ಸಂಸ್ಥೆಯಡಿ ರಾಷ್ಟ್ರದಾದ್ಯಂತ ಕೆಲಸ ನಿರ್ವಹಿಸುತ್ತಿರುವ ಲೌಲಕ್ಕೂ ಹೆಚ್ಚು ಉದ್ಯೋಗ ವಿನಿಮಯ ಕೇಂದ್ರಗಳಲ್ಲಿ ಆಯಾ ರಾಜ್ಯಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತಿರುವ ಉದ್ಯೋಗಾಧಿಗಳ ನೋಂದಣಿಯನ್ನು ಕಡ್ಡಾಯಗೊಳಿಸುವುದು, 'ಸಿ' ಮತ್ತು 'ಡಿ' ವರ್ಗದ ಉದ್ಯೋಗಗಳಿಗೆ ಸ್ಥಳೀಯ ಉದ್ಯೋಗ ವಿನಿಮಯ ಕೇಂದ್ರಗಳ ಪುರಸ್ಕೃತ ಅಭ್ಯರ್ಥಿಗಳಿಂದಲೇ ಭರ್ತಿಮಾಡುವ ಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸುವುದು ಮತ್ತು ಅಭ್ಯರ್ಥಿಗಳ ನೋಂದಣಿ ಮಾಡುವಾಗ ಆಯಾ ರಾಜ್ಯಗಳಲ್ಲಿ ಕಡ್ಡಾಯವಾಗಿ ೧೫ ವರ್ಷಗಳಿಗಿಂತ ಹೆಚ್ಚು ಕಾಲ ವಾಸವಾಗಿರುವ ಹಾಗೂ ಸ್ಥಳೀಯ ಭಾಷೆಯನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಬಲ್ಲಂತಹ ಅಭ್ಯರ್ಥಿಗಳಿಗೆ ಸೀಮಿತಗೊಳಿಸುವುದರಿಂದ ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗ ಯೋಜನೆಯನ್ನು ಯಶಸ್ವಿಯಾಗಿ ಜಾರಿಗೆ ತರಬಹುದಾಗಿದೆ. ಕೇಂದ್ರ ಸರ್ಕಾರದ ಸಂಸ್ಥೆಗಳಲ್ಲಿ 'ಸಿ' ಮತ್ತು 'ಡಿ' ವರ್ಗದ ವಿವಿಧ ಹುದ್ದೆಗಳಿಗೆ ನಡೆಯುವ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳಲ್ಲಿ ಏರ್ಪಡಿಸಿ ಸ್ಥಳೀಯರು ಅಲ್ಲಿನ ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು ಅನುವಾಗುವಂತೆ ಮಾಡುವುದು ತುರ್ತು ಅಗತ್ಯವಾಗಿದೆ.

ಮೇಲ್ಕಂಡ ಅಂಶಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸ್ಥಳೀಯರಿಗೆ/ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಹೆಚ್ಚು ಉದ್ಯೋಗಾವಕಾಶ ದೊರೆಯಲು ಅನುವಾಗುವಂತಹ ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ ಜಾರಿಗೆ ಬಂದರೆ ಕೈಗಾರಿಕೆಗಳಿಗೆ ಬೀಗಮುದ್ರೆ ಹಾಕುವ, ಸಂಪೂರ್ಣ ಮುಚ್ಚುವ ಅಥವಾ ಸ್ಥಳಾಂತರಗೊಳಿಸುವಂತಹ ಆಗಾಗ ಉದ್ಭವಿಸುವ ಔದ್ಯಮಿಕ ಪಿಡುಗುಗಳು ನಿವಾರಣೆಗೊಂಡು, ಉತ್ಪಾದನೆ ಹೆಚ್ಚುತ್ತದೆ. ಅದರಿಂದ ರಾಜ್ಯ ಮತ್ತು ಕೇಂದ್ರಕ್ಕೆ ಹೆಚ್ಚು ಆದಾಯವೂ ಸಂದಾಯವಾಗುತ್ತದೆ. ಕೈಗಾರಿಕಾ ಪ್ರಗತಿಯಿಂದ ರಾಷ್ಟ್ರದ ಸಮಗ್ರ ಅಭಿವೃದ್ಧಿಗೆ ಪೂರಕವಾಗಿ ಬಲಿಷ್ಠ ರಾಷ್ಟ್ರ ನಿರ್ಮಾಣಕ್ಕೆ ಸಹಕಾರಿಯಾಗುತ್ತದೆ. ಆದ್ದರಿಂದ ಸ್ಥಳೀಯರಿಗೆ/ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಉದ್ಯೋಗಾವಕಾಶ ಕಲ್ಪಿಸುವ ಬಗ್ಗೆ ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿಯನ್ನು ರೂಪಿಸಿ ಶೀಘ್ರವಾಗಿ ಜಾರಿಗೊಳಿಸಬೇಕೆಂದು ಬೇಡಿಕೊಳ್ಳುತ್ತಿದ್ದೇವೆ.

ಈ ಮನವಿಯಲ್ಲಿ ಸ್ಥಳೀಯರಿಗೆ ಎಂಬಲ್ಲೆಲ್ಲಾ ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಎಂಬುದನ್ನು ಮತ್ತೆ-ಮತ್ತೆ ಸೂಚಿಸಲಾಗಿದೆ. ಇದಕ್ಕೆ ಕಾರಣವಿದೆ. ಕಳೆದ ನಲವತ್ತು ವರ್ಷಗಳಲ್ಲಿ ದೇಶದಾದ್ಯಂತ ವಲಸೆಗಳು ಹೆಚ್ಚಾಗಿವೆ. ಹೀಗೆ ಬೇರೆ-ಬೇರೆ ರಾಜ್ಯಗಳಿಗೆ ವಲಸೆ ಹೋದವರು ಅಲ್ಲಿನ ಸ್ಥಳೀಯ ಭಾಷೆಯನ್ನು ಕಲಿಯಲೇಬೇಕೆಂಬ ಅನಿವಾರ್ಯತೆಯನ್ನು ಶಿಕ್ಷಣ ಕ್ರಮದಲ್ಲಿ ರೂಪಿಸಲಾಗಿಲ್ಲ. ಹೀಗಾಗಿ ಅನೇಕ ಸ್ಥಳೀಯರು ಸ್ಥಳೀಯ ಭಾಷಿಕರಾಗಿದ್ದು ಇರುವುದನ್ನು ಅದಾಗಲೇ ಅನೇಕ ವರದಿಗಳು ಸ್ಪಷ್ಟಪಡಿಸಿವೆ. ಇದರಿಂದಾಗಿ ಭಾಷೆಯ ಬೆಳವಣಿಗೆಗೆ ತೊಡಕಾಗುವುದಲ್ಲದೆ ಕೇಂದ್ರ ಸ್ವಾಮ್ಯದ ಉದ್ಯಮಗಳಲ್ಲಿ ಸ್ಥಳೀಯರಿಗೆ ಉದ್ಯೋಗ ನೀಡುತ್ತಿದ್ದೇವೆ ಎಂಬ ಹೆಸರಿನಲ್ಲಿಯೇ ಸ್ಥಳೀಯ ಭಾಷೆಯನ್ನು ಕಡೆಗಣಿಸುತ್ತಾ ಇರುವುದು ತಿಳಿದು ಬಂದಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಖಾಸಗಿಯ ಸರ್ಕಾರೀ ಸಂಸ್ಥೆಗಳ ಯಾವುದೇ ಉದ್ಯೋಗವನ್ನು ಭರ್ತಿಮಾಡಿಕೊಳ್ಳುವ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಸ್ಥಳೀಯ ಭಾಷೆಯನ್ನು ಅಭ್ಯರ್ಥಿಗಳು ಅರಿತಿದ್ದಾರೆಯೇ ಎಂದು ತಿಳಿದುಕೊಳ್ಳಲು ಅನುವಾಗುವಂತಹ ಪರೀಕ್ಷೆಗಳನ್ನು ನಡೆಸುವುದು ಸಹ ಭಾಷೆಗಳನ್ನು ಉಳಿಸುವ, ಬೆಳೆಸುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಮುಖ್ಯವಾಗುತ್ತದೆ. ಇಂತಹ ವಿವರಗಳನ್ನು 'ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ'ಯಲ್ಲಿ ಸೇರಿಸಿಯೇ ಜಾರಿಗೊಳಿಸಬೇಕಾದುದು ಸಹ

ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯ ವಿಂಗಡಣೆಯ ಮೂಲೋದ್ದೇಶ ಸಾಧನೆಯ ದೃಷ್ಟಿಯಿಂದ ಅಗತ್ಯವಾಗಿದೆ. ಇದೆಲ್ಲವನ್ನೂ ಮನಸ್ಸಿನಲ್ಲಿಟ್ಟುಕೊಂಡು 'ಸ್ಥಳೀಯ ಭಾಷಿಕರಿಗೆ ಉದ್ಯೋಗಾವಕಾಶಗಳನ್ನು ಹೆಚ್ಚಿಸುವಂತಹ ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕೆಂದು ಆಗ್ರಹಿಸುತ್ತೇವೆ.

ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ೨೦೧೧ರ ಜುಲೈನಲ್ಲಿ ತಮ್ಮನ್ನು ಭೇಟಿಯಾಗಿದ್ದಾಗ ಕಾರ್ಮಿಕ ಸಚಿವರು ಇಂತಹದೊಂದು ನೀತಿಯನ್ನು ಜಾರಿಗೊಳಿಸುವ ಆಶ್ವಾಸನೆ ನೀಡಿದ್ದರು. ಆದರೆ ಈ ವರೆಗೆ ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಯಾವುದೇ ಕಾರ್ಯಕ್ರಮವಾಗಲೀ ಯಾವುದೇ ಇನ್ನಿತರ ಹೆಜ್ಜೆಗಳನ್ನು ಇಟ್ಟಿಲ್ಲ. ಆಗಾಗಿ ಈ ಪತ್ರದ ಮುಖೇನ "ರಾಷ್ಟ್ರೀಯ ಉದ್ಯೋಗ ನೀತಿ" ಜಾರಿಗಾಗಿ ಮತ್ತೆ ಮನವಿ ಸಲ್ಲಿಸುತ್ತಿದ್ದೇವೆ.

ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರದ ಹಿಂದಿನ ಅಧ್ಯಕ್ಷರು ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ಬರೆದಿರುವ ಪತ್ರಗಳ ಪ್ರತಿಯನ್ನು ಹಾಗೂ ಹಲವು ವರದಿಗಳನ್ನು ಸಹ ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಿದೆ.



(ಡಾ. ಮುಖ್ಯಮಂತ್ರಿ ಚಂದ್ರ)

ಅಧ್ಯಕ್ಷರು

ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ

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ಜನರ ಮೂಲಭೂತ ಅಗತ್ಯವಾದ ನದಿನೀರು ಬಳಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕರ್ನಾಟಕ ರಾಜ್ಯವೂ ಸೇರಿದಂತೆ ಇತರ ರಾಜ್ಯಗಳು ಅನೇಕ ಆತಂಕಗಳನ್ನು ಎದುರಿಸಬೇಕಾಗಿ ಬಂದಿದೆ. ಇದಕ್ಕೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳಲು 'ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ'ಯನ್ನು ಜಾರಿಗೆ ತರುವುದು ಅಗತ್ಯವಾಗಿದೆ.

ನೀರು ಜೀವದ್ರವ್ಯ. ಅದು ಜೀವಸಂಕುಲದ ಮೂಲ ಭೂತ ಅಗತ್ಯ. ಈ ಸಂಪನ್ಮೂಲದ ಕೊರತೆಯು ಬದುಕಿನ ಚಕ್ರವನ್ನೇ ಕಂಗೆಡಿಸಬಲ್ಲದು. ಜಾಗತಿಕ ಜನಸಂಖ್ಯೆಯ ಶೇಕಡ ೧೭ರಷ್ಟು ಜನ ಭಾರತದಲ್ಲಿದ್ದಾರೆ. ಇವರು ಬಳಸಲು ಯೋಗ್ಯವಾದ ನೀರಿನ ಪ್ರಮಾಣವು ಜಾಗತಿಕ ನೀರಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಶೇಕಡಾ ೪ರಷ್ಟು ಮಾತ್ರ ಇದೆ. ಇದೇ ಸಂಪನ್ಮೂಲದ ಬಳಕೆಯಿಂದ ಜಾಗತಿಕ ಕೃಷಿ ಯೋಗ್ಯ ಭೂಮಿಯ ಶೇಕಡ ೨.೬ರಷ್ಟು ಇರುವ ಭೂಮಿಯಲ್ಲಿ ಈ ದೇಶದ ಕೃಷಿಯೂ ನಡೆಯಬೇಕಿದೆ. ಇದೆಲ್ಲಾ ಅಂಕಿ ಸಂಖ್ಯೆಗಳು ಈ ದೇಶದಲ್ಲಿನ ನೀರಿನ ಕೊರತೆಯನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಸೂಚಿಸುತ್ತಿವೆ. ಇವುಗಳಿಗೆ ಸೇರಿಕೊಂಡಂತೆ ಬಳಸಬಲ್ಲ ನೀರಿನ ಕೊರತೆಯು ದಿನೇ-ದಿನೇ ಹೆಚ್ಚುತ್ತಲೇ ಇದೆ. ಹೆಚ್ಚುತ್ತಲೇ ಇರುವ ಜನಸಂಖ್ಯೆಯ ಜೊತೆಗೆ ದೇಶದ ಒಂದೆಡೆ ಪ್ರವಾಹವಾದರೆ ಮತ್ತೊಂದೆಡೆ ಬರಬೀಳುವ ಸಮಸ್ಯೆಯಿಂದಾಗಿ ಈ ಅತೀವೃಷ್ಟಿ ಅನಾವೃಷ್ಟಿಯನ್ನು ಮುಂಚಿತವಾಗಿ ಸೂಚಿಸುವಂತಹ ಹವಾಮಾನ ಮುನ್ಸೂಚನೆಯನ್ನು ನೀಡುವ ನಂಬಲರ್ಹ ತಂತ್ರಜ್ಞಾನದ ಅಗತ್ಯವೂ ಇದೆ. ಇವೆಲ್ಲಾ ಅಗತ್ಯಗಳ ಪೂರೈಕೆಯಾಗದಿದ್ದರಿಂದ ನೀರಿನ ಕಾರಣವಾಗಿಯೇ ವಿವಾದಗಳು ಮತ್ತು ಗಲಭೆಗಳು ಸಹ ಹೆಚ್ಚುತ್ತಾ ಇದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಭಾರತದ ಒಕ್ಕೂಟ ವ್ಯವಸ್ಥೆಯನ್ನು ಸದೃಢಗೊಳಿಸಲು ಜಲಸಂಪನ್ಮೂಲದ ಸದ್ಬಳಕೆಗೆ ಸರಿಯಾದ ಯೋಜನೆಯನ್ನು ರೂಪಿಸುವ, ಭಿನ್ನಾಭಿಪ್ರಾಯಗಳಿದ್ದಾಗ ಗಲಭೆಯೇಳದಂತೆ ನೋಡಿಕೊಳ್ಳಲು ಯೋಗ್ಯವಾದ ಕಾನೂನನ್ನು ರೂಪಿಸಿ ದೇಶದಾದ್ಯಂತ ಏಕರೂಪಿ ಜಲ ನಿರ್ವಹಣೆ ಸಾಧಿಸಲನುವಾಗವಂತಹ "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ"ಯನ್ನು ರೂಪಿಸುವುದು ಸಮಕಾಲೀನ ಭಾರತದ ಒಗ್ಗಟ್ಟನ್ನು ಕಾಯ್ದುಕೊಳ್ಳುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ತುರ್ತು ಅಗತ್ಯವಾಗಿದೆ.

ಭಾರತದಲ್ಲಿ ಅನೇಕ ಜಲ ಸಂಬಂಧಿ ಯೋಜನೆಗಳು ನಡೆಯುತ್ತಿವೆ. ಆದರೆ ಅವು ಒಗ್ಗೂಡಿದ ಆಲೋಚನೆಗಳಿಂದ ಆಗುತ್ತಿರುವ ಯೋಜನೆಗಳಲ್ಲ. ಬಳಕೆ, ಪರಿಸರದ ಉಳಿವು ಮತ್ತು ಸಾರ್ವಜನಿಕರಿಗೆ ಪರಿಪೂರ್ಣ ಲಾಭ ದೊರಕುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬಹುತೇಕ ಯೋಜನೆಗಳು ರೂಪಿತವಾಗಿಲ್ಲ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ" ರೂಪಿಸುವುದು ಅಗತ್ಯವಾಗಿದೆ.

ಅಂತರ್‌ಪ್ರದೇಶೀಯ, ಅಂತರ್‌ರಾಜ್ಯ ಮತ್ತು ಅಂತರ್‌ವರ್ಗೀಯ ನೀರಿನ ವಿವಾದಗಳಿಂದ ಸಂಬಂಧಗಳಲ್ಲಿ ಬಿರುಕು ಮೂಡಿ, ನೀರಿನ ಬಳಕೆಯು ಸಮರ್ಪಕವಾಗಿ ಆಗುತ್ತಿಲ್ಲ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ" ರೂಪಿಸುವುದು ಅನಿವಾರ್ಯವಾಗಿದೆ.

ಜಲ ಸಂಪನ್ಮೂಲ ಕುರಿತಂತೆ ರೂಪಿಸಲಾಗುವ ಎಲ್ಲಾ ನೀತಿಗಳನ್ನೂ, ಮೂಲಭೂತವಾಗಿ ಯೋಜನೆ- ಅಭಿವೃದ್ಧಿ ಮತ್ತು ನೀರಿನ ನಿರ್ವಹಣೆ ಕುರಿತಂತೆ ಪ್ರಾದೇಶಿಕ, ರಾಜ್ಯ ಮತ್ತು ರಾಷ್ಟ್ರದ ಐಕ್ಯತೆಗೆ ಧಕ್ಕೆ ಬರದಂತೆ, ವೈಜ್ಞಾನಿಕವಾಗಿ ರೂಪಿಸುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿಯೂ "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ"ಯು ಅಗತ್ಯವಾಗಿದೆ. ಇಂತಹ ನೀತಿಗಳಲ್ಲಿ ಸಾಮಾಜಿಕ ನ್ಯಾಯವನ್ನಾಧರಿಸಿದ ನೀರಿನ ಬಳಕೆ ಕುರಿತಂತೆ ಕಾನೂನುಗಳನ್ನು ರೂಪಿಸುವ ಅಗತ್ಯ ಇಂದು ಹಿಂದಂದಿಗಿಂತಲೂ ಹೆಚ್ಚಾಗಿದೆ.

