

I can understand Hindi being used on forms by States where the regional language is Hindi but a department like P & T which is a Central Government undertaking should not use Hindi exclusively. This is a great handicap for people from non-Hindi speaking States as they are not able to understand the contents in the printed forms. I, therefore, request you to direct the Prime Minister to ask the Minister of Communications and also Ministers of other departments not to issue forms printed only in Hindi.

(iv) FAST UNTO DEATH BY OFFICE BEARERS OF ALL INDIA POSTAL EMPLOYEES UNION, AHMEDABAD DIVISION

SHRI AHSAN JAFRI (Ahmedabad)
Sir under rule 377 I wish to draw the attention of the government to the following matter of urgent public importance

15 office bearers of All India Postal Employees Union (Postman Class IV & EDA) Ahmedabad Division have gone on fast unto death from 10-4-78 in support of their demand 'One Postman—One Delivery'.

It is quite painful to note that the Postal Department is actually exploiting the postmen in the name of efficiency throughout the country. Postmen are required to work more by the officers disregarding the rules made for the duties of Postman.

The beats assigned to the postmen in the city of Ahmedabad are normally of 20 Kms. It takes nearly 3.25 hours for one delivery. All the postmen are required for two deliveries a day. The postman has to arrange the mail at the office which takes nearly one and a half hours, i.e. 3 hours for two deliveries. This amounts to taking work for nearly 10 hours.

This is gross injustice practised by the Postal Department. Repeated demands were made by the Union since the last many years but nothing has been done so far.

Postmen resorted to 'work to rule' in support of their just demands
Ahmedabad from 3-1-1978

PMG, Gujarat intervened on 10-3-1978 and promised that he would introduce the rule 'One Postman—One delivery' in the Ahmedabad Division. The agitation was withdrawn.

After this, the postmen were served with show cause notices. This kind of unjustified attitude of the officers of the Department has compelled the postmen to go on fast unto death.

The situation in the postal department in Gujarat in general and at Ahmedabad in particular is becoming worst. If any unfortunate event will take place the situation may go out of the control of the postal authorities.

I draw the attention of the Government with great concern and hope that Government will interfere immediately to solve the problem of the postmen and will ask the department to take work from the postmen according to rule.

13.16 hrs.

DEMANDS FOR GRANTS, 1978-79—
Contd.

MINISTRY OF EDUCATION AND SOCIAL WELFARE AND DEPARTMENT OF CULTURE—contd.

MR. DEPUTY-SPEAKER: The House will now resume further discussion and voting on Demands for Grants under the control of the Ministry of Education and Social Welfare and the Department of Culture. Shrimati P. Chavan was on her legs.

SHRI HARI VISHNU KAMATH (Hoshangabad): How many hours were allotted and how much time remains?

MR. DEPUTY-SPEAKER: 2 more hours are there out of which the minister will take at least 45 minutes to 1 hour. So, 1 hour is left for the discussion. The minister will be called at about 2.30.

श्री राम अश्वेश सिंह : (विजयवाड़ा)
उपाध्यक्ष महोदय, कल मेरा नाम बुलाया गया था, मैं रशियन डेलीगेशन में चला गया था. . .

MR. DEPUTY-SPEAKER: I have seen your letter. You cannot be discussing these things in the House.

श्री राम अश्वेश सिंह : मौका मिलेगा या नहीं ?

MR. DEPUTY-SPEAKER: Shrimati Chavan may continue.

श्रीमती प्रेमलताबाई चव्हाण : (कराड़)
उपाध्यक्ष महोदय, कल मेरी चर्चा अधूरी रह गई थी, उससे घाने मैं कहना चाहती हूँ कि देश की शिक्षा पद्धति अभी भी तय नहीं हो पायी है। शिक्षा ज्ञान का माध्यम है। इसको स्कूल कालेज में सीमित न कीजिये। हर इंसान को शिक्षा पाने का मौका दीजिये। राष्ट्रीय प्राथमिकता को ध्यान में रखते हुए साक्षरता को प्राधान्य देना होगा। आज उच्च शिक्षा और उच्च डिग्रियों पर ज्यादा खर्च हो रहा है। इसे कम करना होगा और प्रौढ़ शिक्षा की ओर ध्यान देना, उसको बढ़ावा देना बहुत आवश्यक है। क्योंकि फेमिली प्लानिंग और प्रोहीबिशन जैसे कार्यक्रम को सफल करना हो तो या तो शक्ति बरतनी पड़ेगी या शिक्षा के माध्यम से इन बातों का महत्व समझाना होगा जिनके ऊपर फंड की कमी होने से असर नहीं हो पा रहा है और देश की जनसंख्या कंट्रोल से बाहर बढ़ने का खतरा भी निर्माण हो गया है। इसका अनुभव हम आज कर रहे हैं।

