

Shri M. C. Chagla: My hon. friend knows that we must bow to the majority of Parliament. We are responsible to Parliament, and if the majority expresses a particular desire, we must bow to it. My idea of secularism is that we should not emphasise the communal aspect of anything. That does not mean that you should not learn ethical principles or, what my hon. friend calls, righteousness or, if I may use a Hindu expression, dharma. That does not, again, mean that you should emphasise the fact that a particular university is Hindu and a particular university is Muslim. But I say that I shall abide by the decision of the majority of this House.

Shri Shinkre: If I heard the hon. Minister of State correctly, he had said a little while ago . . .

An Hon. Member: Deputy Minister

Shri Shinkre: I would like him to be Minister of State.

He mentioned a little while ago that the language question is *vicharadheen*, that is, under study.

Shri Raghunath Singh: Under consideration.

Shri Shinkre: In this context, in view of the fact that even today there are too many important personages in the country, educationists included, who are advocating the cause of the Roman script as a universal common script for the languages of the country, Hindi included, does this half-hearted attitude of Government towards the use of Hindi in Roman script reflect any doubt in their mind as to the eventual adoption of a script different from Devanagari for Hindi?

Shri M. C. Chagla: Government must act loyally to the Constitution. So long as the Constitution says that the official language of India is Hindi in the Devanagari script, the duty of Government is to propagate Hindi in the Devanagari script. But there is

nothing to prevent people from experimenting with any other script to find out what the position is. This is a free country. But as far as Government policy is concerned, it must be consistent with the Constitution.

Shrimati Renuka Ray: In reply to a question, the hon. Minister stated that a certain amount of autonomy was given to the universities. Is he aware that Delhi University has laid down conditions that those colleges like the Lady Irwin College, run by pioneer social welfare organisations such as the All-India Women's Conference Fund Association, have to disassociate themselves from the parent body in order to draw their grants? If so, what is Government's reaction thereto?

Shri M. C. Chagla: I do not know this. If the hon. lady Member will write to me, I will make enquiries.

श्री रामेश्वरानन्द : मेरा निवेदन है कि आप ने अभी कहा कि यदि दूसरे विद्यार्थी जो हिन्दी नहीं जानते वे रोमन लिपि में सीखें तो प्रसन्नता होती चाहिये । मैं आप की सेवा में निवेदन करना चाहता हूँ कि हिन्दी को कभी भी रोमन लिपि में नहीं सिखाया जा सकता, क्योंकि इस लिपि में उतने अक्षर ही नहीं हैं । अक्षरों के अभाव में हिन्दी का सत्यानाश हो जाएगा । और वह केवल इसलिए रोमन लिपि में नहीं सिखाया जा रहा है कि वे दक्षिण के विद्यार्थी हैं, बल्कि इसलिए रोमन लिपि में सिखाया जा रहा है कि हिन्दी का सत्यानाश हो जाए ।

Rural Institutes

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{ **Shri S. C. Samanta:**

{ **Shri Subodh Hansda:**

{ **Shri D. N. Tiwary:**

{ **Shri Daljit Singh:**

{ **Shri Sham Lal Saraf:**

*858. { **Shri P. R. Chakraverti:**

Shri P. C. Borooah:
 Shri H. V. Koujalgi:
 Shri D. J. Naik:
 Shri Krishnapal Singh:

Will the Minister of Education be pleased to state:

(a) whether it is a fact that the Rural Institutes of the country have not been able to attract a large number of students;

(b) if so, the reasons therefor; and

(c) whether any Probe Committee will be set up to find out reasons as well as to recommend suggestions to remove the defects?

The Minister of Education (Shri M. C. Chagla): (a) and (b). The increase in enrolment in the Rural Institutes has been reasonably satisfactory, having risen from 427 in 1956, when the scheme was instituted, to 3301 in 1964.

(c) It is not proposed to set up any Probe Committee. However, necessary steps are being taken to ensure the further development of the Rural Institutes.

Shri S. C. Samanta: May I know what sorts of services are open to those who come out successful from these institutes?

Shri M. C. Chagla: We are rather troubled about the problem of employment. Any service is open to them, but we thought that their services could better be utilised in community projects, and we have been impressing upon the States to employ students who have been educated in these institutes. Our effort has not been wholly successful, but we are doing our best.