ನೀರನ್ನು ಸಮಾಜದ ಮೂಲಭೂತ ಸಂಪನ್ಮೂಲ ಎಂಬಂತೆ ಗುರುತಿಸಿ ಆಹಾರ ಭದ್ರತೆ, ಜೈವಿಕ ಅಗತ್ಯಗಳ ಪೂರೈಕೆ, ಮತ್ತು ಸಮಾನ ಹಾಗೂ ಸುಸ್ಥಿರ ಅಭಿವೃದ್ಧಿಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಾಮುದಾಯಿಕ ಸಮಿತಿಯ ಮೂಲಕ ನಿರ್ವಹಿಸುವಂತೆ ಆಯಾ ರಾಜ್ಯ ಸರ್ಕಾರಗಳೇ ಪ್ರಾದೇಶಿಕ ಮಂಡಳಿಯನ್ನು ನಡೆಸುವಂತಹ ನೀತಿಯನ್ನು "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ" ಒಳಗೊಳ್ಳಬೇಕಿದೆ.

ನದಿ ಪಾತ್ರದಲ್ಲಿನ ಸಂಪೂರ್ಣ ಸಂಪನ್ಮೂಲದ ಸದ್ಬಳಕೆಯನ್ನು ಗುರಿಯಾಗಿರಿಸಿಕೊಂಡು "ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ"ಯು ಸಿದ್ಧವಾಗಬೇಕಿದೆ. ನೀರಿನ ಗುಣಮಟ್ಟ ಮತ್ತು ಲಭ್ಯತೆಯು ನೇರವಾಗಿ ಸಂಬಂಧ ಉಳ್ಳಂತಹದ್ದು. ಅದರಿಂದಾಗಿ ಇವೆರಡೂ ವಿವರಗಳನ್ನೂ ಗಮನದಲ್ಲಿರಿಸಿಕೊಂಡಂತೆ ಜಲ ಸಂಪನ್ಮೂಲ ನಿರ್ವಹಣೆಯಿಂದ ಮಾತ್ರ ಸುಸ್ಥಿರತೆ ಸಾಧ್ಯ.

ಅಂತರರಾಜ್ಯ ನದಿ ಮತ್ತು ನದಿ ಕಣಿವೆಯ ಗರಿಷ್ಠ ಅಭಿವೃದ್ಧಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ಸಾಂವಿಧಾನಿಕ ನೀತಿಯನ್ನು ಸಹ “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯು ರೂಪಿಸಬೇಕಿದೆ. ಲಭ್ಯ ಸಂಪನ್ಮೂಲವನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ನೀರಿನ ಎಲ್ಲಾ ಲಭ್ಯ ರೂಪಗಳನ್ನು ಗುರುತಿಸಿ (ಹೀರಿಕೊಂಡ ನೀರು, ಮಣ್ಣಿನ ತೇವಾಂಶ, ಅಂತರ್ಜಲ ಮತ್ತು ಮೇಲ್ಮಟ್ಟದಲ್ಲಿ ದೊರೆತ ಜಲ) ಪೂರ್ಣ ಪ್ರಮಾಣದ ಹಾಗೂ ಇಳಿಮೇಡು ಪ್ರದೇಶ ಮತ್ತು ಜಲಾನಯನ ಪ್ರದೇಶಗಳ ಸಮತೂಕದ ಅಭಿವೃದ್ಧಿಯ ದೃಷ್ಟಿಕೋನದಿಂದ ಬಳಸಲನುವಗುವಂತಹ ಸಾಂವಿಧಾನಿಕ ನೀತಿಯನ್ನು ರೂಪಿಸುವುದು “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯ ಪ್ರಧಾನ ಆಶಯವಾಗಬೇಕಿದೆ. ಈ ಎಲ್ಲಾ ವಿವರಗಳ ಜೊತೆಗೆ ಜಲಾನಯನ ಪ್ರದೇಶದ ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿಗೆ ಆಯಾ ವಲಯದಲ್ಲಿ ಲಭ್ಯವಾಗಿರುವ ನೀರಿನ ನಿರ್ವಹಣೆ ಮತ್ತು ಸುಸ್ಥಿರ ಬಳಕೆಯನ್ನು ಸಾಧಿಸಲು ಅಗತ್ಯವಾದ ಸಾಂಸ್ಥಿಕ ಅಧಿಕಾರವನ್ನು ಸಹ “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯಿಂದಲೇ ಒದಗಿಸಬೇಕಿದೆ.

ಸದ್ಯದ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿ, ನದಿ ನೀರು ಸಂಗ್ರಹಣೆಯ ವ್ಯವಸ್ಥೆಗಳಲ್ಲಿ ಸೇರುತ್ತಿರುವ ಹೊಳೆಗಳ ಕಾರಣವಾಗಿಯೇ ಲಭ್ಯ ನೀರಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಇಳಿಕೆಯಾಗುತ್ತಿದೆ. ಬಹುತೇಕ ನದಿಗಳು ಅಂತರರಾಜ್ಯಗಳಲ್ಲಿ ಹರಿಯುತ್ತಿವೆ. ಇವುಗಳ ಜಲಾನಯನ ಪ್ರದೇಶಗಳು ಎರಡೂ ರಾಜ್ಯಗಳಲ್ಲಿ ಇವೆ. ಹೀಗಾಗಿ ಎರಡೂ ರಾಜ್ಯಗಳ ನೀರಿನ ಬಳಕೆಯನ್ನು ಕುರಿತಂತೆ ಭಿನ್ನಾಭಿಪ್ರಾಯಗಳು ಹುಟ್ಟಿದಂತೆ ನೆರವಾಗಬಲ್ಲ ಕೇಂದ್ರ ಸರ್ಕಾರವೇ ಸ್ಥಾಪಿಸುವ ಸಂಸ್ಥೆಯೊಂದರ ಮೂಲಕ ನಿರ್ವಹಣೆ ಆಗಬೇಕಿದೆ. ಈ ಸಂಸ್ಥೆಯು ನೀರಿನ ಹಂಚಿಕೆ ಎಂಬ ದೃಷ್ಟಿಯಿಂದ ಸಮಸ್ಯೆಯನ್ನು ನೋಡದೆ ನೀರಿನ ಬಳಕೆ ಎಂಬಂತೆ ಪ್ರತೀ ಸಮಸ್ಯೆಯನ್ನು ಗಮನಿಸಿ, ಆಯಾ ಪ್ರದೇಶ ಸಮಸ್ಯೆಗಳನ್ನು ಆಯಾ ಪ್ರದೇಶದ ನೀರನ್ನು ಬಳಸುವ ಕೃಷಿಕರೊಂದಿಗೆ ಸಮಾಲೋಚಿಸಿ, ಆಯಾ ಕಾಲಕ್ಕೆ ಯೋಗ್ಯವಾದ ತೀರ್ಮಾನಗಳನ್ನು ನೀಡಿ ಭಾರತದ ಒಕ್ಕೂಟ ವ್ಯವಸ್ಥೆಯು ಸೌಹಾರ್ದಯುತವಾಗಿ ಉಳಿಯುವಂತೆ ನಿರ್ವಹಿಸಲು ಅನುಕೂಲ ಒದಗಿಸುವ ಕಾರ್ಯವು “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯಿಂದ ಆಗಬೇಕಿದೆ.

ಆಯಾ ರಾಜ್ಯಗಳಿಗೆ ನೀಡಲಾಗಿರುವ ನೀರಿನ ಬಳಕೆಯ ಮಿತಿಗಳನ್ನು ಆಧರಿಸಿದಂತೆ ಎಲ್ಲಾ ರಾಜ್ಯಗಳ ಜಲಾನಯನ ಪ್ರದೇಶಗಳ ಅಭಿವೃದ್ಧಿಯೂ ಸಮಾನವಾಗಿ ಆಗುವಂತೆ ಕೇಂದ್ರ ಸರ್ಕಾರವು “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯನ್ನು ರೂಪಿಸಬೇಕಿದೆ.

ಎಲ್ಲಾ ಜಲ ಸಂಬಂಧಿ ನ್ಯಾಯಾಧಿಕರಣಗಳ ಎದುರಿಗೆ ಬರುವ ವಿವಾದಗಳನ್ನು ತ್ವರಿತವಾಗಿ ಹಾಗೂ ಸಕಾಲದಲ್ಲಿ ಇತ್ಯರ್ಥವಾಗುವಂತೆ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಸಕಾರಾತ್ಮಕ ನಿಲುವು ತೆಗೆದುಕೊಳ್ಳಬೇಕಿದೆ. ಕೇಂದ್ರ ಸರ್ಕಾರದ ಇಂತಹ ನಿಲುವಿನಿಂದ, ಅಭಿವೃದ್ಧಿ ಯೋಜನೆ ಮತ್ತು ಜಲಸಂಪನ್ಮೂಲದ ಸುಸ್ಥಿರ ನಿರ್ವಹಣೆಯು ದೇಶದಾದ್ಯಂತ ವೃತ್ತಿಪರವಾಗಿ ಆಗುವುದು ಸಾಧ್ಯ ಹಾಗೂ ಅಂತರರಾಜ್ಯ ಜಲವಿವಾದಗಳು ದೇಶದ ಒಟ್ಟು ಆಶಯಕ್ಕೆ ಧಕ್ಕೆ ಬರದಂತೆ ಇತ್ಯರ್ಥವಾಗಿ, ಒಕ್ಕೂಟ ವ್ಯವಸ್ಥೆಗೆ ಇರಬಹುದಾದ ಅಪಾಯಗಳನ್ನು ತಪ್ಪಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯನ್ನು ಸಿದ್ಧಗೊಳಿಸಬೇಕೆಂದು ಕೇಂದ್ರ ಸರ್ಕಾರದ ಜಲಸಂಪನ್ಮೂಲ ಸಚಿವರಿಗೆ ಈ ಮನವಿಯನ್ನು ನೀಡುತ್ತಿದೆ ಮತ್ತು ಇದನ್ನು ಆದ್ಯತೆಯ ವಿಷಯವಾಗಿ ಪರಿಗಣಿಸಿ “ರಾಷ್ಟ್ರೀಯ ಜಲ ನೀತಿ”ಯನ್ನು ಜಾರಿಗೊಳಿಸಲು ಶೀಘ್ರವಾಗಿ ಕ್ರಮ ಕೈಕೊಳ್ಳಬೇಕೆಂದು ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರವು ದೆಹಲಿಗೆ ಕರೆತಂದಿರುವ ನಿಯೋಗವು ಮನವಿ ಸಲ್ಲಿಸುತ್ತಿದೆ.



(ಡಾ. ಮುಖ್ಯಮಂತ್ರಿ ಚಂದ್ರು)

ಅಧ್ಯಕ್ಷರು

ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ

ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ

ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು

ದೆಹಲಿಗೆ ತೆರಳಿರುವ ನಿಯೋಗದ ಪ್ರತಿನಿಧಿಗಳ ಪಟ್ಟಿ

1. ಡಾ. ಮುಖ್ಯಮಂತ್ರಿ ಚಂದ್ರು, ಅಧ್ಯಕ್ಷರು, ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ.
2. ಶ್ರೀ ಗೊ.ರು. ಚನ್ನಬಸಪ್ಪ, ಮಾಜಿ ಅಧ್ಯಕ್ಷರು, ಕನ್ನಡ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
3. ಪ್ರೊ. ಹಂಪಾ ನಾಗರಾಜಯ್ಯ, ಸಾಹಿತಿಗಳು, ಬೆಂಗಳೂರು.
4. ಪ್ರೊ. ಎಂ. ಹೆಚ್. ಕೃಷ್ಣಯ್ಯ, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಬೆಂಗಳೂರು.
5. ಡಾ. ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ, ಚಲನಚಿತ್ರ ನಿರ್ದೇಶಕರು ಹಾಗೂ ಸಾಹಿತಿಗಳು. ಬೆಂಗಳೂರು.
6. ಶ್ರೀ ಪುಂಡಲೀಕ ಹಾಲಂಬಿ, ಅಧ್ಯಕ್ಷರು, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು. ಬೆಂಗಳೂರು.
7. ಡಾ. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ, ನಿರ್ದೇಶಕರು, ಇಂಡೋ-ಅಮೇರಿಕನ್ ಸಂಶೋಧನಾ ಸಂಸ್ಥೆ, ನವದೆಹಲಿ.
8. ಪ್ರೊ. ಕೆ. ಇ. ರಾಧಾಕೃಷ್ಣ, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಬೆಂಗಳೂರು
9. ಡಾ. ನಾಗತಿಹಳ್ಳಿ ಚಂದ್ರಶೇಖರ್, ಚಲನಚಿತ್ರ ನಿರ್ದೇಶಕರು ಮತ್ತು ಸಾಹಿತಿಗಳು, ಬೆಂಗಳೂರು.
10. ಡಾ. ವಾಮನ್ ಆಚಾರ್ಯ, ಅಧ್ಯಕ್ಷರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮಾಲಿನ್ಯ ನಿಯಂತ್ರಣ ಮಂಡಳಿ, ಬೆಂಗಳೂರು.
11. ಶ್ರೀ ಬೈಕೆರೆ ನಾಗೇಶ್, ನವದೆಹಲಿಯ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ವಿಶೇಷ ಪ್ರತಿನಿಧಿ, ಕರ್ನಾಟಕ ಭವನ, ನವದೆಹಲಿ.
12. ಡಾ. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರ, ಜಾನಪದ ತಜ್ಞರು, ಬೆಂಗಳೂರು.
13. ಶ್ರೀ ಬಿ. ಸುರೇಶ್, ಚಲನಚಿತ್ರ ನಿರ್ದೇಶಕರು ಮತ್ತು ಕಲಾವಿದರು, ಬೆಂಗಳೂರು.
14. ಶ್ರೀ ಎಂ.ಹೆಚ್. ಶ್ರೀಧರ್, ಸಾಮಾಜಿಕ ಕಾರ್ಯಕರ್ತರು, ಬೆಂಗಳೂರು.
15. ಶ್ರೀ ರಾ. ನಂ. ಚಂದ್ರಶೇಖರ್, ಸಂಚಾಲಕರು, ಕನ್ನಡ ಗೆಲೆಯರ ಬಳಗ, ಬೆಂಗಳೂರು.
16. ಶ್ರೀ ಸಿದ್ದಯ್ಯ, ಅಧ್ಯಕ್ಷರು, ಕರ್ನಾಟಕ ಕಾರ್ಮಿಕ ಸಂಘಟನೆಗಳ ಒಕ್ಕೂಟ, ಬೆಂಗಳೂರು.
17. ಡಾ. ವಿ.ಜಿ. ಹೆಗಡೆ, ಅಧ್ಯಕ್ಷರು, ದೆಹಲಿ ಕರ್ನಾಟಕ ಸಂಘ, ನವದೆಹಲಿ.
18. ಡಾ. ಕೆ. ಮುರಳಿಧರ, ಕಾರ್ಯದರ್ಶಿಗಳು, ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ
19. ಶ್ರೀ ಎಂ. ಶಿವಪ್ರಕಾಶ್, ವಿಶೇಷ ಕರ್ತವ್ಯಾಧಿಕಾರಿಗಳು, ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ವಿಶೇಷ ಆಹ್ವಾನಿತರು

ಕರ್ನಾಟಕ ರಾಜ್ಯವನ್ನು ಪ್ರತಿನಿಧಿಸುವ ಗೌರವಾನ್ವಿತ ಕೇಂದ್ರದ ಸಚಿವರು ಹಾಗೂ ಗೌರವಾನ್ವಿತ ಸಂಸದರುಗಳು.

Dr. Mukhyamanthri Chandru
Chairman
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Room No. 338, 3rd Floor
Vidhana Soudha, Bangalore - 01

No. KDA/Ch/436/2012-13

Dated: 30-11-2012

Respected Sir,

Subject: A Memorandum Regarding the Challenges Faced by the people across the country

Your Goodness is well aware of the problems faced by the people across the country. Some of these are personally known to you. We are enlisting below a few challenging issues which need your kind attention on priority and demands immediate action.

1. **National Education Policy is to be framed with stress on imparting primary education in mother tongue/regional language. It is also necessary to maintain uniformity in education.**
2. **A National Employment Policy has to be formulated with due importance given to local people in all employment opportunities.**
3. **A National Policy of river water utilisation and Interstate water dispute needs immediate attention to redress the issues amicably.**

In this regard Kannada Development Authority led a delegation consists of senior literateurs, education experts, cultural and labour leaders, and social organisations had met and discussed these issues in previous years with Union Ministers and Secretaries of Government of India by submitting a detailed memorandum to formulate the National Policy on the above issues raised by Kannada Development Authority, the Government of Karnataka, But these issues have not been resolved positively by the Central Government.

Once again we made an efforts to impress upon the Central Government to formulate National Policy regarding the above mentioned issues raised by the Kannada Development Authority, Government of Karnataka.

A detailed report on each of the above issues is separately enclosed for your kind perusal. We hope you will go through them in detail and respond positively to over come all these challenges by raising these issues in Parliamentary session.

We once again request you to consider the issues mentioned above and help us to resolve the problems at an earliest.

Thank you,

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Your's Faithfully

Dr. Mukhyamantri Chandru
Chairman
Kannada Development Authority

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National Education Policy is to be framed with stress on imparting primary education in mother tongue/regional language. It is also necessary to maintain uniformity in education.

It is every one's dream that universal and good quality education is provided to all in the country. It is a well known psychological fact that children blossom and quality education is possible only when education at the elementary level is imparted through the mother tongue. A memorandum with full details to implement mother tongue as a medium of instruction was submitted by a delegation led by Kannada Development Authority during 2011, but, so far the central government has not taken any concrete steps in this regard. Hence, to remind your goodself. We once again submit proposals for your kind consideration.

- Primary Education viz., from 1st standard to 5th standard should be imparted through the mother tongue/state language.
- The Government of Karnataka after appreciating this fact, brought into effect a language policy on 19-06-1989. According to this policy all children in the state should study from 1st standard to 5th standard with the state language as the medium of instructions. This policy was questioned in the Hon'ble Supreme Court (WP (civil) No. 536/1991). The Hon'ble Supreme Court appreciated and upheld the language policy of the Government and dismissed the writ petition. In pursuance of the judgment of the Supreme Court, the Government of Karnataka has implemented a Uniform policy in Education on 29th April 1994. According to this policy education in the State should be imparted at the primary level to all children studying from 1st standard to 5th standard in the State language only.
- Certain interests in the private school management filed a writ petition in the High Court of Karnataka questioning the Comprehensive Language Policy of the Government of Karnataka. The High Court of Karnataka in its judgment dated 2-07-2008 said that the Comprehensive language Policy of Government of Karnataka shall apply only to the schools receiving grant in aid from the Government and shall not apply to unaided institutions.
- The Government of Karnataka appealed to the Supreme Court of India against the judgment of the High Court (SLP (civil) 17139-18163/2008.) the judgment of the Supreme Court of India SC 1702/1994 had heard the matter and the Judgment is reserved.

- The contents of this judgment may have far reaching implication on the educational policy of not only of Karnataka but also of the entire Nation. For this reason, the Government of India should also implead in this case as a respondent and help the suprem court to take a decision that would be taken on a highly sensitive issue of imparting education in state language to become conclusive for the over all education policy in India.

The Comprehensive Language Policy of the Government of Karnataka, which is under examination before the Supreme Court of India is formulated under section 350A of the constitution, by taking into consideration in the yashpal committee.