देश में जो प्राइवेट शिक्षा संस्थाएँ नपन रही हैं, उनसे शिक्षा का स्तर बहुत नीचा हो रहा है। ये संस्थाएँ पैसा कमाने का साधन बन रही हैं और कम्प्लेन भी बढ़ा रही हैं। एडमिशन के टाइम पर और परीक्षा पास कराने के समय बहुत पैसा लिया जाता है। मेरा सुझाव है कि इन संस्थाओं का राष्ट्रीयकरण कर दिया जाय।

प्रादेशिक भाषाओं में शिक्षा प्राप्त करना बहुत महत्वपूर्ण है। इसलिये तीन-भाषा फार्मूला इस्तेमाल करना बहुत जरूरी है। उच्च तकनीकी शिक्षा में, जैसे ग्राइंडिंग, टी० और मैडिकल की राष्ट्रीय संस्थाएँ हैं, हिन्दी तथा प्रादेशिक भाषा एक विषय के तौर पर पढ़ाना बहुत जरूरी है। इस पर जोर देने से, हिन्दी भाषा दूसरों पर लादने से जो कटुता का निर्माण होता है, वह नहीं होगा और राष्ट्रीय भाषा इस्तेमाल की जायगी।

शिक्षा जाब-भारियेन्टेड होनी चाहिये। इसके लिये अनेक बोकेशनल स्कूल खोलने होंगे। उच्च शिक्षा और नौकरी का सम्बन्ध तोड़ना चाहिये। देश में शिक्षित लोगों में बेकारी दिन-ब-दिन बढ़ती जा रही है। इनकी अपेक्षाएँ बढ़ गई हैं। ये लोग वाइट-कालर जाब ही चाहते हैं और मेहनत का काम करना अपमान समझते हैं। यदि जाब-भोरियेन्टेड शिक्षा होगी तो बेकारी कम करने में बहुत सहायता मिलेगी।

पाठ्य पुस्तकें और पाठ्यक्रम चुनने में बहुत त्रुटियाँ पाई गई हैं। एन०सी०ई०आर० टी० का काम संतोषजनक नहीं है। सरकार को इसके लिये अधिक ध्यान देना चाहिये।

एक निवेदन मैं यह करना चाहती हूँ कि स्त्री शिक्षा के बारे में शिक्षा मंत्रालय का ध्यान उतना नहीं गया है, जितना इस पर दिया जाना चाहिये। देश में गल्ले स्कूलों की बहुत कमी है। इस ओर विशेष ध्यान दिया जाना चाहिये।

अन्त में मैं माता होने के नाते मंत्री जी से आर्पण करना चाहती हूँ कि यूनीवर्सिटीज और कालिजिज में अनुशासनहीनता बहुत बढ़ती जा रही है। इसमें गलती शासकों की है या विद्यार्थियों की है, इस पर नुक्ता-चीनी करने के बजाय, उन पर गोली चलाना एकदम बन्द किया जाय। यह ठीक है कि यह विषय शिक्षा मंत्री के कक्ष में नहीं है,

लेकिन शिक्षा मंत्री इसके लिये सिफारिश कर सकते हैं। इसलिये मेरा अनुरोध है कि वे इस सम्बन्ध में उचित सिफारिश करें ताकि बच्चों को पोलिटिक्स का शिकार न बनाया जा सके।

PROF SHIBBAN LAL SAKSENA (Maharajganj) Mr Deputy Speaker, Sir, I thank you for the opportunity given to me to speak

Education is a powerful instrument of national development—cultural social and economic The highest priority should, therefore, be accorded to the development of a national system of education which will develop among the people of India a national personality based on its ancient civilization and culture

But the misfortune with the present system of education in India is that it is based on the infamous Minute of Macaulay dated February 2 1835 the real aim of which was clearly defined by him in the following words

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern—a class of persons Indian in blood and colour but English in tastes and opinions in morals and in intellect”

The objective which Macaulay had before him was to convert the whole of India to Christianity as is clear from the letter Macaulay wrote to his parents from Calcutta on October 12 1835 In this, he wrote