Shri S. C. Samanta: May I know how these institutes are financed?

Shri M. C. Chagla: The financing is like this. We give grants-in-aid to the rural institutes at 75 per cent of the approved non-recurring and 50 per cent (75 per cent in the case of post-diploma courses) of the approved

recurring expenditure, except in the case of Jamia Rural Institute, New Delhi, which gets grants on cover-the-deficit basis and the Kasturba Rural Institute, Rajpura (Punjab) which is voluntarily not taking grants from the Government of India.

श्री डा० ना० तिवारी : क्या गवर्नमेंट को मालूम है कि रूरल इंस्टीच्यूट्स से जितने छात्र प्रशिक्षण पा कर निकले हैं उन में अधिकतर लोग बेकार हैं और नौकरियों के लिये इधर, उधर मारे, मारे फिरते हैं तो क्या सरकार ने कोई ऐसा उपाय किया है जिस में अधिक से अधिक लोगों को नौकरी मिल जाय ?

Shri M. C. Chagla: I have got the figures here. Ninety-five per cent students of the Civil and Rural Engineering Course, 90 per cent of the Sanitary Inspectors Course and 93 per cent of the Agricultural Science Course have secured employment. Only about 84 per cent of the students obtaining diploma in Rural Services have either secured employment or have proceeded for higher studies. However, not more than 30 per cent of the students have been able to secure suitable employment in the community development and co-operation departments. That is the unfortunate position. They are trained specially for this.

Shri Krishnapal Singh: I would like to know from the Government whether they have any intention of increasing the number of rural institutes; if not, of improving the standard of some of the existing institutions in rural areas and of imparting technical and scientific education to the students in rural areas, including medical education if possible, as there is shortage of doctors in the rural areas.

Shri M. C. Chagla: There is no project for increasing the number of rural institutes. We want to improve the quality of the education that is being given, and we are about to start a new scheme whereby different

groups of rural institutes will come together and will be deemed to be universities, so that the standard of education in these institutes should be higher than it is today.

Shri Ranga: What about medical education?

Shri M. C. Chagla: Medical education is not under me. It is looked after by the Minister of Health. So, I am not in a position to answer that question.

Shri S. N. Chaturvedi: Is it a fact that one of the reasons for the poor admissions in the rural institutes is the lack of feeder institutions at the secondary level?

Shri M. C. Chagla: No. One reason is that the institutions are not in a position to give degrees and therefore there is the question of status. That is what we are trying to remedy. The second thing is that States do not accept qualified people from these rural institutions for the special work for which they had been trained.

Shri Warior: May I know how these teaching staff for these institutions are recruited and what are the minimum qualifications prescribed?

Shri M. C. Chagla: I am not sure; I will look into it; as far as I know, the teaching staff is recruited as for any other institution by proper selection committees; posts are advertised and they are filled up.

Shri Warior: What are the minimum qualifications?

Mr. Speaker: He said that he had not got those details now.

Shri Oza: May I know whether the main purpose of setting up these rural institutes is to see that the trainees return to their ordinary lives better equipped than before rather than to give them employment and put them in competition with persons who are having degrees and who undergo different courses for jobs?

Shri M. C. Chagla: I agree with the hon. Member. The main purpose of a rural institute should be to train people to go back to the land and improve agricultural production, quality and so on, and not seek white-collared jobs in towns. We are trying to work in that direction.

Shri Ranga: Let our Ministers go back to the villages and do that work.

श्री विभूति मिश्र : क्या सरकार का यह पता है कि इन रूरल इंस्टीच्यूट्स में जो छात्र पढ़ कर निकलते हैं उन को नौकरी नहीं मिलती है और गांवों में यह आवहवा फैल गई है कि यह सरकार हम ग्रामीण लोगों को ऐसे रूरल इंस्टीच्यूट्स में फंसा कर बेवकूफ बनाती है जब कि और सब लोगों के लिये वह एक जनरल एजुकेशन रखती है और क्या उन विद्यार्थियों को भी उसी तरीके से क्वालिफाइड बनाने के वास्ते सरकार मांच रही है ?

Shri M. C. Chagla: Yes, Sir; our objective is to make education production-oriented.

Mr. Speaker: Is this 'yes' to the whole question?