Apart from this all eminent Education Experts and Language Experts have also opined that Elementary Education should be done in State Language (Mother tongue). Therefore Central Government should take a lead in formulating a policy on the lines of the stand taken by the Supreme Court of India regarding imparting education in mother tongue.

In this connection, while reminding that under the free and compulsory education scheme to all the children of the Nation as envisaged under the Comprehensive Education Act of 2008. We wish to impress upon you that children will be benefited by education only when education is imparted in the mother tongue.

This is not a matter connected only to the language spoken by a particular state. The future of many regional languages of this country is dependent on this. There is an urgent need to formulate "Comprehensive National Education Policy" by the Central Government at the earliest, so that conflict situation like this does not arise in future. At this juncture, we appeal and request Central Government to take appropriate action at the earliest to be the leader in development of regional languages as envisaged while reorganizing the states on linguistic basis.



Dr. Mukhyamanthri Chandru
Chairman
Kannada Development Authority

Encl : Related 11 Documents.

Enclosure 1 for memorandum on 'National Education Policy'

**Extract From the Judgement of
Chief Justice Venkataswamy & Justice Mohan
in the High Court of Karnataka
English Medium Students Parents Association
v/s
State of Karnataka & Others
v/s
Channagiri Taluk Urdu Language School Development Association & Others**

Mahatma Gandhi, the Father of the Nation, on more than one occasion emphasised on the mother tongue being the medium of instruction. He forcefully said,

“The baby takes its first lesson from its mother. I therefore, regard it as a sin as against the motherland to inflict upon her children a tongue other than their mother for their mental development.”

All educational experts are uniformly of the opinion that pupils should begin their schooling through the medium of their mother tongue. There is great reason and justice behind this. Where the tender mind of the children are subject to an alien medium the learning process becomes unnatural. It inflicts a cruel strain on the children, which makes the entire transaction mechanical. Besides, the educational process becomes artificial and torturous. The basic knowledge can easily be garnered through the mother-tongue. The introduction of a foreign language tends to threaten to atrophy the development of mother tongue. When the pupil comes of age and reaches the 5th standard level, the second language is introduced.

Again to quote Mahatma Gandhi:

“The medium of instruction should be altered at once and at any cost, the provincial languages being given their rightful place. I would prefer temporary chaos in higher education to the criminal waste that is daily accumulating.”

In D.A.V. College vs. State of Punjab (1971 Supp 688) at pages 703-704 it was held thus:

“Sub-section (3) of Section 4 also does not in our view transgress the guarantee under Articles 29 (1). Whether one may like it or not, linguistic States in this country have come to stay. The purpose and object of these linguistic states is to provide with greater facility the development of the people of that area educationally, socially and culturally, in the language of that region but while the State or the University has every right to provide for the education of the majority in the regional medium, it is subject to the restrictions contained in Articles 25 to 30.”

As rightly contended by the learned Advocate General where the State by means of the impugned G.O. desires to bring about academic discipline as a regulatory measure it is a matter of policy. The State knows how best to implement the language policy. It is not for the Court to interfere. In Hindi Hitrakshak Samiti and other vs. Union of India (1990 (1) SCR 588) this lays down at page 592 as under:

“It may be that Hindi or other regional languages are more appropriate medium of imparting education to very many and it may be appropriate and proper to hold the examination, entrance or otherwise, in any particular regional language because of development of that language, is not yet appropriate medium to transmute.”

Enclosure 2 for memorandum on 'National Education Policy'

MEDIUM OF INSTRUCTION

(FUTURE OF OUR COUNTRY AND INTELLIGENCE OF THE COMING GENERATION OF OUR COUNTRY)

(COMPILED BY : CV SRINATH SASTRY, (THIS WRITE UPS ARE THE CONSOLIDATED CONCEPTS WHICH HAVE COME UP DURING INDEPTH DISCUSSIONS HELD AMONG H. NAGABHUSHANARAO, PROF. PANDITARADHYA, SRI S. R. SUDARSHAN, DR. C.R. CHANDRASHEKAR, PROF. N. S. RAGHUNATH, DR. G. PURUSHOTTAMA, PROF. G. RAMAKRISHNA AND OTHERS)

- The problem is the selection of a language as the medium of instruction at the primary school in India.
- Being a multilingual country and the necessity of English for higher studies, choice of the language for teaching in Primary schools is creating problems in every state of India.
- **The objective of education is to make children intelligent.**
- **Education should help the children**
 - to remember the things that they see, read and hear about
 - to show interest to know more about what they have already learnt
 - to think about the subjects implanted in their mind, as and when required
 - to recapitulate, analyze and churn the learnt things and by doing so, come to know of novel ideas.
- **All this mean that the aim of primary education is to develop**
 - high Intelligence Quotient, confidence and enthusiasm in their studies,
 - understanding the basic issues and the ideas covered in the lessons they study,
 - as well as all positive aspects of life,

among our children (future generation of our country).
- These are the important mental qualities to be developed at the early age which are expected and desired by one and all. This only leads to intelligent personality development.
- **The following are the results of deep research conducted by psychologists all over the world**
 - The above most important basic characteristics of intelligence concerning the brain of a man will develop in childhood days and up to the age of 12 years only.
 - Only those children who develop such qualities will learn better and become men of intelligence in future.
- Hence, for the children to become intelligent, the language of learning in their education is of utmost importance.
- Till they attain the age of 10 or 12 years, the medium of instruction should be their mother tongue.
- More importantly, the language to be used for instruction should be **scientific, structured, unambiguous, context independent and phonetically coherent.**
- **Indian languages are most scientific, structured, unambiguous, context independent and phonetic.**
- **We should note that all Indian languages under our constitution are phonetic languages and all have the same structure with their base in SAMSKRUTH. They just differ in script.**
- **English is most unscientific, unstructured, ambiguous, context dependent and non-phonetic.**

- Many internationally known scientists whose mother tongue is English and many Indian linguists have expressed the merits of Indian languages and the demerits of English language.
- There is a great confusion in the spelling and pronunciation of most of the words in English.
- **More than 90 percent of the children who are forced upon with English medium in their elementary stages of learning are suffering with problems like**
 - Their brains do not blossom and they cannot develop interest in learning.
 - They cannot comprehend any subject properly, cannot do independent thinking on the subject of learning.
 - They are forced to memorize spellings of hundreds of words and sentences without knowing the real contents of the subject.
 - They become machines to remember, originality in thinking will not develop and these will hinder development of creative thinking.
 - They feel learning activity is an inevitable load of work and will not have much interest in the subjects of their study.
 - The result is low Intelligence Quotient, less confidence and enthusiasm in their studies among those who are pushed to English medium at the primary level.
- **Most of these issues are also also applicable to children whose mother tongue is English.**
- **As per the above scientific and communicative facts it is proper and most appropriate that the language of primary education in India should be the state language (or mother tongue) and not English at least till the children attain the age of 12 years.**
 - ◆ **English is not all suitable as the medium of instruction at the primary level.**
 - ◆ **Children will have the capability to learn three or four languages simultaneously. Hence they can learn effectively in the medium of any of the Indian sister languages and also two or three other Indian languages. But English cannot be included in this list of languages of study.**
- It is a well-known fact that most of the students, Engineers and scientists of foreign countries with English as their mother tongue are far inferior in their I.Q. in comparison with their Indian counterparts.
- Children in primary education who are exposed to an Indian language (language of the state in which they are situated) as the medium of instruction till the age of 12 years can comprehend, learn, express and think better and will have good capacity in writing on their own with the development of a tendency to express their independent thinking.
- **As we have already understood, our children can easily and positively acquire high intellectual capabilities if they study in the medium of one of the Indian languages (state language or mother tongue) at least up to the age of 12 years.**
- Since English is an inevitable and essential tool, it could be introduced as a language only after the fifth standard.
- Introducing English after this stage will not affect the already developed mental capabilities of the children.
- **Then the children**
 - ◆ can just spend the required mental energy on the spelling and other problems of English only to the required extent, without hampering other activities of the brain.
 - ◆ will not just indulge in memorizing the lessons.

- ◆ the important tendency already developed in the earlier classes to think about the subject will continue to work in their mind.
- ◆ English they learn as a language will be more meaningful and interesting.
- They can withstand all the ambiguous, unstructured, non-phonetic and other disturbing properties of English and can get better control over English in a short time.
- Children who are exposed to such a mode of English learning in the English class will have no problems in their higher studies when they change over to English medium.
- English learning should be a road lamp to further read and understand technical and scientific literature.
- **We should again note that by the time we introduce English at the 5th standard, the minds of children would have blossomed because of their learning in the scientific language up to that age.**
- They will have healthy and evolved brains; their independent thinking aptitude is established;
- They will no longer be mimicking machines.
- After this age and having learnt in one of our languages, they can easily pick up spellings of English words and digest them without hampering their intelligence for other learning activities.
- Their English will match to those who are pushed to English medium from nursery or first standard. They can easily change over to English medium at High School or PUC level.
- This is the experience of many of the people who have attained very high intellectual positions.
- In fact, to name a few, Dr. Abdul Kalam had studied in Tamil medium up to SSLC, Prof. U R Rao, Prof. C N R Rao in Kannada medium. This is true of most of the famous Teaching faculty, Scientists, Engineers, Technologists and Public servants in different states of our country.
- This is the required educational system at present for our children in our country.
- **At present, the most important action to be taken for the general requirement is that English should be taught as a language only from 5th standard and it should be communicative and also conversational.**
- Teachers have to be instructed properly towards this methodology and if necessary training should be given to them for this purpose.
- English may be considered as the medium of instruction from the 8th standard or Pre-university level.
- At present, children in rural areas have an edge over those in urban areas in the examination results.
- It is necessary to clear all the fears and anxiety of the people who are worried about not introducing English right from the nursery stage itself by real and scientific facts.
- Even though the medium of instruction is in the local language (most scientific Indian languages) other than English, English can be taught well after fifth standard and encourage students to develop conversational skill in English. Teachers should be trained for this purpose.
- All true and scientific aspects about the danger in introducing English right from nursery itself should be made known to the parents and public in general.
- But of late, they are being swept away by the craze of English, which has resulted in the establishment of English medium primary schools by vested interests in rural and remote areas throughout the country.
- All these have been said keeping in view the necessity to help for the intelligent personality

development of our children in all communities, backward classes, children from urban and rural areas as well.

- **We should note that primary education in any country in the world is its mother tongue only.**
- **English is not the medium of instruction at the primary level let alone in Japan, Germany, Israel, Italy etc. but also in France which is only a few miles away from England!**
- **Scot is the language of learning in Scotland, which is adjacent to England. Similarly Irish in Ireland!**

What should be the language for study?

- We should note that primary education in any country in the world is its mother tongue only.
- English is not the medium of instruction at the primary level let alone in Japan, Germany, Israel, Italy etc. but also in France which is only a few miles away from England!
- Scot is the language of learning in Scotland, which is adjacent to England. Similarly Irish in Ireland!
- Sixty three years have been completed after independence.
- States have been formed more than 50 years ago.
- Unfortunately Indian languages are being systematically removed as the medium of instruction in primary schools.
- Endless discussions are going on in all the states and also at the national level to decide whether the state language or English should be the language of teaching.
- Unfortunately, Karnataka High court has recently passed orders supporting English as the medium of learning in Karnataka.
- All educationists, language experts, Psychologists, great thinkers and experts in the educational field have unequivocally telling that mother tongue should be the medium of instruction in the primary education for the children. Lots of documents have come out in this regard. The following are some of the important portions of the written documents of some great thinkers.

Mahatma Gandhi

- We may not without committing national suicide, neglect the mother tongue and make English the vehicle of our thought ... In no other country do we find the state of things as we do here. We have paid dearly for having all these years learnt everything through the medium of English language. We have strayed from the path of duty. (21.06.1928)
- Whatever I have learnt In Physics, Chemistry, Mathematics in English medium in a period of four years, I would have learnt the same in just one year if the medium was my mother tongue Gujarathi.

Ravindranath Tagore

- The language of the children and the language of learning are different only in India. When the student is learning in the foreign language, he will not be able to get control over the subject of learning and he will just memorize the lessons.
 - English is a language most foreign to us. Formation of words, sentence construction and other language issues in English are confusing and cannot be compared to the best and well structured Indian languages.
 - The contents of the sentences in English and the meanings they communicate are all foreign based. Before learning the subject they study and the concentrating on the same, children

have to spend most of their time to bi-heart spelling of hundreds of words.

- Hence children are moulded to just swallow the sentences without churning the same.
- The problem with our children is that they have to bear very heavy memorising burden on their mind.
- This is the most unfortunate problem being faced by children when they learn in English medium. Because of this, children move from childhood days to younger days by just carrying a heavy burden and pressure of words in their mind.
- They become just the lowest labourers in the world of learning.
- Because of this, all-round mental and intellectual evolution will not take place.
- When we enter education field in English medium, we cannot play as per our real mental activities.
- We just move around applying a foreign language on our mind.
- We have to understand that English is only a tool and is not the language of our self.
- The situation is that we have to pay a very heavy mental price for a small amount of learning.
- We pray almighty that hungry for learning, mind for learning and the language to achieve all these should correlate and give good mental solution.
- Unfortunately, we cannot achieve these through English as the language medium of learning.

(These are the valuable and real aspects expressed (about 110 years ago) by Sri Ravindranath Tagore about education in English at the younger age, Unfortunately, we are unable to follow suitable ways to develop a most useful educational system in our country for the upcoming of the best and most intelligent future generation. Even though these issues are discussed widely, there are no action points to effectively implement them in our system of education.)

Kothari Commission

Action should be taken at the earliest to introduce local languages as the medium of instruction at the university level.

M G K Menon, Famous Scientist

Personal thinking is very important for science learning. This is not possible in English in our country. Because, most of the people cannot understand English and it is not the language of the society. Firm base of the language is required for original thinking. We learn just piecewise English. Hence, with English medium, majority of the people cannot have original thinking in science. Hence regional languages should be the medium of instruction.

Prof. K V Puttappa, Rashtrakavi

- If we do not relieve our children from the high unnecessary mental pressure created by English, it is a total waste of crores of rupees that we are spending on education. Even before independence Mahatma Gandhi had told 'Education through foreign language has made the intelligence of our children as a ball to play; it has weakened their nerves; it has made them just memorizing machines; they have become useless to do any original work'.
- If I was a dictator, I would have immediately stopped education through this foreign language; ordered to bring new changes in education. Those who do not like this procedure would have lost their jobs. There is no need to wait for the text books. They will come at a later stage. Whatever may be the situation, the medium of instruction should change immediately. Any minor disturbances that may take place because of this are only temporary'.

- It is necessary that Desha Bhasha should be the medium of instruction at all levels of education. This is not just the sayings of a few language affectionists with bad intensions or one-sided feelings. In the background of this we should note that these are the factual results emerged out of wide thinking, deep discussions and communications for the necessity of all round progress of our country and all types of intellectual development of our students. The most usefulness of teaching in Desha Bhasha medium has been forcefully stressed right from great educationist Dr. Amaranath Jha to great national leaders like Mahatha Gandhiji. The Sadler committee and the Hartog committee constituted by previous British Government which was ruling our country and foreign experts like Sir Charlswood, Sir Sargent etc. have unequivocally declared that Indian education will not be a success without Desha Bhasha medium in the education field.

Prof. V K Gokak

- Even the children from learned families should be studying in Kannada medium schools. Because, if they are not, even though they may learn some thing worth, they loose their culture. It does not mean that English should not be learnt. Modern type of English education is needed. But English medium will spoil all learning.

In olden days if the people differ in thinking, they use to say 'VEDAVAKYAM PRAMAANAM'. Now it is the advanced age. Therefore any thinking is valued if 'SAAHEBA VAAKYAM PRAMAANAM'. Hence let us see what the foreign experts say.

Prof. Rick Briggs

Editor of the international journal 'ARTIFICIAL INTALLIGENCE'
(Quoted from an article written by him during 1986 in this journal)

- 'English is most unscientific, unstructured, ambiguous, context dependent and non-phonetic language. Whereas Sanskrit is most scientific, structured, unambiguous, context independent and phonetic language. Hence Sanskrit is the most suitable language for computers and not English'.
- This remark about Samskruth is applicable to all Indian languages since all Indian languages have the same structure similar to Samskruth.
- Thus, all serious and true thinkers say from their heart that 'primary education in the mother tongue only can help to the development of intelligence, thinking abilities etc. in our children'.
- As Prof. K V Puttappa says, already many children during the past so many years have suffered in intelligence.
- Experts and thinkers in this field have brought out the important aspects about this problem and have given the best and workable solutions.
- At least now, the central and all State Governments should pass orders prescribing the state language as the medium of instruction in all the schools of the state. Actions should be initiated to come over any legal and other hurdles. If this Government cannot do this, then God only should save the intelligence of our children and our country.
- This only will make our future generation to contribute to the progress and development in all fields, making India the super power in the world.

Enclosure 3 for memorandum on 'National Education Policy'

THE FIRST LEARNING IS BEST IN MOTHER TONGUE

SWAMINATHAN S ANKLESARIA AIYAR

A recent news report highlighted the fact that only 48.3% of Indian children in Class 1 could read the English alphabet, even in big capital letters. The annual education audit by the NGO Pratham showed that Gujarat had the worst record: only 25.3% of Gujarati children could read capital letters in English, and only 8% could read English sentences. To rectify this, and join the globalisation bandwagon, the Gujarat government proposes to teach English in Class 1. Other states are making similar moves.

Yet this is an error. Global research shows that children should learn reading and writing in their mother tongue first. Only after they can read fluently at a minimum of 45-60 words per minute can they absorb what they are reading. Such fluency is most easily achieved in the mother tongue. Once that is established, learning a second language becomes much easier.

Premature teaching of a second language-like English-can prevent a child from learning to read fast enough in its mother tongue. Early reading and writing is vital: children that cannot do so fluently by Class 2 will likely never catch up with classmates in higher classes.

These insights flow from research on the neurological foundations of learning. In 'Efficient Learning for the Poor: Insights From the Frontier of Cognitive Neuroscience', educationalist Helen Abadzi shows that human short-term memory works well for up to 12 seconds. So, within 12 seconds, a person should be able to read a sentence (or complete grammatical unit), process its meaning, and classify and file it within his or her mental library (what experts call "cognitive networks").

In a separate work, Abadzi writes "people must be able to read one word per second, or per 1.5 seconds at the outside, to be functional readers. If they read more slowly than that, they find that they have forgotten the beginning of their sentence by the time they reach the end." Children struggle to decode letters of a new language. If they cannot read fast enough, then all their mental attention is taken up in decoding the letters, and no attention is left for grasping the meaning of the text.

If a child cannot read quickly, it cannot follow what textbooks or teachers are conveying. All schooling can bypass such children. They can spend eight years in school and remain functionally illiterate. This, alas, is common in India.