‘Our English schools are flourishing wonderfully The effect of this education on the Hindus is prodigious No Hindu, who has received English Education ever remains sincerely attached to his religion. Some continue to profess themselves pure deists, and some embrace Christianity It is my firm belief that if our plans of education are followed up there will not be a single idolator among the respectable classes in Bengal thirty years hence And this will be effected without any efforts

to proselytize, without the smallest interference with religious liberty, merely by the natural operation of knowledge and reflection I heartily rejoice in the prospect”

Commenting on this letter of Macaulay, Mahatma Gandhi wrote in “Young India” dated March 29, 1926, as follows

“I do not know whether Macaulay’s dream that English educated India would abandon its religious beliefs has been realized but we know too that he had another dream, namely, to supply English-educated Indian clerks and the like for the British rulers That dream has certainly been realized beyond all expectations”

Another objective which Macaulay had in his mind when introducing this English education in India, was to denigrate everything Indian He wrote in para 9 of the same infamous Minute that I have never found one among them (the Orientalists) who could deny that a single shelf of a good European library was worth the whole native of India and Arabia” This view of his has been impressed on the Indian mind during the last seven generations continuously, so much so that every Indian to-day considers everything Indian as inferior and everything English or Western as superior

Under these circumstances the basic aim of educational re-construction in India must be to reverse this process, and every effort must be made through education to eliminate this inferiority complex from the minds of the new generations in India and also to produce young men with a fully developed national personality, based on the ancient civilization and culture of our great country

On April 28, 1967 the tenth Conference of the State Education Ministers was held in New Delhi The then Education Minister, Shri Triguna Sen, in the course of his inaugural address said, “Equally significant is the programme to promote national conscious-

[Prof. Shibban Lal Saxena]

ness and to strengthen national integration and unity Unfortunately, patriotism has become the first casualty after Independence We must now make the schools assume responsibility for promoting national consciousness and for strengthening national integration and unity"

Shri Morarji Desai, then Deputy Prime Minister, in the course of his address at the same Conference, went a step further when he said "We have a very ancient, perhaps the most ancient civilization and culture in the realm of thought, which raises human personality to the heights of fulfilment, I do not think any other country can beat this country To day also, we are having all those thoughts and ideals, but they are more in name than in action Our ideals are the highest, but our actions are probably the lowest I must agree to this indictment, but if that indictment is rightly taken by us to heart not as a criticism but as a statement of the present state of affairs from which we are suffering, we shall soon find a way to remove this contradiction between thought and action We have not got to lower our ideals but we have got to raise the level of our action, so that it conforms with the ideals that we profess or believe in I believe education is the only instrument through which we can achieve this There is nothing else which can make a nation integrated, strong and consisting of a real human society, because it is the purpose of education to enable us to see what is right and what is wrong, and also to acquire a capacity to stick to what is right and to give up what is wrong Judged from that standard I am afraid, our education has been a miserable failure, barring a few exceptions here and there That is because our education took a different turn during our days of slavery I am happy that those days are gone, but the effects of those days are not yet gone Whereas we have become physically independent and free, I wonder if we are mentally yet free and independent We are

still being governed, and very strongly governed, by some of the ideas which were responsible for putting us into slavery and keeping us there."

The late Shri Lal Bahadur Shastri when he was Prime Minister had said, "Every State in India should have a Sanskrit University" I am astonished at the assertion of the last Education Commission which was presided over by Dr Kothari that it cannot support the idea of Sanskrit universities As the late Mahant Digvijay Nath of revered memory said in his Minute of Dissent to the report of the Committee of Members of Parliament formed to study the Education Commission's Report, this report of the Commission is most reactionary, and it cannot be made the basis of the future educational plan in India I wholly agree with his Minute of Dissent In my view a new Education Commission composed of our top-most educationists who are real patriots should be immediately appointed for the formulation of the national plan for education for India So far as Sanskrit is concerned I feel Sanskrit being the mother of all Indian languages its study should be made compulsory for all students from the very beginning, so that students when they grow up, may be masters of this language and be steeped in our ancient culture and civilization

It is my considered opinion that the three-language formula should consist of the study of Sanskrit which is the mother of all Indian languages, Hindi which is the national language, and the regional language Time has now come to remove English from three language formula English may remain an optional language for those who wish to study it

I, therefore, strongly oppose the continuance of English as an associate official language along with Hindi, because so long as English remains as the medium of instruction in India, in any shape or form, Macaulay's mischief of keeping Indians mental slaves of the English cannot be undone. I take strong exception to the Education Commission having gone out of its way to

make changes in the three-language formula, which was so successfully being worked out all over the country. Bringing in the mother tongue as an alternative to the regional language, and proposing English as an alternative to Hindi as the link language, is the worst mischief that this Education Commission has proposed in the course of this Report, and I condemn it with all the strength at my command. I want the old three-language formula to continue in practice, in which Hindi and the regional language must remain the medium of instruction throughout. The proposal to teach, upto the university stage only in the regional language, as envisaged in the two-language formula would lead to the disintegration of the country into so many separate water-tight compartments thereby Balkanizing it completely, as the compatriots of Macaulay and other enemies of our country would like to see. I therefore, entirely disagree with it and strongly oppose its adoption.