Shri M. C. Chagla: No, Sir. I have taken down the salient feature of that question and my answer is that our policy is to make education production-oriented.

Mr. Speaker: He says in his question that the Government is trying to make a fool of these people. There ought not to be a 'yes' in answer to that question.

Shri M. C. Chagla: The answer to that is: No, Sir.

श्री हुकम चन्द कछबाय : क्या यह बात सही है कि छात्र इन रूरल इंस्टीच्यूट्स में शिक्षा लेने के बाद दो, दो और तीन, तीन साल तक बेकार और बरोजगार रहने हैं और क्या मंत्री महोदय यह बतलायेंगे कि ऐसे शिक्षा-प्राप्त छात्रों की संख्या कितनी है

जिन को कि अभी तक नौकरी नहीं मिली है ?

अध्यक्ष महोदय : मंत्री महोदय ने परसेंटेज बताना तो दिया है ।

Shri A. N. Vidyalkar: The hon. Minister just now referred to the status given by the various States to these students. May I know if the universities have also imposed certain disqualifications on the students and diploma holders that come out of these institutions?

Shri M. C. Chagla: I am not aware of it, but, as I said, if these institutes are deemed to be universities and are in a position to give degrees, all these questions would not arise.

श्री युद्धबीर सिंह : मैं ने इतने प्रश्न और उत्तर इन रूरल इंस्टीच्यूट्स के बारे में मुने लेकिन मेरी यह समझ में नहीं आया कि इस प्रकार की जो गांवों में शिक्षा की संस्थाएँ हैं और जहाँ कि बी०डी०ओ० और ग्राम सेवकों को ट्रेनिंग दी जाती है, सामुदायिक विकास खंड के कार्यक्रम की शिक्षा दी जाती है उस का इस शिक्षा मंत्रालय से क्या सम्बन्ध है ? वहाँ पर जिस प्रकार की शिक्षा दी जाती है उस का इस मंत्रालय के साथ क्या सम्बन्ध है ? अगर दूसरे मंत्रालय के साथ कहीं कोई परस्पर तालमेल हो तो उस तालमेल की कोमन ग्राउन्ड कौन सी है ? ब्लौक डेवलपमेंट से तो शिक्षा मंत्रालय का कोई सम्बन्ध नहीं है और उस में तो बी०डी०ओ० वगैरह को एजुकेशन दी जाती है

अध्यक्ष महोदय : एजुकेशन देना और बताना है और आगे ट्रेनिंग देना और बात है ।

श्री रामसेवक यादव : ग्रामीण शिक्षा का सब से अच्छा केन्द्र श्रीनिकेतन था, जो शान्ति निकेतन त्रिवेण्ड्रियम के अन्तर्गत आता था । यद्यपि केन्द्रीय सरकार ने उस संस्था पर काफी धन खर्च किया था, लेकिन वह संस्था बन्द कर दी गई । मैं यह जानना चाहता हूँ

कि वह संस्था क्यों बन्द की गई और क्या उस का कारण यह था कि वहाँ के उपकुलपति ने इस बारे में कोई प्रतिवेदन दिया था ।

अध्यक्ष महोदय : यह सवाल यहाँ नहीं उठता है ।

श्री क० ना० तिवारी : मैडिकल कालेजिज और कृषि कालेजिज में जो ट्रेनिंग दी जाती है, उन के अलावा रूरल एरियाज में जो यूनिवर्सिटीज हैं, उन के सम्बन्ध में क्या गवर्नमेंट ने इस बात पर विचार किया है कि जो लोग पुस्त-दर-पुस्त किसानी करते हैं, उन को और उन के लड़कों को उन में ट्रेनिंग दी जाए, ताकि वे नया अनुभव प्राप्त कर के फिर अपनी खेती कर सकें ?

Shri M. C. Chagla: I could not follow.

Mr. Speaker: What I have understood from his question is that his intention is to suggest that only such students should be admitted to those universities as might have the intention, after getting that training, to go over to the farms there and work in the fields.

Shri M. C. Chagla: We cannot deny admission to students because, apart from working on the farms, there are many other jobs open to those who get the diplomas from these institutions. As I have said, 85 to 90 per cent are employed; it is a very good figure compared to other universities where they have a larger percentage of unemployed.