This is not an argument against learning two or three languages. Indeed, children under 8 learn new languages most easily. But research shows that proficiency in one language makes it easier to master a second. Learning the first language expands the cognitive networks of a child's mind, making it easier to grasp the same concepts in a second language.

Rich children with pre-school education enter school with a vocabulary of 3,000 words, but poor children may have a vocabulary of just 500 words. So, poor children already struggle to keep up in Class 1. Their struggles can become intolerable if they have to learn a second language.

Abadzi recounts an experiment from Zambia. Initially, children were taught both English and the local language from Class 1. In an experiment, some schools taught only oral reading in Class 1 and English writing from Class 2. The results were astounding. Earlier, reading scores of children were on average two grades less than the standard benchmark in English, and three grades lower in the local language. But once English was introduced at a later stage, reading and writing scores shot up 575% above the benchmark in Class 1, 2,417% higher in Class 2, and 3,300 % higher in Class 3. Scores in the local language showed similar upward leaps. The system was then extended to all schools in Zambia.

This holds a lesson for India. English skills are undoubtedly important, and give us a big edge over China. Poor parents are keenly aware that English language skills improve earning ability, and so many have switched their children from government schools to private schools claiming to teach in the English medium.

Gujarati parents say, "My child already speaks Gujarati: why teach that again in school? Why not English?" That logic sounds impeccable, but is mistaken. Once a child has become good in Gujarati, it will more easily become proficient in English. The issue is not one of Gujarati versus English. Rather, good Gujarati is a sound foundation for good English.

Faced with half-empty classrooms in government schools, some state governments plan to introduce English from Class 1 to win back students. That would be a serious error.

English is important. But even more important is reading and writing in your mother tongue.

Enclosure 4 for memorandum on 'National Education Policy'

Lord Macaulay's dreams

Knowingly or unknowingly, people in power, decision makers, officials in education departments, people who establish and run private educational institutions, teachers, parents and the people in general have not thought about the serious adverse consequences by introducing English as the medium of education right from the first standard throughout India. We hope, all these people take serious note of the serious problems, which hamper the growth of intelligence among the children by introducing English right from the first standard itself.

At this stage, we have to look into a very important development against our people and our country. After observing the high intelligence level and great thinking power of Indians about 150 years back, Lord Macaulay and his group have introduced English education in India with the main purpose of reducing the intelligence of our people. This is a widely known fact.

" Lord Macaulay's address to the British Parliament on 2 February, 1835:

I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self esteem, their native culture and they will become what we want them, a truly dominated nation."

- However, local language being the medium of instruction up to SSLC level throughout India, their bad intentions to damage the intelligence of our people did not succeed.
- Unfortunately, for the last few years, Government of India and all state governments

are taking decisions to introduce English not only as the language of study but also as the medium of instruction right from the nursery level.

- There was an e-mail which says that there is a movement in India to appoint more than 6 lakh English teachers for this purpose and later on increase it to 40 lakhs and send them to every nook and corner of our country to teach conversational English to even illiterates to see that they converse only in English and forget all Indian languages. These decisions will bring down the intelligence of our future generation and are really against our country. This will lead us to become the followers of western countries in all fields.

Hence it is necessary to work for the advancement and improvement where-ever necessary to meet the present demands in the Scientific and Technological fields. It is not wise to hand over the whole educational system to foreign institutions and thus crystallize the dreams of Lord Macaulay. English has just become a necessary/useful tool for some of our activities in the world and in our own country. Its use should be limited only for such activities. But it should not become a medium for our thinking, knowledge and IQ development, our country, culture etc. In fact, English does not have such qualities at all.

Enclosure 5 for memorandum on 'National Education Policy'

Communication and Learning is easy through Mother tongue

Any language will have basic/fundamental words. The language system which prescribes the rules to write proper sentences using the words of that language is called as the syntax of that language. Even though Psychologists, Education experts and Social scientists have clearly explained that the syntax for English is very complicated, unfortunately people believe that their children will become most intelligent if they are taught in English medium right from the primary class. They try to admit their children to educational institutions which provide education in English medium right from pre-nursery class. But development of knowledge, intelligence and communication skills is easy in its mother tongue. It is easy to acquire more and more meaningful words in its mother tongue. Therefore all educational experts and psychologists are unequivocally telling that it is best to educate children in their mother tongue. There is no confusion and second opinion in this regard. Hence it is the responsibility of all parents, teachers, Governments and educational institutions to provide primary education to the child in its mother tongue only.

- Dr. C R CHANDRASHEKHAR

(Famous Neuro -surgeon and Professor,

National Institute of Mental Health and Neuro Sciences, Bengaluru)

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Enclosure 6 for memorandum on 'National Education Policy'

Teaching English right from the first standard is most unscientific

As far as the school education system is concerned, it is the general policy to provide a uniform syllabus for the particular standard. Otherwise, learning in a different language right from the beginning creates an unfortunate competition among the children. Equality will not come if everybody is taught English right from the beginning. Even though children have capabilities to learn more languages, it is an educational crime to put pressure on the children by forcing four languages on them. There is no problem if they learn in their mother tongue for the

first 3 to 4 years and then start learning English. It is most reasonable to introduce English as a language of study from the 5th standard. Children should first learn to see and understand its neighbourhood and the world. The most important qualities like observation capabilities and interest in what they here and write will develop only at this age. We get future high quality experts in different Sciences, Mathematics, Technologies, social sciences etc. at this stage only. It is not enough to teach just languages at this age. It will happen in case of English and it is definitely a big load on the children. Mother tongue should be the language and medium of study at least for the first four years. English can be taught as a language from the fifth standard and if needed English and one or two languages (Samskrutha and may be Hindi in non-Hindi states and some other Indian language in Hindi states) can be taught. This should apply to one and all in our country. In no country English will be taught leaving its mother tongue right from the first standard. If we teach English from the first standard, it is most unscientific and not worth to follow.

Dr. G RAMAKRISHNA

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Enclosure 7 for memorandum on 'National Education Policy'

THE VOICE OF INDIAN STUDENTS ON SCHOOL EDUCATION (Conclusions from a recent all-India Survey on the quality of school education)

by * **Michel Danino**,
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We have long heard that India's school system, a legacy of the colonial era, needs to be radically overhauled if it is to meet the needs of a modern and largely young nation. Yet students themselves have rarely been asked for their own impressions, much less consulted on ways to improve the quality of education.

To help fill this lacuna, the International Forum for India's Heritage (IFIH) conducted an NCERT-sponsored Survey on Education for Standards 9-12; over 11,000 students were asked to answer 72 questions. The survey was conducted in English (66%) and seven Indian languages; students (40% of them girls) were drawn from 278 schools spread over 21 States; 85% of the students were from private schools, 81% from urban schools.

The questionnaire's first part dealt with Indian culture and values, the second part with the students' experience of other aspects of the educational system; while some questions were of the yes/no type, most required the students to spell out their thoughts and suggestions, which provided a substantial qualitative feedback.

Findings on culture in education

The Survey first questioned students on aspects of Indian heritage: arts, science, festivals, traditional sports and games, literature, inspiring historical or mythical characters, yoga and spirituality. The results were striking: **91% of all students felt that they would benefit from learning elements of Indian culture.** Among the aspects of Indian culture that students would

like to learn, art comes first, followed by asanas and pranayama, physical games such as kabaddi, and meditation.

Coming to values, **only 38% of the students felt that they were acquiring some values at school**, an alarmingly low proportion; 7% specifically stated they were acquiring no values at all, 11% gave intermediate replies, and 44% did not reply at all. As regards the values which students said they would most like to practise in their own lives, honesty came first followed by truthfulness, brotherhood and friendship, duty and dharma, reverence for / inspiration from one's parents, self-perfection, courage and simplicity each, and finally nonviolence. When asked which values they felt they had acquired from stimulating stories from the Ramayana, Mahabharata, Panchatantra, etc., the categories and proportions were very similar, which reflects on the inspirational potential of such texts and stories when used as educational tools.

In a study correlating 11 different questions and defining a five-grade scale, **83% of students showed a substantial degree of interest in Indian culture or in learning about it** at school, denoting an eagerness for cultural education — undoubtedly one major finding of this Survey.

Analyzing the variables, we found that **Indian-language students value Indian culture** (including yoga and meditation) **markedly more than their English-medium counterparts**. While Tamil-medium students are the most dissatisfied as regards the attention paid to Indian culture in their curriculum students of Gujarati and Bengali mediums are those most interested in Indian culture; barring Hindi, English-medium students score the lowest. Overall, **students of rural Govt. schools showed far more interest in Indian culture**, followed by their counterparts from private urban schools. **Students of Govt. urban schools seemed the least interested**.

Findings on the quality of the educational system

The Survey highlighted aspects of the students' experiences at school.

Mother tongue vs. English: **47% of the students feel that the mother-tongue medium is the best** to facilitate understanding (against 24% who favour English). This feeling is especially strong in Govt. schools (63%), and among students studying in Bengali, Kannada, Tamil and Gujarati. **Even among English-medium students, 40% favour the mother-tongue medium**.

- **Competition:** Even though 64% of the students find competition beneficial, **43% feel that the examination system is stressful** (the figure is probably much larger in reality).
- **Textbooks:** 62% find the load of textbooks they are made to carry to school unnecessary and excessive.
- **Role of parents:** While the majority seem satisfied with the role of their parents in their education, 35% report being under pressure to get marks.
- **Physical training:** 70% of the students find physical training a pleasant change, but **31% of them find it insufficient**. Most schools have some physical activity once a week, but many have it once a month or even less.
- **Eco-awareness:** About half of the students report participating in the planting of saplings or cleanup programmes, but only 26% have been taken on visits to Nature spots. 67% desire a green area in or around their school.
- An elaborate study of a "satisfaction" pattern, correlating 15 different questions and drawing a five-grade scale, concluded that **only 42% of all students could be said to be satisfied with the quality of school education** (out of which 8% were "very satisfied"). Another 28% are average, 23% are dissatisfied and 8% very dissatisfied. Moreover, **students of Govt. schools, especially in urban areas, are more dissatisfied than those**

of private schools. Overall, **Bengali-medium students rank as the least satisfied**, followed by English-medium and Tamil-medium students.

- Medium : **English-medium students find the examination system much more stressful** than do Indian-language medium students; we showed that one contributory factor for the stress is the difficulty of following studies in English.

Remarks on Expression

Our studies of patterns highlighted a few important points:

- The proportion of blank answers to challenging questions was generally high (21% over all questions, rising to 36% over the more challenging questions), suggesting a lack of habit of original thinking or expression.

We feel that this is because the school system relies largely on mechanical methods of teaching and learning, and discourages students from articulating their own thoughts.

- Analyzing the more challenging questions, we found that students of Govt. rural schools are the most capable of expressing their thoughts. Private urban school students come a distant second.
- In terms of medium, the same study shows that students in Tamil and Gujarati are well ahead of others, including English-medium students, in the ability to articulate their thoughts.

Conclusions

Our Survey has highlighted the failure of the average school curriculum to meet the cultural needs of students, regardless of the school type or medium of instruction. This confirms long-standing observations by educationists that schooling in India imparts no meaningful cultural values to the students. In particular, English-medium students come out as the least interested in Indian culture; whatever the cause, this points to a systemic failure. Value-based education has long been viewed by educationists as supremely desirable, yet the average Indian school appears to be as far from this goal as ever.

To meet the students' aspirations, therefore, it would be essential:

- to reduce the pressure of examinations and competition, and to lighten the syllabus so as to make space for such disciplines;
- to integrate Indian culture in the curriculum in an innovative manner, and also to encourage schools to conduct extra-curricular activities of a cultural nature;
- to work out ways to reward students who excel in cultural disciplines.

The above can only be done if deeper reforms are envisaged. In fact, the students themselves have come up with valuable suggestions for change:

- Reduction of the syllabus, in order to make room for quality.
- A less mechanical pedagogy: many complained in strong terms about teaching methods which, they felt, brought no stimulation to thinking. Students also asked for teachers to have human qualities such as patience, understanding, cheerfulness etc.
- A practical-oriented pedagogy: there was a consistent demand for a more practical, less bookish or theoretical orientation unrelated to the student's life and environment; some asked for audiovisual material, computers, more sports and physical activities, visits to places, industries, Nature spots, etc.

- Examinations: 24% of students suggested either doing away with exams altogether, replacing them with daily evaluation, or making them more flexible in terms of subjects and timing; exams should test the child's real talent and understanding, including practicals, not merely his or her capacity to "mug up" the textbook. This seems to be the key to all other changes one may envisage in the educational system.

Despite some limitations, this Survey has highlighted areas where school education has failed in its mission to equip a student to face life. It also shows that the still prevalent notion that education can be designed without the active participation of the students is a relic of the past. In any effort to make those twelve years of schooling a more fulfilling period in a child's life, **students should not be seen as passive recipients**. The students' voice is a genuine one and deserves to be heard. They should be accepted as active participants in their own education.

Enclosure 8 for memorandum on 'National Education Policy'

English for the children only after they attain the age of 10 or 12 years

As we have already understood, our children can easily and positively acquire high intellectual capabilities if they study in the medium of one of the Indian languages (state language or mother tongue) at least up to the age of 12 years.

- Originality in learning and grasping power would be more in such students.
- Introducing English after this stage will not affect the already developed mental capabilities of the children.
- They can withstand all the ambiguous, unstructured, non-phonetic and other disturbing properties of English and can get better control over English in a short time.
- Their English will match to those who are pushed to English medium from nursery or first standard. They can easily change over to English medium at High School or PUC level.
- This is not only my experience but also the experience of many of my friends and my children.
- This is the required educational system at present for our children in our country.
- `` Personally speaking, I used to engage Engineering graduates as project assistants for some of my short term projects when I was a scientist at National Aerospace Laboratories, Bengaluru. Among them, those from rural places like Chitradurga, Chikkamagalur, Ballary etc. who did their schooling in Kannada medium and who belonged to Scheduled caste used to satisfy me very much with their excellent research output as compared to low standard and less qualitative work from the graduates of Bengaluru who studied in English medium right from the nursery class" (C V Srinatha Sastry).
- From all these scientific and statistical information, it is necessary that the children in all the states of our country do their primary schooling either through their mother tongue or through the state language only, till they at least attain the age of 12 years.
- However, there is nothing much to worry about the children who come to a state from other states. This is because all Indian languages are phonetic, uni-alphabetical, have same grammatical structure with a difference only in the script.
- For this very reason and the fact that children at an early age will have the capability to learn three or four languages, education in the state language of that state is the right decision to

implement. However, it is important that English cannot be included in this list of these three or four languages.

- However (if we like it or not), English has become an inevitable medium for both National/International communication and also the language of latest science, technology, commerce etc.
- In view of this, our immediate task should be to create confidence and remove the fear of English which may haunt the children who are studying in the medium of the state language (Kannada in Karnataka, Tamil in Tamil Nadu, Telugu in Andhra Pradesh, Bengali in West Bengal, Gurumukhi in Punjab, Malayalam in Kerala etc.) up to and including fourth/seventh standard in the schools.
- To accomplish this, when English is introduced as a language of study in the fifth standard, care should also be taken to teach English as a language of conversation/communication vocally with simple sentences.
- All associations and intellectuals who show eagerness towards learning of English by our children should bring pressure for teaching conversational English in the schools.
- Children who are exposed to such a mode of English learning in the English class will have no problems in their higher studies when they change over to English medium.
- English learning should be a road lamp to further read and understand technical and scientific literature.
- We should again note that by the time we introduce English at the 5th standard, the minds of children would have blossomed because of they learn in the scientific language up to that age.
- They will have healthy and evolved brains; their independent thinking aptitude is established;
- They will no longer be mimicking machines.
- After this age and having learnt in one of our languages, they can easily pickup spellings of English words and digest them without hampering their intelligence for other learning activities.
- Steps must be taken to introduce English learning through lessons, which are congenial to the life and environments of our country.
- The English language books should contain lessons of examples, stories and ideas rampant with patriotism, model personalities of our country, lessons reflecting basic values of life and co-existence etc. all related to our country.
- Since the important requirement is only to prepare the students for lucid English usage, foreign pronunciation and sentence construction, strange spellings, their cultural and scholastic data etc. should not be included in these English text books.
- As already mentioned, to begin with teachers should engage students through conversing with small and simple sentences (asking questions like What is your name, How many brothers you have? How many sisters you have? What is your father doing? What are the names of your brothers and sisters? etc. and train them to give suitable replies in English to many such questions; Induce them to speak in English and correct the mistakes).
- This method of English conversation should be insisted and implemented in all schools, especially in rural areas. Teachers should be given strict instructions in this regard.
- If necessary, Workshops and training courses should be conducted for the teachers for this purpose. When these methods are adopted in English teaching, learning of English will no longer be a threat, nuisance or a problem.

- Children who have not learnt English in the primary level and their parents must be made to realize that they are not the losers and in fact they are intellectually better than those who have opted English from the beginning itself.
- They should not be allowed to suffer from any inferiority complex.
- Each state Government, all political forces, intellectuals, social celebrities and the like must come together and seriously take up this matter objectively and should not mix up with other issues as a point of social justice and to uplift the intellectual wealth of our future generation.
- Only then our students will bring laurels to the state and country excelling in all areas of education, advance research, technology etc.
- At this juncture, the following point must be our serious concern. About 125 years ago when foreigners planted their feet in our soil, Lord Macaulay and his followers observing the intelligence level and thinking ability our Indians tried to diminish the same by introducing English education. This is a known fact to us. But, these bad intentions of these foreigners were rendered futile because all over India, only Indian languages were the medium of instruction till higher secondary level! As ill luck would have it, these days all the state Governments, central Government, the officialdom, private educational bodies are coming forth with make-believe programs to implement English medium even from the pre-primary level. This will keep the children away from our most scientific languages which alone can help to develop real intelligence in them. This trend if continued will definitely pose a serious threat to the well being of our future citizens and our country.

C V Srinatha Sastry

Enclosure 9 for memorandum on 'National Education Policy'

RAJYABHASHA should be the SHIKSHANA BHASHA

- The state language should be the medium of teaching at least in Primary and Middle schools in every state of our country. Due to this methodology, brain power of our children will develop in good shape and strength.
- This is because, all their studies are in their mother tongue/state language, which is most scientific, structured, unambiguous, context-independent and phonetic.
- When English as a tool and only as a language of study is introduced from the fifth standard, care should be taken to also train the students in conversational English. That means, students should be encouraged to converse with others in simple English. This can be started by asking very simple questions like what is your name, what did you eat today etc. and getting reply in English. This will drive away the fear about English.
- The unscientific English cannot disturb the already well developed brain power of the students and hence their knowledge in English and all other subjects of their study will be definitely better than those who are forced into English medium right from the 1st standard.
- In the meanwhile, there will be lots of doubts, questions, protests etc. from those whose mother tongue is not the state language to learn in the medium of the language of the state where they live.
- Scientific analysis reveals the actual, positive situation in this regard. That means, all Indian languages (Hindi, Kannada, Oriya, Gurumukhi, Bengali, Gujarathi, Malayalam,

Tamil, Telugu etc) have the same structure. They have same Swaras and Vyanjanas (except one or two changes). Formation rules of Gunithaksharas and Samyukthakshras are identical. The only change is that they have different types of scripts.