Some people argue that standard books of science and technology exist only in English. This is a stupid argument. All the standards books in all subjects in every language—Russian, French, German, English etc.—should be translated into Hindi as soon as possible. Money should be no consideration. If Maharaja Ranbir Singh of Jammu and Kashmir could get hundreds of books in Sanskrit translated into Hindi with the help of about hundred pandits employed in the Dharmarth Trust and Nizam Usman Ali Khan of Hyderabad could get all text books from primary classes up to the post-graduate classes translated into Urdu for Osmania University, it is a shame that even after 30 years of independence all the important books in various subjects and in science and technology in all the different languages of the world could not be translated in India in our national language of Hindi so far. I demand from our Minister of Education that he should create a special department for the translation in the national language, Hindi, of all standard books in all sub-

jects of Arts, Science, Engineering, Technology, Medicine, Agriculture and in fact, in all the various realms of study, and it should be done before the five-year term of the present Janata Government comes to an end, even if Rs 100 crores have to be spent in accomplishing this task.

Now I come to my six cut motions, which I have moved. I will discuss them briefly. My first cut motion reads:

'Failure to make students contribution for running students' unions in universities and colleges voluntary instead of compulsory as at present.'

I requested our Research and Reference Branch to collect instances from newspapers of serious student disturbances State-wise. They have given me a list of 80 such instances published in the leading newspapers during the last six months. I have analysed them and prepared a chart. The chart shows that these disturbances were due to frivolous demands and yet they led to large crowds of students assailing their teachers and also attack public property like Government buses, ferries, railway trains and so on. In many cases Vice-Chancellors, Principals, Managers and other distinguished officers of Universities and colleges were gheraoed and even assaulted. In such cases invariably the teacher-politicians had incited the students for their own ends. The teacher-politicians have used student unions to brow-beat Managers, Principals and Vice-Chancellors to fulfil their objectives.

My conclusion is that hardly 5 per cent of the students in colleges and Universities take real interest in unions. These 5 per cent union leaders try to boss over Vice-Chancellors, Professors, Managers, Principals and Lecturers by using their unions as directed by teacher-politicians. If subscription to the unions is made voluntary, hardly 5 per cent will pay the subscription. The unions will, therefore, automatically cease to exist and

[Prof Shibban Lal Saxena]

5 per cent students will not be able to create disturbances which disturb the studies of 95 per cent students, who wish to read and study. Then the unions will cease to be a menace and colleges and universities will run smoothly. Examinations will be held in time in the months of March, April and May and they will not be postponed to July and August, which cause a loss of one year to students. Shri Charan Singh, our present Home Minister, had made this rule when he was the Chief Minister of Uttar Pradesh which brought peace in colleges and Universities and the examinations were held in time. I hope our Janata Party Government will follow the example set by Shri Charan Singh when he was the Chief Minister —

My second cut motion reads

'Failure to recognise the paramount importance of education by allotting at least Rs 500 crores instead of Rs 223.4 crores.'

India has a population exceeding 800 crores. The present Education Budget of Rs 223.4 crores for this country is hopelessly meagre. I therefore demand that it should be raised to Rs 500 crores immediately.

Similarly, my third cut motion reads

Failure of University Grants Commission to do justice to nearly 5,000 affiliated colleges, in which 90 per cent university students read but on which according to UGC Report for 1975-76 hardly 4 crores of rupees were spent in grants-in-aid as compared to about 62 crores of rupees spent on about 100 universities in which only 10 per cent of university students read.

About 4 lakh students read in 109 Universities in B.A. and M.A. classes and about 40 lakhs of students in B.A. and M.A. Classes in 500 affiliated colleges. But the expenditure in grant-in-aid to 109 Universities in 1975-76 was Rs 62 crores and the expenditure in grant-in-aid to 5,000 affiliated colleges

was only Rs. 4 crores. Thus, the expenditure per capita per student in Universities was about Rs 1,600 whereas it was only Rs. 10 per capita, per student in 5,000 affiliated colleges which cater to 90 per cent of B.A. and M.A. students. This is wholly unjust and irrational and must be stopped immediately. The per capita expenditure in Universities and Colleges must be nearly the same. I can understand that the Universities will find it difficult to meet their expenditure with such grant-in-aid. Therefore, I say that the education budget should be increased to Rs 500 crores per year at least. My cut motion, therefore, is a demand for justice to all students, whether in colleges or in Universities.

