In 1947 the British had to transfer power to the Indians who thereupon adopted a parliamentary form of democracy. During the post independence period the questions concerning education which have been frequently asked are:

- Have the Indians effectively learnt something of the educational experiences of Britain?
- Why do the Indians still play purely borrowed roles in their educational behaviour?
- Why have they not wiped off the ulcers of illiteracy, ignorance, poverty and superstitions from the face of their motherland?
- Have they taken successful steps for the educational development of women, scheduled castes, scheduled tribes and other backward sections of the society?
- Have the Five Year Plans removed social and educational imbalances?
- What are the causes of the phenomena of unrest, revolt, frustration and indiscipline among the students?
- Is the educational system animated with an all-India policy, with a clear and well-defined objective, to awaken in the youth a love of humanity, an urge of service, the value of discipline and above all, steadfast devotion to duty?
The present study grew out of my interest to find appropriate answers to such questions. Since it is the Parliament which represents the entire nation and shapes her destiny, the answers to these questions can be found in its important debates and decisions on education. I have, therefore, made an attempt to study the Parliamentary Debates (mainly the Lok Sabha Debates) with a view to critically appraising the views of the legislators on educational problems. Though this study is neither a complete description nor an exhaustive account of the Parliamentary Debates on education of the Republican era, I have devoted the greater part of my attention to the social and philosophical aspects of education as reflected in the speeches of legislators.

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(SHER SINGH BABA)