- Further we should note that there are so many common words in our languages because of give and take policies adopted by us and most of them are influenced and guided by Samskrutha.
- This shows the very healthy and important quality namely 'BHASHA SAAMARASYA' among Indian languages.
- Thus, any Indian (especially the children) with little effort, can learn easily the sister language like his own mother tongue. Understanding the script of the other Indian language is just a very simple technical task and hence will not pose any serious problem to learn the same.
- It is only because of these reasons, any Indian child or the grown up person can easily learn at least three or four Indian languages, for their practical use. English cannot be included in this set of four or five languages.
- Any Indian should feel by his heart that we all are Indians, all Indian languages are brotherly, we have to learn the language of the state where we stay, because of this knowledge base will increase, it is good for us etc.
- This results in the wonderful growth of our country in all intellectual and other fields.
- With these real facts, even though the mother tongue of a child is different from the state language, the child can very easily learn the state language with very little efforts. Thus, there will not be any problem in its studies.
- We should note that along with the state language, at least two more Indian languages [(i) Samskrutha and (ii) Hindi in non-Hindi states/some other language in Hindi states] can be taught to the great benefit of the children. These two having the same structure will not create any confusion among the students. In fact they help children in the development of their mental qualities useful in their future studies in all fields of learning and other activities.
- It is to be noted again that all these language-concentrated studies will have a positive effect in understanding even science subjects as the children would have developed many intellectual capabilities due to such type of learning Samskrutha and other scientific Indian languages.
- English teaching can be initiated from the fifth standard and this will end up in bright future and very fruitful results in the education of our future generation.

Enclosure 10 for memorandum on 'National Education Policy'

Place of English in INDIA

Many language experts and linguists say that 'English is a killer language; this is like a poisonous gas which will destroy the language of the country to which enters'. However, we have to give a place for English in our country. This is an unfortunate position in our country. It has acquired a very great strength and thus has become a challenging force in both political and financial field of our country. The existence of our culture and languages depends on our fight against this force. The most important problem in front of us is that 'how to control the

interference of a language in our cultural and daily life activities, which is widely used as a medium of communication and use in all economic, business, communication and intelligence media throughout the world?'. If we do not understand and resolve this issue, we will be the definite sufferers in future. Our main concern should be to find ways to avoid English entering into our cultural life and become the total medium of learning and medium of instruction in all educational and other activities in our country. If we do not control, English will definitely eliminate all our languages in the days to come. Along with this all our culture will be destroyed. Some people say that English should be the medium of instruction right from the nursery class. But linguists, educationists, writers and many other people say that at least the primary education should be given in mother tongue/regional languages in our country. UGC and NCERT are also of the same opinion. Those who argue for English medium right from the first standard are unable to support their opinion with acceptable logic. Their argument is only based on the wide usage of English and the importance it has throughout the world. They have never thought about the national and cultural damages that take place by introducing English right from the nursery stage. It is unfortunate that they refuse to hear and accept the logical arguments put forth by the experts in this regard. They only have blind love towards English and probably they feel that it is their greatness in cultural and moral field.

N S Raghunath

Head, Department of Social Science and Human affairs,
Regional Educational Centre, Mysuru-570006

Enclosure 11 for memorandum on 'National Education Policy'

When should a child learn two languages?

There can always be different views about learning, language learning and school learning. We have to closely observe the real facts about the learning capabilities of the child, problems of learning etc. We have to seriously consider the important facts about his learning capabilities at different age, which is the best period to start English teaching etc. Even though everybody feel that we should start teaching English to a child right from its age of 5 years, it is only an ambition. It may be the opinion of the society. But, when we try establish a useful and fruitful educational system we should not just see the opinion of the society but consider the child which is going to benefit or suffer. Otherwise it is like building a dam where there is no source of water.

All words in Indian languages end with a swara. There is only one way to spell a word written in an Indian language. However for the child which starts learning English face many ambiguities and confusion. The difference in what we speak is not there in writing. This is the biggest drawback of English. For example, while reading the word PRODUCT PRO is read as PRA and this is read as PRO while pronouncing the word PRODUCE. That means, English letters spell differently in different words. There is no definite system or rule for this. This is most confusing and troublesome for the children. Hence we should not teach English to a five year old child an in fact it is wrong and becomes a heavy load on its brain.

Dr. G PURUSHOTHAMA

Whisper Hearing System, 4T Block, Jayanagara, Bengaluru

2

A National Employment Policy has to be formulated with due importance given to local people in all employment opportunities.

The Indian constitution provides the right to its citizens to reside and earn livelihood in any of its states. Though it is one of the best policies in a democratic country, While implementing this policy grave injustice is being done to the local linguistic people. Many reports from time to time, have highlighted this. All the States are demanding the Centre for more job opportunities for the local people since inception and formation of linguistic states, without altering the basic policy of freedom of movement, residence & Employment to the citizens in every part of the country.

But in the pursuit to establish an egalitarian society, the Central Government should implement a policy to give preference in providing better job opportunities to the local people of the State.

This strengthens the Regional development. The Report given by National Integrity Council dated June 22, 1968 has also given importance to this issue. Extract taken from the recommendations of the committee on regional aspects as adopted by the National Integration Council at its morning session on June 22, 1968. States as follows

iii. Regional and Economic imbalances and Employment Opportunities to the Local Population.

"The committee in this connection, takes note of the existence of discontent in the states arising from the inadequate share of the local people in employment opportunities in both private and public sectors. The constitution recognizes one common citizenship and it is vital for Indian unity that this should be respected and preserved. At the same time, in order to see this adequate employment opportunities are available to local people and they do not suffer from sense of injustice, where qualified local persons are available from among the people of the state, they should be given a major share of the employment and employers should be requested to give effect to this objective, as a matter of policy."

Though this recommendation was accepted by the Centre in 1968, it is painful to note that this has not been implemented so far.

The Government of West Bengal has issued a Notification in the year 1999 itself, and follows the procedure of recruiting for all posts in public sector by obtaining a list from the local employment exchanges and it has become compulsory to provide employment to the local people of West Bengal. It is the need of the hour that a National policy for providing employment for local people in the State and Central Government

Departments. The organizations owned by Central Government and other companies/ Institutions be evolved. It has also become necessary to form a National Policy in the background of globalization for establishing enterprises or industries, developing basic infrastructure and eliminating unemployment suffered by the members of the families who loose their land for infrastructure development.

Mainly, it has to be made compulsory to register the names of unemployed candidates residing in the respective states in more than 948 district employment exchanges functioning in the country under the National Employment Service organization. And by implementing a policy such as filling vacancies by candidates sponsored by local employment exchanges for group C and D cadres and at the time of registration of the candidate it is important to restrict to the local people who are living in the area atleast for 15 years continuously and who know the State language adequately, the programme of job for local people could be implemented successfully. For facilitating the local job applicants in the Central Government organizations, it is necessary to conduct exams in the regional languages for 'C' and 'D' cadre posts.

In view of the above facts, a National Policy of providing employment opportunities to the local people, it should be possible to tackle labour issues such as lockout of industries, winding up or displacement of industries, enabling more production and more income for both the State and Centre. Such a National Policy is sure to be an impetus to the industrial development and for a better relationship between the state and the Centre leading to the overall development of the country. Therefore, we request your kindness to formulate a National Policy for providing employment opportunities to the local people and to implement the same at the earliest.

In this Memorandum, it is stressed that 'Local' means Local Linguistic people. It is a fact that since last forty years migration from one region to other region in the country has increased considerably. There is no compulsory clause in the Education System that those people who have migrated to other states need to learn the local language. Hence, there are several conflicts between the local people and the migrants as highlighted in many reports. This has not only created difficulties for the development of the regional language but also it is learnt that organizations under Central Government, had ignored the local linguistic concerned.

If Central Government could adopt a National Policy not only the original idea of Reorganization of States is justified, by involving in the overall development of the country. Therefore, we demand in the interest of National integrity the Labour Ministry in the Central Government to take this issue on priority basis and implement National Employment Policy at the earliest.

It may be appropriate to make an exhaustive National survey of employment in government/private/government undertaking organisations with details of data pertaining to local/ imigrant population.



Dr. Mukhyamantri Chandru

Chairman

Kannada Development Authority

Encl : Related 39 Documents.

Enclosure 1 for Demand on 'National Employment Policy'

Dr. Baraguru Ramachandruppa
Chairman
Kannada Development Authority



Telephone : Office : 22253799
22033810

Room No. 338, 3rd Floor
Vidhana Soudha, Bangalore - 01

DATE : 15-6-2005

Hon'ble Prime Minister,

Sub : An appeal to form a National Policy to give the job of C and D category for candidates belonging to the same State in the Central Government Offices and Undertakings.

* * *

Permit me to say a few words on the Kannada Development Authority before I come to the Subject. The KDA as it is known in Karnataka is a statutory body created by the Government of Karnataka. It's headed by a Chairman of the cabinet rank. Its main concern is to design programs to promote the interest of Kannada language, culture and the welfare of Kannadigas in the state. It is not only an advisory body to the government on these matters but also is vested with the power to execute the policies approved by the Government.

May I now come to the subject, it's well known to you that our country is faced with the problem of massive unemployment for a very long time now. It's not so much for the highly educated people who can go out and get a job in any state and the jobs which demands highly specialized education that one is worried about. It's for the who cannot go for higher education and the school dropouts I am pleading for. Inevitably, they have to confine themselves to whatever the opportunity the state offers.

Indeed in India her citizens have the freedom to seek job anywhere in the country but the harsh realities have a different story to tell. They have little opportunity and capability to go out. If the people who belong to the group I am talking about are not given the jobs in C and D category in the central government offices and undertakings in their own states, their desire to secure a job will remain a dream.

It's the desire of almost every state to have their own local people employed in the C and D group. A lot of injustice is being done to these people seeking these jobs because the government does have a definite policy in this regard. The sad aspect of it is even where eligible candidates are available in the state, the Officers in charge who come from outside the state tend to bring candidates from their own states which cannot but be viewed as partisan and parochial. Needless to say it drives the local youths to frustration to see the few available jobs are snatched by outsiders under their nose. It leads to sense of anguish and alienation in their own land.

Being a poet yourself, I am sure; you know what it is to feel alienated in your own land.

In order to remove this sense of alienation and give them a sense of belonging in their own land, the government of India should enact a National Policy to give the jobs of C and D category to local people. It would be an historic decision if you can do that. I therefore appeal to you to take serious note of the matter and do the necessary.

I thank you very much for patiently reading my appeal.

Your's Sincerely
Sd/-
(Prof. BARAGURU RAMACHANDRAPPA)

Enclosure 2 for Demand on 'National Employment Policy'

NO . 15/12/84-GM
GOVERNMENT OF INDIA
Ministry of Finance
Bureau of Public Enterprises

Public Enterprises Bhavan,
CGO Complex, Block No.
Lodhi Road, New Delhi-3
Dated the 8th March, 1984

OFFICIAL MEMORANDUM

Sub : Recruitment to Central Government undertakings through
employment exchange-raising of limit from Rs.800 to 1250

The undersigned is directed to refer to this Ministry's O.M. No. BPE/GL-007/78 MAN 3(2)/75-BPE-GM. I Dated 13th November, 1978 and to say that in modification thereof, it has been decided that recruitment to posts in public enterprises carrying pay scales, the maximum of which does not exceed Rs.1250 per month, should henceforth be made only through the National Employment Service. This will be applicable to only those public sector enterprises where the pay scales of posts below the level of officers have been revised since 1982 and which are following industrial rates of DA. These public sector enterprises where the pay scales have not been revised since 1982 either because they are following Central Government DA pattern or for some other reason, the present ceiling limit of Rs.800 will continue to apply.

The Ministry of Steel and mines etc. are requested to bring the foregoing to the notice of public enterprises under their administrative control for necessary action.

Sign/-
Y. P. KAPOOR
Director (Management)

Enclosure 3 for Demand on 'National Employment Policy'

The Public Employment (Requirements as to Residence Act, 1957 No.44 of 1957)

7th December 1957

An Act to make in pursuance of clause (3) of article 16th of the Constitution special provisions for requirement as to residence in regard to certain classes of public employment in certain areas and to repeal existing laws prescribing any such requirement.

Be it enacted by Parliament in the Eight Year of the Republic of India as follows:-

1. Short title and Commencement.- (1) This Act may be called the Public Employment (Requirement as to Residence) Act, 1957
 (2) It shall come force on such date as the Central Government may be Notification in the Official Gazette, appoint.
2. Repeal of existing laws prescribing requirements as to residence.- Upon the commencement of this Act, any law then in force in any State or Union Territory by virtue of clause (b) of article 35 of the constitution prescribing, in regard to a class or classes of employment or appointment to an office under the Government of or any local or other authority within, that State or Union territory, any requirements as to residence therein prior to such employment or appointment shall cease to have effect and is hereby repealed.
3. Power to make rules in respect of certain classes of public employment in certain areas.-
 (1) The Central Government may, by notification in the Official Gazette, make rules prescribing, in regard to appointments to-
 - (a) any subordinate service or post under the State Government of Andhra Pradesh or
 - (b) any subordinate service or post under the control of the Administrator of Himachal Pradesh, Manipur or Tripura,
or
 - (c) any service or post under a local authority (other than a cantonment board) within the Telengana area of Andra Pradesh or within the Union Territory of Himachal Pradesh, Manipur or Tripura.

Any requirement as to residence within the Telengana area or the said Union Territory, as the case may be, prior to such appointment.

(2) In this Section:-

- (a) "Subordinate service or post" means any service or post appointment to which are not notified in the Official Gazette but includes any service to Tahsildars:
 - (b) "Telangana area" comprises all the territories specified in Sub-section (1) of section 3 of the State Reorganization Act, 1956 (37 to 1956)
- 4) All rules made under section 3 shall, Parliamentary scrutiny or rules.
 as soon as may be after they are made, be laid for not less than thirty days before each House of

Parliament and shall be subject to such modifications as Parliament may make during the session in which they are so laid, or in the session immediately following.

- (5) Session 3 and all rules made there Duration of section 3 and rules. Under shall cease to have effect on the expiration of five years from the commencement of this Act, but such cesser shall not effect the validity of any appoint previously made in pursuance of the said rules.

Enclosure 4 for Demand on 'National Employment Policy'

B.S. HANUMAN

Phone: 565155

No. 40, Ulsoor Road,

Bangalore -560 042

Dated 13th February, 1985

Dear Shri Someshwar,

I am in receipt of your letter No. SMC 10 INT 84, dated 7th February 1985 Under cover of which the draft final report of the Dr. Sarojini Mahishi Committee has been sent. You have suggested that I might offer my suggestions on the report by 16th February 1985 since the Committee would like to finalise the report at its meeting on 18th February 1985.

I have gone through the draft final report and wish to congratulate the Committee on the several recommendations suggested by it despite the limitations, to ensure adequate representation for Kannadigas in various Central Government Undertakings, institutions and organizations in the State.

You have asked me for my suggestions, if any, on the draft report. The Committee has covered the whole gamut of the question and there are practically no other suggestions from me to add to the recommendations already suggested. However, I would like to offer the following suggestions for the consideration of the Committee, if it considers them appropriate to be added to the recommendations.

1. The National Integration Council which met at Srinagar during 1968 had recommended that the Personnel Managers in the Central Government Undertakings in the States should be from the particular State concerned. They could even be drawn from the State Governments on deputation basis. This specific recommendation was made with a view to safeguarding the interest of the local people in the matter of appointments in these undertaking.

This recommendation was taken up by the State Government with the Government of India some years ago for implementation. This recommendation does not appear to have been implemented so far. If this is accepted and implemented, it would go a long way not only in protecting the interest of Kannadigas in the matter of recruitment to Central Government undertakings in the State but also the Officer would watch the implementation of the several recommendations of the Committee. This suggestion I am making with my experience as Chief Administrative Manager of BEL during my service.

2. Normally, there would be one or two Directors nominated by the State Government on the Boards of Directors of Central Government undertakings in the State. These Directors, recommended by the State Government, may be officers or distinguished non-officials. The choice of Directors by the State Government should be such that the officer or the non-official nominated as Director should have the willingness and anxiety to help Kannadigas in the matter of appointments in such Central undertakings. More often than not, the selection of the persons by the State Government to represent them on the Boards is based on political affiliations or other considerations. Unless the right persons are nominated by the State Government, the Boards of Directors may not have only impact in the selection of Kannadigas for appointments to the undertakings.

I may mention once again that the recommendations made in the draft report are commendable.

You may kindly place this letter before the Committee for its consideration. The draft report is returned herewith.

Yours sincerely,

Sd/-

B. S. HANUMAN

Shri. A. H. Someshwar,

Secretary, Dr. Sarojini Mahishi Committee, Vidhana Soudha, Bangalore – 01

Enclosure 5 for Demand on 'National Employment Policy'

EXTRACT FROM THE JUDGEMENT OF THE ORISSA HIGH COURT (IN 1969 SLR 565 RADHA CHARAN VS. STATE OF ORISSA)

(Before Barman, C.J and Patra J)

16. Lastly as regards Language, the disqualification for appointment on the ground of language is in sub-rule (4) rule (6) which lays down:

“(6) (4) No person shall be eligible for direct recruitment to the Senior Branch of the Service unless he is able to speak read and write oriya and has passed a test equivalent to the M.F, Standard”.

This sub-rule cannot be challenged because it is by way of regulating the conditions of service for maintaining to the efficiency, namely, that a person eligible for direct recruitment to the Senior Branch of the Judicial Service in Orissa should be sufficiently conversant with the regional language, namely, Oriya and with that object in view the rule purports to lay down certain standards of knowledge of Oriya which a candidate is expected to possess as a qualification for appointment as District Judge.

Enclosure 6 for Demand on 'National Employment Policy'

Orissa cries job for local people

Subhashish mohanty

Bhunaneshwar, April 20 : The Orissa government today asked industrial houses to give a thrust on giving employment to local people. Steel and mines secretary Manoj Ahuja said: “All industrial houses to comply with the state government’s guidelines on recruitment. All industrial houses will have to give 90 percent employment to local people in unskilled sector, 60 percent in skilled and 30 percent in managerial cadres.”

The government’s direction came on the second day of the review meeting of various steel industries in Orissa.

Enclosure 7 for Demand on 'National Employment Policy'

TRS demands 80% jobs locals in T region

Hyderabad: Following the footsteps of Maharashtra Navnirman Sena (MNS), the TRS has decided to launch an agitation demanding 80 percent jobs to local in private and corporate sectors in the Telangana region.

TRS politburo member and former MP B Vinod Kumar said the party was conducting a survey to find out the percentage of jobs offered to Telangana people in every private company owned by industrialists belonging to non-T region or other states.

Alleging that the private companies are giving priority to people from other regions, he said after getting a detailed report, TRS will write letters to all such managements asking them to provide jobs to locals. If they do not fall in line, TRS will organise “gate crash agitations” and force them to shut units.