Shri Ranga: In the face of this obvious unwillingness or failure of the State Governments to take advantage of the services—an overwhelming majority of the trainees in these institutions who are specially trained for rural work—have the Government considered the advisability of asking the State Governments themselves to nominate the students with the guarantee that they would make use of their services, so that when they are trained, they would go

back again and their special knowledge need not go to waste?

Shri M. C. Chagla: The students are admitted from different States....

Shri Ranga: On the recommendation of the State Governments, with the assurance that they would be utilised later on after their training, as is usually done with regard to those services where there is scarcity of personnel.

Shri M. C. Chagla: It is a helpful suggestion. I will certainly look into it.

मुदालियर समिति का प्रतिवेदन

* 859. श्री सिद्धेश्वर प्रसाद : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या सरकार ने वैज्ञानिक तथा औद्योगिक अनुसन्धान परिषद् के कार्यों का मूल्यांकन करने के लिए नियुक्त की गई मुदालियर समिति की सिफारिशों पर विचार कर लिया है ;

(ख) यदि हां, तो किन-किन सिफारिशों को स्वीकार कर लिया गया है तथा किन-किन को नहीं ; और

(ग) अब तक किन सिफारिशों को कार्यान्वित किया गया है ?

शिक्षा मन्त्रालय में उपमन्त्री (श्री भक्त वरुण) : (क) वैज्ञानिक और औद्योगिक अनुसन्धान बोर्ड और वैज्ञानिक तथा औद्योगिक अनुसन्धान परिषद् की शासी निकाय (गवर्निंग टाडी) के विशेष अधिवेशन में सिफारिशों पर विचार किया गया है ।

(ख) रिपोर्ट में की गई सिफारिशों और वैज्ञानिक तथा औद्योगिक अनुसन्धान परिषद् के महानिदेशक ने जो सिफारिशें की थीं उन्हें आम तौर पर मंजूर कर लिया गया है और महानिदेशक को अधिकार दे दिया गया है कि वह वित्तीय पहलुओं से संबंधित मामलों में वित्त सलाहकार से सलाह करे

और जहां जरूरी हो वहां इस संबंध में प्राप्त राय और टिप्पणियों को ध्यान में रखते हुए, संबंधित प्रयोगशालाओं की कार्यकारी परिषद् के जरिए, उन सिफारिशों पर अमल करने के लिए आगे की कार्यवाही करें ।

(ग) विवरण सभा पटल पर रख दिया गया है । [पुस्तकालय में रखा गया, देखिये संख्या LT-4188/65]

श्री सिद्धेश्वर प्रसाद : श्रीमन्, इस विवरण में यह बताया गया है कि वैज्ञानिक तथा औद्योगिक अनुसन्धान परिषद् के कार्यों का सरकार के विभागों और विश्वविद्यालयों में जितना निकट का सम्बन्ध होना चाहिए, उतना निकट का सम्बन्ध नहीं है । मैं यह जानना चाहता हूँ कि यह अनुसन्धान परिषद् ठीक ढंग से काम कर सके, इस के लिए इस सिफारिश को ध्यान में रखते हुए, सरकार ने सरकारी मंत्रालयों, विभागों और विश्वविद्यालयों को इस अनुसन्धान परिषद् में निकट लाने के लिए क्या कदम उठाए हैं ।

The Minister of Education (Shri M. C. Chagla): The statement itself shows what has been done after the report was received, but I wish to assure him that we are taking more steps to see that there is as much collaboration as possible between the laboratories and other institutions.

श्री सिद्धेश्वर प्रसाद : इस सम्बन्ध में यह भी सिफारिश की गई है कि इस अनुसन्धान परिषद् के उचित ढंग से काम करने के लिए, यह जरूरी है कि इस गवर्निंग बाडी में कुछ परिवर्तन लाया जाये । मैं यह जानना चाहता हूँ कि हाल ही में इस परिषद् की गवर्निंग बाडी में किस प्रकार के परिवर्तन लाए गए हैं और उन का इस अनुसन्धान परिषद् के कार्यों पर किस प्रकार का प्रभाव पड़ा है ?

Shri M. C. Chagla: The governing body has been reconstituted keeping in mind what the Mudaliar Committee recommended, namely, that the