The TRS also demanded the government to bring changes in the industrial policy, to be unveiled in April first week, facilitating more employment opportunities to local people in private sector. The TRS was demanding jobs to people based on their “origin”.

Enclosure 8 for Demand on National Employment Policy'

Now, Maharashtra CM wants more jobs for locals

Mumbai: In a surprise move, Maharashtra chief minister Ashok Chavan on Saturday called for "more importance to be given to locals" in job opportunities, thus joining in the likes of MNS chief Raj Thackeray and Shiv Sena supreme Bal Thackeray. (Watch Video) "Locals must be given importance. Whoever is a domicile of Maharashtra must first get an employment opportunity," Chavan said at a function today.

Chavan, however, said his government does not support agitations based on languages and region. "It is not our policy."

He said, "Irrespective of the language people of Maharashtra speak or the belief they follow, we are concerned about their employment and request Mamata Banerjee to pay heed to this matter."

Following the request by chief minister Ashok Chavan on Saturday and against the backdrop of MNS attacking candidates from North India appearing in railway exams in Maharashtra, railway minister Mamata Banerjee today said the tests will be conducted in regional languages simultaneously.

"The railway exams will be conducted in regional languages simultaneously apart from English and Hindi. In Maharashtra, the exams will be held in Marathi and in other states, these will be held in local language," she told reporters here.

concerned over growing congestion in the existing trains, chief ministers Ashok Chavan made a request that there was a need for more train services in the state.

Enclosure 9 for Demand on 'National Employment Policy'

Orissa to reserve jobs local in private Sector

Dillip Satapathy / Bhubaneswar July 8, 2010,

Orissa intends to make it mandatory for the private sector setting up shop here to reserve for locals 90 percent jobs in the unskilled and semi-skilled category, up to 60 percent in skilled category and 30 percent for the supervisory and managerial cadre.

The state has of late been facing tremendous public resentment over recruitment of a large number of non-Oriya people in different projects being set up here. Orissa has attracted investment worth Rs.6 lakh crore in the recent past.

"All new MoUs for industrial projects and those which are due for renewal will have a compulsory clause reserving jobs for the locals," Orissa's Industries Minister Raghunath Mohanty told Business Standard.

A minimum of 90 percent of the jobs in the unskilled and semi-skilled category will be reserved for people belonging to the area where the project is being established. At the skilled level, the minimum reservation for locals will be to the extent of 60 percent, while it will be at least 30 percent for the supervisory or managerial cadre," the minister said.

"For the posts of senior executives, the companies are free to recruit from the open market."

Mohanty clarified that "locals" would mean those displaced by a project, followed by people domiciled in Orissa.

According to him, to strictly implement the cause, companies signing MoUs will be asked to submit employment status report in a prescribed format to the district collectors, with a copy to the revenue divisional commissioner and department concerned every month.

Enclosure 10 for Demand on 'National Employment Policy'

Madhya Pradesh's new industrial policy

Shashikant Trivedi/New Delhi/Bhopal October 20, 2010, 7:49 IST

Madhya Pradesh government today announced its long awaited industry policy. It makes it mandatory for upcoming industries to reserve 50 percent direct job to locals. It took almost two years for the state machinery to frame rules and regulations that make the policy an overhauled version over the existing one. The new policy known as industrial Promotion Policy 2010 will be notified within thirty days from November 1.

"The policy offers incentives, grants and sops to the investment provided they offer jobs to people," said Industry Minister Kailash Vijayvergiya. Some of the provisions of the policy are unlikely to fetch any result as they seem hypothetical. "Those who will investment of less than Rs.25 crore but provide direct jobs to 1000 locals will be considered as mega investment and will offered sops and concessions accordingly," the minister said. At present an investment is considered under mega category if its is Rs.25 crore or more.

Enclosure 11 for Demand on 'National Employment Policy'

Dhumal wants 70 pc jobs for locals in Central sector projects

Express new service

Shimla, September 12 : The state has expressed its displeasure to the Center for failure to provide mandatory 70 percent jobs to Himachalis in the Central sector and venture (JV) hydro-electric projects.

Himachal Pradesh, through a legislation passed during the earlier Congress regime, had reserved 70 percent jobs for the locals in all industrial and hydro-electric projects.

However most Central PSUs like NHPC, NTPC and Satluj Jal Vidyut Nigam have not complied to the mandatory legal provisions.

In Delhi yesterday, Chief Minister Prem Kumar Dhumal met Union Minister of State for Power, Jairam Ramesh, and asked to ensure the jobs to Himachalis, besides initiating a process to grant Himachal's legitimate share in BBMP projects.

The state has been raising the issue of injustice meted out ever since the commissioning of Bhakra project and Beas Satluj Link project. Though the state has a legitimate share of 12 per cent free power royalty in addition to 7.19 per cent in the joint assets, it is getting a meager adhoc share in the two projects.

Dhumal said, "Thousands of families were ousted and rendered homeless for the construction of the Bhakra Dam, Pong Dam and BSL project. State's demand for a legitimate share of free power and other incentives to the oustees, as per the agreement, is still pending."

Enclosure 12 for Demand on 'National Employment Policy'

Andhra assembly to move to protect jobs for locals in Hyderabad

Hyderabad, March 17 (Coal Geology) The Andhra Pradesh assembly will Thursday pass a resolution urging the government to bring an amendment to the presidential Order to project jobs for the Telangana people in Hyderabad

At an all-party meet convened Wednesday evening to discuss the Supreme Court's refusal to review its order declaring Hyderabad a 'free zone' for recruitments in government jobs, the Congress government agreed to bring the resolution.

Leaders of all the parties were unanimous that the relevant paragraph of the Presidential Order relating to jobs for locals in Hyderabad should be amended to set aside the court order.

Enclosure 13 for Demand on 'National Employment Policy'

Why are jobs STILL going to out-of-state workers?

The International Union of Painters and Allied Trades will protest at the state capitol today at 11:00 a.m. on Punchbowl Street to protest Aloha Stadium work still being done by non-local workers.

The 'Local Jobs for Local People' law passed yet out-of-state job poachers are being paid good taxpayer money. Accordingly to Act 68, out-of-state workers should not be working on state and city jobs. The economy has not turned around and our workers are facing their economically devastating year. It doesn't make sense. We won but the legislatures beholden to Lingle are still trying to prevent what is rightfully law from happening. Last spring, the bills dubbed the "Local Jobs for Local People" bill, passed both houses only to be vetoed by then governor Linda Lingle. Then both houses unanimously overrode the governor's veto to make Act 68 law. However, taxpayer money is still being paid to out-of-state workers for city jobs siphoning money out of the local economy still stuck in the recession and in a deep deficit and facing a 22% Japanese tourism downturn this year.

The International Union of Painters and Allied Traders is a labor union of 140,000 plus men and women across the United States and Canada who are committed to providing the finest craftsmanship in the collective trades. Locally, District Council 50 was formed in 1999 and is comprised of painters, glaziers, architectural metal and glassworkers, carpet, linoleum and drywall finishers and tapers. DC50 is more than 2,000 strong in the state of Hawaii.

Enclosure 14 for Demand on 'National Employment Policy'

Business Standard

90% job reservation for unskilled labour

BS Reporter/Kolkata Bhubaneshwar November 26, 2008,

Orissa Government today decided to reserve jobs for locals in the semi skilled and unskilled category, the reservation will be 90 percent. In the jobs requiring skilled manpower, at least 60 per cent vacancies will be filled up by the locals. Maharashtra last week had announced reservation of 80 per cent jobs for locals in the industries operating in that state.

Similarly, a minimum 30 percent of the supervisor and managerial posts will be filled up from locals, through the appointment of senior executive will be on the basis of merit.

Steel and mines Minister, Pradeep Amat said, the state government is focusing on providing employment to the project affected people (PAP) and the Orissa.

Enclosure 15 for Demand on 'National Employment Policy'

Business Standard

Orissa to reserve jobs for locals in private sector

Dillip Satapathy/Bhubaneshwar July 8, 2010

Orissa intends to make it mandatory for the private sector setting up shop here to reserve for locals 90 per cent jobs in the unskilled and semi-skilled category, up to 60 percent in skilled category and 30 percent for the supervisory and managerial cadre.

The State has of late been facing tremendous public resentment over recruitment of a large number of non-Oriya people in different projects being set up here. Orissa has attracted investment worth Rs.6 lakh crore in the recent past.

"All new MoUs for industrial projects and those which are due for renewal will have a compulsory clause reserving jobs for the locals." Orissa's Industries Ministers Raghunath Mohanty told Business Standard.

A minimum of 90 percent of the jobs in the unskilled and semi-skilled category will be reserved for people belonging to the area where the project is being established. At the skilled level, the Minimum reservation for locals will be to the extent of 60 per cent, ehile it will be at least 30 per cent for the supervisory or managerial cadre," the minister said.

Enclosure 16 for Demand on 'National Employment Policy'

Business Standard

Himachal, CII differ over jobs for locals

Baldev S Chauhan / New Delhi Shimla March 17, 2006

While the State Government's new industrial policy makes it mandatory for all industrial units being set up in the state to provide 70 percent of the jobs to locals, the Confederation of Indian Industry (CII) says this is hard to implement.

State Industries Minister Kuldeep Kumar said the Industry needed to adopt a far more sensitive and generous attitude towards locals and train them patiently for the required jobs. "There are very few job opportunities for the locals in the government and the agriculture sector. So Industry, growing at 17 per cent in the state, is the only place which can absorb them." Kaumar said.

Enclosure 17 for Demand on 'National Employment Policy'

Business Standard

100% Class-IV jobs for local in Kalinga Nagar

BS Reporter/Kolkata Bhubaneshwar October 01,, 2008

In a significant development, the rehabilitation and peripheral development advisory committee (RPDAC), Kalinga Nagar industrial complex, has decided to reserved 100 per cent of the vacant posts in class-IV jobs in the existing industries in Kalinga Nagar area for locals.

Enclosure 18 for Demand on 'National Employment Policy'

The Assam Tribune

100% job quota for locals sought

GUWAHATI, Nov 21 : The asom Jatiyatabadi Yuba Chatra Parishad (AJYCP) has on Friday demanded cent percent job reservation for locals in all Central, semi-Central and private organizations in the State.

Although government statistics showed industries are voluntarily providing more than 80 per cent jobs to locals youths.

Enclosure 19 for Demand on 'National Employment Policy'

Mumbai Mirror.com

The State Government on Monday made it mandatory for all industries in the manufacturing sector to set aside 80 per cent of unskilled jobs for locals. We ask Mumbalkars for their take on this decision

Enclosure 20 for Demand on 'National Employment Policy'

Extracts From the report on "Preferential policies and 'Sons of the Soil' Demands: The Indian Experience (by T.M.Joseph & S.N.Samgita)

-1-

It is worth noting that 'sons-of –the-soil' demands had been advocated by the leaders of the nationalist movement in India as early as 1938. For instance, a report prepared by Rajendra Prasad for the Working of the Bihar situation as of 1938. This report, endorsed by the Indian National Congress, uses the term provincials to refer to the 'sons-of-the-soil' and declares that their "desires to seek employment in their own locality is natural and not reprehensible, and rules providing for such employment to them are not inconsistent with the high ideals of the Congress, particularly when they exist in all provinces."3 Rajendra Prasad argued in the report that it is "just and proper that the residents of a province should get preference in their own province in the matter of public services and educational facilities."4 He observed that as communities and groups that were once backward in education became educationally more advanced, they demanded that their own provinces ensure them a larger share of jobs in public services. " It is neither possible nor wise to ignore these demands, and it must be recognized that in regard to services and like matters the people of a province have a certain claim which cannot be overlooked."

-2-

Equally cogent arguments were made by Alladi Krishnaswamy Ayyer, Mahawir Tyagi and B R Ambedkar in favour of extending preference to local persons in employment.

Supporting the amendment of Ayyer, K M Munshi Said:

"if the clause with regard to residence has to be qualified and a residential qualification has to be imposed, it can only be done by the Parliament, that is by the central Legislature. The reason of this change is that there should be uniformity with regard to this qualification throughout the whole country and that this provision should not be abused by some legislature by imposing an impossible residential qualification."

-3-

Ambedkar: "residence should not be a qualification to hold appointments under the State is a perfectly valid and a perfectly sound argument. At the same time, it must be realized that you cannot allow people who are flying from one province to another, from one State to another as mere birds of passage without any roots... just to come, apply for posts and so to say take the plums and walk away."

Article 16(3) which states that:

"Nothing in this articles shall prevent Parliament from making any law prescribing in regard to a class or classes of employment or appointment to an office under the government of or any local or other authority within a state or union territory any requirement as to residence within that state or union territory prior to such employment or appoinement."

- 4 -

But section 3 of the Act empowered the central government to make rules prescribing requirements as to residence within the Telangana area of Andra Pradesh and the erstwhile union territories of Himachal Pradesh, Manipur and Tripura for appointments in subordinate services or posts under the control of the state government / administration or to any service or post under a local authority in those areas.

National Integrtation Committee, which met in Kashmir in 1968.¹³ by accommodating 'sons-of-the-soil' claims without doing damage to meritocratic principles, the Committee urged that higher level jobs be recruited on an all-india basis and that lower-level positions be filled through local channels.

In this connections, the committee stated that,

"in order to ensure that adequate employment opportunities are available to local people and they do not suffer from a sense of injustice, where qualified local persons are available from among the people of the State, they should be given a major share of the employment and employers should be requested to give effect to this objective, as a matter of policy."

- 5 -

Based on the Committee's recommedation, Prime Minister Indira Gandhi wrote to the Ministers for indutrial Development and the Minister of Labour and Rehabilitation directing them to implement the National Integaration Committee formula.¹⁵

A similar request went to State Labour Ministers asking them to oersuade private employers in their states to do the same.

Later in 1978, the Finance Ministry, government of Iniad, issued instructions to the effect that recruitment to all posts for which the basic salary did not exceed Rs.800 be filled through the National Employment Service.

"It will be of advantage of the units in various direction, if persons who come from areas near about the palce of location of the project secure appointment to posts in the lower scales. In the case of all unskilled workers, even without any special efforts, they are generally drawn from the locality where the project is situated."

- 6 -

Prime Minister Indira Gandhi's statement in the Lok Sabha:

"This is a matter in which one has to have a certain balabce. while we stand for the principle that any Indian should be able to work in any part of India, at the same time, it is true that if a large number of people come from outside to seek employment ... that is bound to create tension in that area. Therefore, while I do not like the idea of hving any such rule, one has to have some balance and see that the local people are not deprived of employment."

She made similar statements on **the floor of the Rajya Sabha** as well.

“...and I do stand by this: that where there is any big industry or project it should be seen that those local people who cannot travel around seeking employment elsewhere should be given full opportunity. Otherwise tension will be created.”

- 7 -

Myron Weiner has identified the various forms of preferential policies adopted by state governments.²³ According to him, the policies adopted by the states have been to:

1. Prescribe proficiency tests in the regional language as per requisite for recruitment to the public services;
2. Set domicile tests requiring a period of residence in the state or region;
3. Restrict non-residents from acquiring property;
4. Channel recruitment through local government employment exchange where the practice is often to give preference to local persons in registration and placement;
5. Devolve on local bodies responsibility for recruitment; and
6. Set educational or other recruitment such as previous degree or certificate from local educational institutions as pre-requisites for admission to a higher level of education.

Enclosure 21 for Demand on 'National Employment Policy'

The Karnataka High Court in 1976, Justice ChandraShekar held that,

“The right to move³ freely throughout the territory of India...and to reside and settle in any part of India... do not by themselves [sic] ensure that every citizen of India will have all the advantages and privileges in every State available to citizen domiciled or residing therein and that no kind of preference is permissible to citizens who are domiciled in or residents of that State.”

In an earlier case, in 1972, the Andhra Pradesh High Court upheld the 15 Years residential requirements for admissions into the private medical colleges in the State.

Enclosure 22 for Demand on 'National Employment Policy'

“Supreme Court has upheld preferential policies for local people in educational institutions on the principle of protecting the interest of the State.”

Enclosure 23 for Demand on 'National Employment Policy'

...In a 1961 case in Madhya Pradesh, the High Court ruled that administrative directives could not be questioned under the equality clause of the constitutions.

Enclosure 24 for Demand on 'National Employment Policy'

Myron Weiner, M F Katzenstein, and K V Narayana Rao, “**India's preferential Policies: Migrants, the Middle Classes, and Ethnic Equality,**” Chicago, University of Chicago Press, pp 16-17.

The History of preferential policies in India can be traced back to the 19th century. In the regions of Madras, Baroda and Travancore, Special schools and scholarships were established for depressed classes as far back as the 1880s. The British had set up separate electorates for the Muslim community in 1909 a principle which was enshrined in the Minto-morley Reforms and was extended in 1919, under the Montague Chelmsford reforms, to other minorities. A system of special reservations in government jobs was also

gradually instituted in many regions. In Madras, for example, the first communal government order of 1971 established six categories (Brahmin, Non-Brahmin, Christian, Muslim, European and Anglo-India) from which recruits for Government service in Madras were drawn. In the Punjab, similarly, 20% of Government positions were reserved for the Sikh community at the time of independence.

See also M F Katzenstein, **“Preferential Policies, the Courts and National Unity in India”** in National Unity: The South Asian Experience, Milton Krael (ed), New Delhi, Promilla & Co., 1983, p 135.

Enclosure 25 or Demand on ‘National Employment Policy’

First reference to the ‘sons-of-the-soil’ issue at the government level came in the Rege Committee report in 1958. It referred to the allegations of discrimination made before it and hoped that such evils as were associated with recruitment in general would be remedied when recruitment was based on scientific principles and effected through an impartial agency like the Employment Exchange.

The Purpose of recruiting through employment exchanges is to restrict the employment opportunities to local people. Normally, only the residents of a particular district can register in the employment exchange located in that District, when the recruitment takes place through the exchanges and registration rules are strictly enforced, there would be limited migration across state boundaries.

Enclosure 26 for Demand on ‘National Employment Policy’

From the Hindu

SIKKIM: Bill seeking 80 per cent reservation for locals still in Sikkim

Posted by Barun Roy on February 8, 2009

A bill seeking 80 percent employments for locals is still pending with President Prathibha Patil after the former governor of state referred it to her.

Seeking to reserve 80 percent employment for the local people during another session of the assembly and got it passed unanimously by a voice vote.

To reserve 80 percent jobs strictly for locals having Sikkim Subject Certificate or Certificate of Identification.

Enclosure 27 for Demand on ‘National Employment Policy’

Indian Express.com

Give jobs locals, take incentives: Bengal Govt

Sabyasachi Bandopadhyay, friday feb 27 2009, Kollkata

OFFERING a carrot, but conditions apply. The Left government in West Bengal has announced a new incentive policy for investors, linking it to jobs for locals.

Enclosure 28 for Demand on ‘National Employment Policy’

PROKERALA NEWS

Kashmir to move bill on district jobs for locals(Lead)

Sat, Mar 20, 2010 19-04 IST

Jammu and Kashmir Law and Parliamentary Affairs Minister Ali Mohammad Sagar Saturday told the state assembly that a bill banning inter-district recruitment in the state will be introduced Monday.

“We will not allow our Youths to suffer because of the reservation of jobs for the outsiders.... the district posts should be filled by candidates from the district concerned only,” NC legislator Kafil-ur-Rehman said before joining a sit-in the well of the house.

Enclosure 29 for Demand on 'National Employment Policy'

As per the Industry department's rule, those units enjoying incentives given by Gujrat government have to provide 85% employment to local people. However it is well known that this rule is not followed in many cases.

Enclosure 30 for Demand on 'National Employment Policy'

Uttaranchal to reserve 70 percent jobs in non-technical posts in industries for local youths has come under fire from industries as well as political parties.

Enclosure 31 for Demand on 'National Employment Policy'

Demanding jobs for locals is not anti-constitutional, and that even late Smt. Indira Gandhi had said that people should get jobs near to their homes, said Mr. Shantaram Naik M.P. At Margao on thursday.

Enclosure 32 for Demand on 'National Employment Policy'

Great gujarati Says:

March 9th, 2011 at 8:21 pm

It is a Danger to the culture of the state and locals will be deprived of the job because of which there will be an increase in the unemployment in Gujarat. So, this will create an infinite loop between Guj govt. and Businesses. Guj Govt. will help businesses to set up their plants in Gujarat and in return Guj Govt. will get revenue which in turn will be used to set up infrastructure and others to help bring more businesses in Gujarat which in turn will bring in more revenue to Guj Govt. will use that money to set up infrastructure etc etc to bring in more businesses and soon. Si, if you observe this cycle very carefully then you would notice that the local common man does not get the benefit it should. So it will be like Guj Govt is for businesses and Businesses for the Guj Govt and the local Common man will be left out. So, it is very imp to maintain the ratio of Locals vs Outsiders.

Trivedi Says

March 10th, 2011 at 10:42 am

Law enforcing state agencies should shed away the inhabitaion and make a pressing demand for jobs and contracts to local first and then outsiders. Please see it the case in Assam. They had ultimately take up arms in their hand and ultimately it gave rise to militant organization like ULFA. Had the local govt. corrected it in the beginning than this thing would not have started. In fact in this case it is a crime as the company in question is evading the law.

Enclosure 33 for Demand on 'National Employment Policy'

India News & Feature Alliance

Jobs for Sons of Soil - CMS Favour national policy

by Insaf

The Vilasrao Deshmukh Government is now busy formulating a policy to implement a 35-years old order that reserve 80 per cent of jobs in the new industries for the locals. A standing instruction to opt for locals has already been issued to the industries, according to the Chief Minister.

A new order will incorporate some changes. Sattu Chief Ministers elsewhere concede there is need to provide a better deal for the locals. But this cannot at the cost of national unity and integrity. They feel there is need for the Prime Minister to call a conference of Chief Ministers to forge a national policy on the question of reservation of jobs for sons of the soil.

Enclosure 34 for Demand on 'National Employment Policy'

Sons Soil

MNS (Maharashtra Navnirman Sena) leader RAJ Thackeray. Known for his charismatic public persona, Thackeray openly opposed the migration of North Indians into the state of Maharashtra, accusing them of displacing the local Maharashtra culture and feeding the boisterous cultrute of the Indian East.

Enclosure 35 for Demand on 'National Employment Policy'

The HINDU

Maharashtra makes job preference for locals more stringent

Tuesday, Nov 18, 2008

According to Mr. Aziz Khan, Principal Secretary, Industries Department, since 1968 the government has a longstanding policy of giving 80 percent preference to local people in jobs in small, medium and large industries. Since 1968, there have been four GRs on the subject but this one for the first time draws up a way to operationalise the policy and identify gaps, if any, in implementing it.

Enclosure 36 for Demand on 'National Employment Policy'

Oman wants 9 in 10 oil sector jobs for locals

Jul 17, 2009 at 23:23

Oman wants at least nine out of 10 jobs in its oil and gas, banking and tourism sectors to be held by nationals, UAE daily Gulf News reported on Thursday.

Enclosure 37 for Demand on 'National Employment Policy'

The HINDU

Tuesday, Sep 23, 2004

MANGALORE, SEPT, 22:- Mr.P P Hegde said the organization held a rally recently demanding that industrial units give preference to local youths in jobs. Claiming that L&T had failed to comply with its demands, he said the central committee of the organization at its meeting had endorsed a call directing the company to quit Dakshina Kannada for failing to employ local youths at its unit.

Enclosure 38 for Demand on 'National Employment Policy'**Khaduri gets Serious on jobs for locals***Dehradun, 5 may 2007*

Admitting that private industries in Uttarakhand are soft-pending on the issue of reserving 70 percent jobs for local youths, Chief Minister BC Khanduri has asked chief secretary SK Das to prepare a comprehensive report on the issue.

Congress regime made a rule directing all new units to reserve 70 per cent jobs for local youths. News Source: <http://www.hindustantimes.com>

Enclosure 39 for Demand on 'National Employment Policy'**Why Not State-Wise Reservation of Jobs? Sulekha.com***23 October 2008*

If one were to remember the early period of 1970s, the chhatra Parishad, the youth wing of the Indian National Congress in West Bengal, then headed by the current cabinet minister Mr. Priy Ranjan Das Munshi, made similar claims and made the industrial working atmosphere in the State a vitiated one. The demand was the same. Employment for the locals not only in public organizations but also in the private sector. The demand and the agitation went to such an extent, that people from other states when transferred to West Bengal were hesitant to move and those who boldly ventured were humiliated not as a person, but as a person who had usurped the employment opportunity of a local. It is another thing that all these agitations have become a thing of the past till the same is revived again in Maharashtra now.

A National Policy of river water utilisation and Interstate water dispute needs immediate attention to redress the issues amicably.

Water is a natural resource, fundamental to life, livelihood, food security and sustainable development. It is also a scarce resource. India has more than 17 percent of the world's population, but has only 4% of world's renewable water resources with 2.6% of world's land area. There are further limits on utilizable quantities of water owing to uneven distribution over time and space. In addition, there are challenges of frequent floods and droughts in one or the other part of the country. With a growing population and rising needs of a fast indications of the impact of climate change, availability of utilizable water will be under further strains in future with the possibility of deepening water conflicts among different user groups. Low public consciousness about the overall scarcity and economic value of water results in its wastage and inefficient use. In addition, there are iniquitous distribution and lack of a unified perspective in planning, management and use of water resources. The objective of the National Water Policy is to take cognizance of the existing situation and to propose a framework for creation of an overarching system of laws and institutions and for a plan of action with a unified national perspective.

Water resources projects, though multi disciplinary with multiple stakeholders, are being planned and implemented in a fragmented manner without giving due consideration to optimum utilization, environment sustainability and holistic benefit to the people.

Inter-regional, inter-State intra-State, as also inter-Sectoral disputes in sharing of water, strain relationships and hamper the optimal utilization of water through scientific planning on basin/sub-basin basis.

Public policies on water resources need to be governed by certain basic principles, so that planning, development and management of water resources need to be governed by common integrated perspective considering local, regional, State and national context. Principle of equity and social justice must inform use and allocation of water.

Water needs to be managed as a common pool community resource held, by the state, under public trust doctrine to achieve food security, support livelihood, and ensure equitable and sustainable development for all.

National Water Policy is aimed at achieving the optimization of the benefits water resources of a river basin. Water quality and quantity are interlinked and need to be managed in an integrated manner.

There is a need for comprehensive legislation for optimum development of inter-State rivers and river valleys to facilitate inter-State coordination ensuring scientific planning of land and water resources taking basin/sub-basin as unit with unified perspectives of water in all its forms (including precipitation, soil moisture, ground and surface water) and ensuring holistic and balanced development of both the catchment and the command areas. Such legislation needs, inter alia, to deal with and enable establishment of basin authorities with appropriate powers to plan; manage and regulate utilization of water resource in the basins.

The present situation is such that the utilization capability of the available water resource is getting progressively reduce because of sedimentation of reservoirs. The major rivers being inter-State, the catchment areas are spread over in States. It would be necessary that a Central Authority is constituted to advise the States on use of water.

Central Government should formulate a new River basin approach infrastructures development which should be uniform through out the Country, limited to their adjudicated water allocation of the States.

Government of India need to play a proactive role to ensure that the tribunals pass their orders within the stipulated time without seeking any extensions, need to establish a just water regime that would ensure not only development and management of water resources across the country in a highly professional way but also ensure that the inter-state disputes are sorted out amicably keeping the overall interestes of the country strengthening the federal structure by framing the National Water Policy. Hence we demand the water resource minister in the central government to take this issue on priority basis and to implement National Water Policy at the earliest.

Your's Faithfully



Dr. Mukhyamantri Chandru
Chairman

Kannada Development Authority

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Encl : Related 3 Documents.

Enclosure-1 for memorandum on "National Water Policy"

Speech copy of Hon'ble Minister for major and medium irrigation

Govt. of Karnataka

Union Minister for Water Resources, Government of India, Minister of State for Water Resources, all the Ministers belonging to various states, Secretary Ministry of Water Resources, Government of India, Additional Secretary, Ministry of Water Resources, and the officers.

At the outset let me convey my sincere appreciation to the Hon'ble Minister for Water Resources for convening this conference which enables us to share and strategize our approach to the next five year plan to utilize available water in an efficient way. However I am constrained to observe that Ministry has been not able to find time to convene this meeting in the last seven years.

Though I find from the Action taken on the last meeting decisions, though action is taken on majority of the issues, still the Ministry need to act on some of the key decisions like reorienting the AIBP norms to support the cause of overall development of irrigation in the country. Though the budget allocations to the Ministry seem to be high still we are stuck in the procedural delays which take long time to get the clearance of the Ministry. Criteria followed for identification of the National projects need to be revisited. Present criteria followed for National projects are going to discriminate not only the small states but also the states where the projects are under completion stage and strictly speaking all the projects that are eligible under AIBP should be treated as National Projects. Also there is a need to dispense with the 75:25 funding pattern to AIBP projects and all should be brought under 90:10 funding pattern, as envisaged for the National Projects.

Fundamentals of the Water Resource Sector

Water is mystique since it appears in so many forms. Water is an important element because it is an essential natural resource which is renewable. The fundamental question regarding water and its issues are yet to be addressed. Therefore water has become a debatable subject right from Panchayat level to the United Nation's Fora. The fundamental questions are:

- a) Water belongs to whom? Is it property of an individual, Community or a State?
- b) Is water for just a livelihood or is it also economics?
- c) Is water tradeable ?
- d) Are water problems local or global?
- e) Can future water wars can be prevented?

Until and unless these fundamental issues are addressed convincingly, clear road map is prepared to implement forthwith, the debate of importance of water and its woes will continue. With our vast experience the fundamental issues cannot be concluded in a general conference of this nature. A team of experts with an international and national exposure should produce a paper which should be prepared after being debated with all the stakeholders and ultimately a Renewed National Policy on Water need to be brought-in forthwith, which can form a base for the implementation of the current Five Year Plan.

Narrowing the gap between potential created and utilized.

First thing, we have to note that we have vast irrigation potential created in this country. However, this potential is not converted into utilization. The last mile of the irrigation net work covering upto sub-distributaries and minors taken up on a large scale in Karnataka. The total FICs covered in the last two years is 1,33,599 hectares.

Concurrent Audit of Water

Water Auditing is the most important factor in water management. The time gap between excess flows in canals and control over these flows is so high. Huge excess water losses are noticed as a result of it. Therefore, to achieve concurrent audit real time measurement and flow of water electronic flow meters have been installed in the GLBC system in Karnataka and we could achieve substantial savings by reducing the excess usage of water as prerequisite to maintain real time flow and reports are generated at real time which will ensure better management of water. All the important gates are controlled through SCADA systems.

Overcome Neglect of CADA.

The CADA is an important link between farm and water. Since 2008, Karnataka made a paradigm shift from augmentation of water to the management of water. In lieu of that a separate Directorate for CADA is formed. Through this land reclamation, which is otherwise locked by water logging and create land salination which makes entire land unfit for cultivation. By MOU with the Government of India, which helped us to reclaim more than 60,000 hectares. Thus CADAs have been strengthened both in structure and content.

Water Saving and Efficient Use of Water

Micro irrigation has a big role to play in future irrigation scenario in our water stressed country. The main objective is to create more utilization of water, optimum use of water to maintain soil health condition and to create and maintain FICs, FDCs. Karnataka faced a serious challenge of salination of soil in vast areas. It has taken this challenge head on with the help of the Government of India under MOU for Rs 606.00 crores to be utilized in the next four years to reclaim 2,17,525 hectares, a program is launched. Already one lakh acres land will be reclaimed by the end of this year.

Entire irrigation project which is entirely piped irrigation system is developed which will irrigate, 26000 acres of land in drought prone areas of Haveri district for efficient water management and economical usage of water. Operation of this project will be under SCADA, nearly 40% of the area to be irrigated is enhanced. The entire system works at 90% efficiency. Inspired by this success, all the projects under drought prone area are envisaged with the above micro irrigation. We intend to bring nearly one lakh acres in the coming year. Micro irrigation will be the future of the water efficiency and water conservation.

STABILIZATION OF ATCHKATS AS WELL AS BRING EFFICIENCY IN CONVEYANCE CAPACITY

Remodelling and restructuring of our old irrigation projects is inevitable. Modernization of canal systems has been taken up under GLBC, Malaprabha, Bhadra, TLBC, Kattapura, Chamaraja, Kabini and Harngi canal systems. It is also proposed to take up in Vijayangara, Gondhi and Tunga this year.

SOIL HEALTH CARD

Soil is a living body, and will be losing its health due to wrong usage. To check the health of the soil at regular periodicity Government of Karnataka has initiated the programme called Soil Health Card. The soil health card includes _ the ownership details, physical properties of the soil, chemical assessment of the soil including the phvalues on the basis of which the recommended

dosage of fertilizer based on the crop and the depth of water to be allowed for different crops. The benefits of the soil health card includes and enables the farmers to know the soil fertility status and to adopt accordingly a scientific management of land and water.

STRENGTHENING OF THE WATER USER COOPERATIVE SOCIETIES

We have been making consistent efforts to strengthen the institution of Water User Co-operative Societies. The membership had been made compulsory. The coverage had been distributory wise rather than hectare based. 75% of the money collected by them had been given back to the society as an incentive and to encourage active participation of the farmers. They have been also encouraged to take up multifunctions so that they are economically viable.

IRRIGATION GOVERNANCE ISSUES

RAP – MASCOTTE, Rapid Appraisal Procedure and Mapping System and Services for Canal Operations has been taken up extensively with the collaborative effort of the UN-FAO and the KNNL was identified as Centre of Excellence in South East Asia.

AC-IWRM, Advanced Centre for Integrated Water Resources Management has been established to ensure that the whole water resource department follows the principles of integrated management of surface, ground and rain water and also to see that all the water resource related departments work with total synergy and coordination. It is also proposed to integrate KERS and WALMI on the lines of the IWRM and both these institutions work under the umbrella of AC-IWRM to bring in the latest thinking as strategies for management of water resources in the state of Karnataka.

NPV/LAND ACQUISITION

Ministry of Water Resources has been consistently taking a stand that this issue is that of the Ministry of Environment of Forests. I may kindly be permitted to say that today the whole amount collected under this head which amounts to around 5200 crores is remained unspent. Therefore I request the Hon'ble Minister for Water Resources to take serious steps to see that the said amount is utilised for increasing the forest cover in catchment areas.

The government of India has prepared draft bill on Land Acquisition to present to the Parliament. Here the smooth land acquisition procedures have to be adopted for all the irrigation projects which is a major bottleneck in the implementation of the irrigation projects.

FLOOD MANAGEMENT

Karnataka is known for its network of tanks. As far as Karnataka is concerned I request the Ministry to treat our tanks as the flood carriers and therefore the development of tanks should be funded under the head of the flood management otherwise the state of Karnataka has been always deprived of funds which other states take advantage, under the Flood Management Head.

CONCLUSION

We do not have a water regime in our country. None of the present laws are able to establish a just water regime to the satisfaction of all the stakeholders. Present laws with their historical origin with British rule create more disputes because of several loose ends in the present Acts and Laws. Therefore the Inter State Water Disputes Act should be revisited. In some cases Government of India stand has delayed the projects which can be otherwise.

The absence of a strong water regime had been forcing us to go to the Hon'ble Supreme Court, by which the Government of India is trying to absolve its conciliatory role which is prescribed by the Constitution of India which an expected role is being the Head of the Federal Structure which need to be strongly established. I am making this statement because Karnataka as a mid and upper

riparian state suffered in both utilization and construction of projects which resulted in depriving the people of Karnataka their due and legal right of their share of water.

Finally I would like to conclude by reinstating what I said earlier that the fundamental issues relating to water need to be understood and a renewed National Water Policy need to be developed. The Ministry of Water Resources in specific and the Government of India in general need to play a proactive role and it has to ensure that the tribunals pass their orders within the stipulated time without seeking any extensions. Government of India needs to establish a just water regime that would ensure not only development and management of water resources across the country in a highly professional way but also ensure that the inter-state disputes are sorted out amicably keeping the overall interests of the country strengthening the federal structure what we have envisaged under the Constitution of India.

I acknowledge the Hon'ble Minister for Water Resources, and his team for convening this conference and enabling us to share our views and I am sure the Ministry will create many more opportunities for all of us to come together so that combined wisdom strengthens the water resource management of India and also development & conservation to the best of our capacities and capabilities.

Jai Hind and Jai Karnataka

Enclosure-2 for memorandam on "National Water Policy"

Opinion of N. Shankarappa,

A FEW OBSERVATIONS ON DRAFT NATIONAL WATER POLICY (2012) AS RECOMMENDED BY NATIONAL BOARD ON ITS 14TH MEETING HELD ON 7TH JUNE 2012

(vi) Water, after meeting the pre-emptive needs for safe drinking water, sanitation and high priority allocation for other domestic needs (including needs of animals), achieving food security, supporting sustenance agriculture and minimum eco-system needs, may be treated as economic good so as to promote its conservation and efficient use.

Water is not articulated strongly enough as a fundamental human right. This is despite India voting in favour of the United Nations General Assembly resolution on Right to Water, in 2010.

After pre-emptive needs the water is considered as commercial commodity. While this will help to meet the costs of water delivery, it does not deter water use among those who can afford to pay. In that sense it works particularly against lower income groups, and groups that use water for activities that have low economic returns. The economic good needs to be accompanied by protection of the right to water for basic needs, including that for basic livelihood strategies.

(vii) All the elements of the water cycle, i.e., evapo-transpiration, precipitation, runoff, river, lakes, soil moisture, and ground water, sea, etc., are interdependent and the basic hydrological unit is the river basin, which should be considered as the basic hydrological unit for planning.

This indicates the complete basin management system which is fully developed on supply and demand analysis. Not a single river basin project in India has based on this concept. Let alone this ideal requirement, even after final verdict Cauvery River Authority has failed to formulate 'Distress Formula' on basis of river Basin management but it heavily depended upon the monthly allotments. This requires special provisions to include the river authorities and change the entire concept of Water Tribunals. The current political system and situation is a big challenge for this.

(viii) Given the limits on enhancing the availability of utilizable water resources and increased variability in supplies due to climate change, meeting the future needs will depend more on demand management, and hence, this needs to be given priority, especially through (a) evolving an agricultural system which economizes on water use and maximizes value from water, and (b) bringing in maximum efficiency in use of water and avoiding wastages.

In India economizing on water use and maximize value from water needs complete overhauling of the irrigation practices prevailing in the country. Until this is achieved statement done is a wish rather than the practice. For example it is well known fact that Cauvery delta farmers (not on the upper areas of Tamilnadu) are in habitual practice of wasting water due to their irrigation practices.

Cauvery River Authority never attempted to take up such sensitive issues. This requires review of final judgements given by various river water dispute tribunals in sharing of water which in turn will bring the sharing issues to the zero position. It is not clear whether after adhering to this policy the previous judgements remain same or need change.

(ix) Water quality and quantity are interlinked and need to be managed in an integrated manner, consistent with broader environmental management approaches inter-alia including the use of economic incentives and penalties to reduce pollution and wastage.

In agriculture wastage is linked to salinity and economic loss but not to pollution. Here the wasted water either results in water logging or join the down stream natural streams. Bringing Scientific agricultural practices needs complete overhauling of the irrigation practices prevailing in the country.

The quantity of water required is estimated by industries themselves and submitted to the government for approval. There is no mechanism in the government to check these estimates. Always industries opt for higher natural resources. In Karnataka the steel industries have produced their own estimates for requirement of water, the basis of which is best known to them and not for the government and the public. After signing the MoU with Karnataka government in 2010 one giant steel industry is estimated 4 TMC water for its use for ultimate capacity which may be achieved in 3 decades. The quantity of water allotted from Mylavarm reservoir to OMC by Andhra Pradesh government raked up great controversy. Therefore proper provisions shall be introduced to counter them.

2.1 Even while it is recognized that States have the right to frame suitable policies, laws and regulations on water; there is a felt need to evolve a broad over-arching national legal framework of general principles on water to lead the way for essential legislation on water governance in every State of the Union and devolution of necessary authority to the lower tiers of government to deal with the local water situation.

It is not clear about the authorities of state and central governments in this policy.

2.2 Such a framework law must recognize water not only as a scarce resource but also as a sustainer of life and ecology. Therefore, water needs to be managed as a community resource held, by the state, under public trust doctrine to achieve food security, livelihood, and equitable and sustainable development for all. Existing Acts, such as Indian Easements Act, 1882, Irrigation Acts, etc., may have to be modified accordingly in as much as it appears to give proprietary rights to a land owner on groundwater under his/her land.

Does it mean that wells, bore wells which are in the private control to be brought under the government control? Does this to limit the use of ground water which is in private control? What are the issues involved here? What about the household bore wells in cities like Bengaluru.

- 2.3 There is a need for comprehensive legislation for optimum development of inter-State rivers and river valleys to facilitate inter-State coordination ensuring scientific planning of land and water resources taking basin/sub-basin as unit with unified perspectives of water in all its forms (including precipitation, soil moisture, ground and surface water) and ensuring holistic and balanced development of both the catchment and the command areas. Such legislation needs, inter alia, to deal with and enable establishment of basin authorities with appropriate powers to plan, manage and regulate utilization of water resource in the basins.

Are these authorities independent or under union government ? This seems take over the complete rights of states on their waters.

- 1.5 Community should be sensitized and encouraged to adapt first of utilization of water as per local availability of waters, before providing water through long distance transfer. Community based water management should be institutionalized and strengthened.

Special provision for cities above 10 Lakh population shall be included. Many big cities does not have near water sources. Taking water from far away place to serve a emerging metropolitan city may be questioned by public on this ground. How about projects like Telugu Ganga?

- 1.1 Climate change is likely to increase the variability of water resources affecting human health and livelihoods. Therefore, special impetus should be given towards mitigation at micro level be enhancing the capabilities of community to adopt climate resilient technological options.
- 1.2 The adaptation strategies could, inter alia, include increasing water storage in its various forms, namely, soil moisture, ponds, ground water, small and large reservoirs, and their combination, which provides a mechanism for dealing with increased variability because of climate change.

Tamilnadu has approached the supreme court against desilting of tanks in Cauvery basin and transfer of vartur lake water to tank near Hosakote. In such situation does special provisions are needed depending upon priority of usage?

- 1.3 The adaptation strategies could also include better demand management, particularly, through adoption of compatible agricultural strategies and cropping patterns and improved water application methods, such as land leveling and/or drip / sprinkler irrigation as they enhance the water use efficiency, as also, the capability for dealing with increased variability because of climate change. Similarly, industrial processes should be made more water efficient.

Refer comments for (ix)

- 5.2 As per present estimate, India receives on average annual precipitation of about 4000 Billion Cubic Meter (BCM), which is its basic water resource. Out of this, after considering the natural evaporation –transpiration, only about 1869 Billion Cubic Meter (BCM) is average annual natural flow through rivers and aquifers. Of this, only about 1123 BCM is utilizable through the present strategies, if large inter-basin transfers are not considered. Thus, the availability of water is limited but the demand of water is increasing rapidly due to growing population, rapid urbanization, rapid industrialization and economic development. Therefore, availability of water for utilization needs to be augmented to meet increasing demands of water. Direct use of rainfall and avoidance of inadvertent evapo-transpiration are the new additional strategies for augmenting utilizable water resources.

- 5.5 Inter-basin transfers are not merely for increasing production but also for meeting basic human need and achieving equity and social justice. Inter-basin transfers of water should be considered on the basis of merits of each case after evaluating the environmental, economic and social impacts of such transfers.

River linking is indicated in indirect manner. This needs elaboration.

6. DEMAND MANAGEMENT AND WATER USE EFFICIENCY

- 6.1 A system to evolve benchmarks for water uses for different purposes, i.e., water footprints, and water auditing should be developed to promote and incentivize efficient use of water. The “project” and the “basin” water use efficiencies need to be improved through continuous water balance and water accounting studies. An institutional arrangement for promotion, regulation and evolving mechanisms for efficient use of water at basin/sub-basin level will be established of this purpose at the national level.

This seems take over the complete rights of states on their waters.

- 6.2 The project appraisal and environment impact assessment for water uses, particularly for industrial projects, should, inter-alia, include the analysis of the water footprints for the use.

Refer comments for (ix)

- 7.1 For the pre-emptive and high priority uses of water for sustaining life and ecosystem for ensuring food security and supporting livelihood for the poor, the principle of differential pricing may have to be retained. Over and above these uses, water should increasingly be subjected to allocation and pricing on economic principles.

Refer comments for (vi)

- 7.2 A Water Regulatory Authority (WRA) should be established in each State. The Authority, inter-alia, will fix and regulate the water tariff system and charges, in general, according to the principles stated in this Policy in an autonomous manner. Such tariff will be periodically reviewed.

Does this apply to inter-state rivers? What about existing River Authorities.

- 7.3 In order to meet equity, efficiency and economic principles, the water charges should preferably / as a rule be determined on volumetric basis.

The powerful industries will be affordable of paying ‘more’ for volume which in turn can be included in their costs. But agricultural ‘volume’ varies and depends on multiple factors such as climate temperature, failure of monsoons. Hence clear parameters shall be indicated.

- 7.4 Recycle and reuse of water, after treatment to specified standards, should also be incentivized through a properly planned tariff system.

Refer comments for (11.7)

- 11.2 Urban domestic water supplies should preferably be from surface water. Where alternate supplies are available, a source with better reliability and quality needs to be assigned to domestic water supply. Exchange of sources between uses, giving preference to domestic water supply should be possible. Also, reuse of urban water effluents from kitchens and bathrooms, after primary treatment, in flush toilets should be encouraged.

Exchanges of sources between uses may affect the pre-emptive use pattern. Then what are the remedies for that?

11.6 Industries in water short regions may be allowed to either withdraw only the make up water or should have an obligation to return treated effluent to a specified standard back to the hydrologic system. Tendencies to unnecessarily use more water within the plant to avoid treatment or to pollute ground water need to be prevented.

Refer comments for (ix)

11.7 Subsidies and incentives should be implemented to encourage recovery of industrial pollutants and recycling / reuse, which are otherwise capital intensive.

Subsidies and incentives for effluent treatment and for reuse of water is recommended. Reclaiming wastewater shall be a compulsion to bridge the water deficit instead of 'subsidies and incentives'. In the absence of strong regulations to limit polluting activities, such incentives to polluters to treat effluents might work as a perverse incentive to pollute more. These are also opportunities for some of the worst water polluters to profiteer. Some companies are developing patented water purification technology. The above policy is unlikely to protect the basic right to water, then who are the advocates and beneficiaries of this policy?

12.1 There should be a forum at the national level to deliberate upon issues relating to water and evolve consensus, co-operation and reconciliation amongst party States. A similar mechanism should be established within each State to amicably resolve differences in competing demands for water amongst different users of water, as also between different parts of the State.

Authority over existing river authorities?

12.3 Water resources projects and services should be managed with community participation. Wherever the State Governments or local governing bodies so decide, the private sector can be encouraged to become a service provider in public private partnership model to meet agreed terms of service delivery, including penalties for failure.

Above Clause limit the role for government in public services. When in other parts of the world water services are being brought back into public realm due to negative experiences with private sector water provision, this policy suggests that the government should function simply as a service facilitator, and that service delivery should be handed over to local communities or the private sector.

15.3 It needs to be recognized that the field practices in water sector in advanced countries have been revolutionized by advances in information technology and analytical capabilities. A re-training and quality improvement programme for water planners and managers at all levels in India, both in private and public sectors, needs to be undertaken.

In India economizing on water use and maximize value from water needs complete overhauling of the domestic and irrigation practices prevailing in the country. Until this is achieved statement done is a wish rather than the practice

16.1 National Water Board should prepare a plan of action based on the National Water Policy, as approved by the National Water Resources Council and to regularly monitor its implementation.

16.2 The State Water Policies may need to be drafted/revised in accordance with this policy keeping in mind the basic concerns and principles as also a unified national perspective.

The current debate on how best to manage India's water resources is polarised on key issues, such as (1) inter-basin transfers, (2) water privatisation and (3) whether water should be treated as an economic good. Therefore, the draft calls for a national consensus in the indicated issues that will ultimately determine the success of implementing the policy.

Enclosure-3 for memorandam on "National Water Policy"

Hogenakkal Water Supply Project

1. The people of Karnataka have the highest respect and regard for our neighbours including the people of Tamil Nadu. We would like to live in peace and harmony with all our neighbours.
2. Tamil Nadu Government has taken up Hogenakkal Water Supply Project across River Cauvery. The project planned is in the common reaches of the river Cauvery and was not a part of the adjudication before the Cauvery Water Disputes Tribunal. Hence, the Inter-State implications arising from the project could not be examined. It is learnt that the project now proposed is for utilizing 2.1 tmc of water whereas the clearance given earlier was for 1.4 tmc.
3. The inter-State border running through the common reach of the river Cauvery has not been demarcated, even after 52 years of the States re-organisation. Without any demarcation of the inter-State boundary line by a joint survey Government of Tamil Nadu cannot decide on the location of Hogenakkal project in the common reaches of the inter-State River Cauvery. Obviously, Tamil Nadu has to wait for the finalisation of the boundary line.
4. The Government of Karnataka has conveyed serious objections to the Tamil Nadu Government about Hogenakkal Drinking Water Project. Various letters at all levels have been written in this regard by the Government of Karnataka on the following Inter-State issues of the Hogenakkal project
 - ◆ Since the Hogenakkal Project was not placed before Cauvery Water Dispute Tribunal Inter-State implications remain unresolved.
 - ◆ The Inter-State boundary on the common reach of the Cauvery river has not been demarcated even though, joint survey is under consideration for the last two decades.
 - ◆ Other issues including power projects construction as per decision of Cauvery Water Dispute Tribunal final order are to be considered, before agreeing to the Hogenakkal project.
 - ◆ Project being implemented is different from the detailed project report prepared earlier.
5. In view of the above, the Government of India is requested
 - i) to keep in abeyance the permission granted to the Tamil Nadu Government for the project
 - ii) to issue directions not to continue with the project till the inter-State issues are resolved.

Kalasa nala - banduri nala Diversion project

1. The people of Karnataka have the highest respect and regard for our neighbours including the people of Goa. We would like to live in peace and harmony with all our neighbours.
2. Hubli-Dharwad are twin cities in Northern part of Karnataka. They are also a cultural centre. Drinking Water, which is a basic necessity for all humans is in tremendous short supply in the twin-towns. People go without assured supply of water for many days.

3. In view of this Government of Karnataka has taken up the, **Kalasa Nala and Banduri Nala** project, for diverting 7.56 tmc of water from the Mahadayi river (in the Mahadayi Basin) into the Malaprabha River to meet mainly the drinking water requirements of Hubli-Dharwad twin cities.
4. Further, the Government of Karnataka has established High Court Bench in Dharwad. There are numerous educational institutions and such institutions would further expand in future. There are industries and under economic liberalization, the industrial growth is taking place at a fast pace. The education and industrial growth of twin cities are experiencing hurdles due to the non-availability of assured drinking water supply.
5. Appreciating the concern of Karnataka for meeting the drinking water requirement of Hubli-Dharwad twin cities, the Union Ministry of Water Resources accorded 'in-principle' clearance for Kalasa-Bhanduri diversion project on 30th April 2002.
6. However, based on complaint by the Government of Goa, the Central Government, without consulting Karnataka, erroneously placed the said 'in principle' clearance in abeyance by letter dated 19th September 2002.
7. The Central Water Commission has assessed the yield of the Mahadayi Basin as 200 tmc. Karnataka's contribution to this yield is 45 tmc. Hence, 7.56 tmc of water is a small proportion of the basin yield. It is learnt that NEERI (National Environmental Engineering Research Institute) Nagpur prepared the Environment Impact Assessment report for the project. The report indicates that there is no adverse impact on the environment and ecology of the basin including in the State of Goa.
8. The drinking water requirement being the pressing need of the people has the highest priority among the uses of water. Now the entire matter is in the Supreme Court. The Hon'ble Court has appreciated that the project is for drinking water supply and hence has consciously permitted Karnataka to go ahead with construction work.
9. In these circumstances, the Government of India is requested to restore the 'in principle' clearance granted in favour of Kalasa-Bhanduri project and give all other necessary clearances for diversion of 7.56 tmc from Mahadayi river to Malaprabha river to meet the drinking water requirement of the Hubli-Dharwad twin cities.

Cauvery and Krishna River Water Disputes

KRISHNA RIVER

Krishna River is the life line of North Karnataka. Krishna which is also called as Mahanadi of south India has 19 tributaries. The birth place of Krishna is the Sahyadri mountain range of Rathnagiri district in the state of Maharashtra. But the river flows more in Karnataka creating fertile lands. Unfortunately the state of Maharashtra is trying to stop the flow of water into Karnataka by building barrages and by storing water illegally. Many of these projects have been implemented successfully.

The state of Andhra Pradesh is obstructing Krishna river project by repeated allegations. Andhra Pradesh obtained stay from the Supreme court raising the issue of the height of Alamatti Dam. As a result of which Karnataka was unable to make use of water awarded by the Bachavath Commission. In spite of constructing the Alamatti dam, Karnataka could not use its part of water awarded by the Bachavath verdict. Actually the height of Alamatti dam should have been 524 feet. But the commission twisted the arms of state Government and cut down the height to 442 feet.

The state put forward a demand for 1432 TMC water from Krishna river. But the tribunal-1 awarded just 734 TMC, in the same way during Krishna Upper Project the demand was for 442 TMC but it was awarded just 173 TMC. The water available in Krishna River is 517 tmc and as natural justice the state should get 278 TMC. The tribunal-2 decision in this regard is pending. We request the Central Government to intervene & inpediate decision in this issue.

CAUVERY RIVER

Even in the case of distribution of Cauvery river water, Karnataka is at the losers end at every step. As the result of which we are unable to save our river basin area. The state Government put forward its argument in front of the tribunal requesting 465 TMC water for its 26 lakh hectare area. It was also presented that 408 TMC require for irrigation and 57 TMC for drinking water and industrial purpose for the city of Bangalore.

The tribunal in its verdict dated 5th February 2007 awarded 30 TMC to Kerala, 490 TMC for Tamilnadu and 70 TMC to Puducheri. Karnataka had to be satisfied with 270 TMC.

In this way whenever there were tribunals for water disputes, Karnataka suffered a lot.

It is surprised that the cries of Maharashtra, Goa, Andhrapradesh, Tamilnadu are positively heard by the Central Government where as it is not responding in the same manner to the appeals from the people of Karnataka. The state of Karnataka and its citizens feel that they are let down by the central Government.

We request central Government of India to intervene and inpediate decision making at the earliest.

Kannada Development Authority

Vidhana Soudha, Bangalore

List of the Delegates

1. Dr. Mukhyamantri Chandru, Chairman, Kannada Development Authority, Govt. of Karnataka.
2. Shri. Go.Ru. Channabasappa, Formar Chairman, Kannada Janapada Academy, Bengaluru
3. Prof. Hampa Nagarajaiah, Litterateur, Bengaluru
4. Prof. M. H. Krishnaiah, Educationist, Bengaluru
5. Dr. Baraguru Ramachandrappa, Film Director and Litterateur, Bengaluru
6. Mr. Pundalika Halambi, President, Kannada Sahithya Parishath.
7. Dr. Purushothama Bilimale, Director, Indo- American Research Center, New Delhi.
8. Prof. K. E. Radhakrishna, Educationist, Bengaluru
9. Dr. Nagathihalli Chandrashekhar, Film Director and Litterateur, Bengaluru
10. Dr. Vaman Acharya, Chairman, Karnataka State Pollution Control Board, Bengaluru.
11. Shri. Bykere Nagesh, Spl. Representative of Karnataka State, Karnataka Bhavan, New Delhi.
12. Dr. Rangareddy Kodirampura, Janapada Expert, Bengaluru.
13. Shri. B. Suresha, Film Director and Artist, Bengaluru.
14. Shri M.H. Sridhar, Social Activists, Bengaluru.
15. Shri. Ra.Nam. Chandrashekhar, Sanchalakar, Kannada Geleyara Balaga, Bengaluru.
16. Shri. Siddaiah, President, Karmika Okkuta, Bengaluru.
17. Dr. V. G. Hegade, Chairman, Delhi Karnataka Sangha, New Delhi.
18. Dr. K. Muralidhara, Secretary, Kannada Development Authority, Govt. of Karnataka
19. Shri. M. Shivaprakash, Special Officer, Kannada Development Authority, Govt. of Karnataka.

Special Invities of Karnataka

Hon'ble Union Ministers of Karnataka and Hon'ble M.Ps