My fourth cut motion reads as follows

'Failure of the UGC to expedite the release of the allotted grants to affiliated colleges as a result of which more than half the colleges are not able to draw the grant-in-aid allotted to them.'

My experience is that the formalities for the release of even the allotted grants are so cumbersome that it is very difficult to fulfil all of them. I demand that the formalities should be simplified.

My fifth cut motion reads as follows

'Failure of the UGC to give 100 per cent grant-in-aid to affiliated colleges, as State Governments do not reimburse the matching grant contributed by colleges by taking loans which they find it difficult to obtain and in any case almost impossible to repay, for which reason more than half the affiliated colleges are unable to draw even a paise out of the allotted grant of Rs. 5 lakhs in 5 years to each of them.'

I run two degree colleges in my parliamentary constituency of Maharaajganj in District Gorakhpur. One of these is the Jawahar Lal Nehru

Degree College, Maharajganj, which was started in 1956. In the last twelve years I have spent Rs. 2,35,000 in matching grants to complete the projects for which the UGC gave sanction. More than half of it was spent in the Fourth Plan and the rest in the Fifth Plan. During all these 12 years, the UP Government did not reimburse a single paise of the matching grants contributed by the College by taking loans. After much hue and cry the UP Government agreed to give half the matching grants to the colleges, but it refused to give any reimbursement for the matching grants spent in the Fourth Plan period. I had taken loans for the college to furnish the matching grants in the Fourth Plan period and the loans have to be returned with interest but I am now told that only the expenditure incurred in the Fifth Plan will be reimbursed up to 0 per cent. How in the colleges do it? If you really want to help the affiliated colleges the UGC must give grant on a hundred per cent basis. The colleges should not be required to contribute any matching share. The UGC may adjust this with the State Government.

My last and sixth cut motion is with regard to the failure to decentralise the administration of the UGC.

कुमारी मणिबेन कल्लभभाई पटेल (मेहसाना) उपाध्यक्ष महोदय मैं शिक्षा मंत्री जी का ध्यान कुछ बातों की ओर खीचना चाहती हूँ। अगर हम को ग्राम आदमी को, आदिवासियों को, हरिजनों को, गरीब से गरीब आदमी को शिक्षा देनी है तो असली जो हमारी शिक्षा है, वह हमें उसे देनी चाहिए। शिक्षा में एक्साइज टक्स का जो तरीका है वह शिक्षा से हमें बिल्कुल निकास देना चाहिए। इससे शिक्षा भी अच्छी होगी, शिक्षा पाने वाले को भी लाभ होगा। एक्साइज टक्स रखने से शिक्षक असली शिक्षा नहीं दे पाते। वे जो किताबों में होता है, उसे ही पढ़ा देते हैं। बच्चों पर भी किताबों का इतना बोझ हो जाता है कि वे इतना बजल

कैसे उठावें। इन एक्साइज टक्स के लिए माँ-बाप भी इतना ज्यादा खर्चा कहाँ से मा सकते हैं। इसलिए मेरी पक्की राय है कि हमको पुस्तकों का बोझा शिक्षा से निकास देना चाहिए। हम कुछ किताबें रख सकते हैं जैसे गणित की पुस्तक है, बीज गणित की है, ज्योमेट्री की है। ये जो चौथे स्टैण्डर्ड से मैट्रिक तक किताबें चलती हैं, इतनी किताबों को हमें नहीं चलाना चाहिए। इन किताबों को कम से कम करना चाहिए। तभी अच्छी शिक्षा होगी।

शिक्षकों के लिए ट्यूशन पढ़ाना बिल्कुल बंद कर देना चाहिए। सबरे पांच बजे से रात के 11 बजे तक अगर शिक्षक ट्यूशन करता रहेगा तो वह बच्चों को पढ़ाने की तैयारी कब करेगा? उसको पढ़ाई का समय ही नहीं मिल सकेगा। इसलिए मेरी पक्की राय है कि शिक्षकों के लिए ट्यूशन पढ़ाना बिल्कुल बन्द कर देना चाहिए।

हमें शिक्षा में कोई ऐसा रास्ता निकालना चाहिए जिससे हमारे बच्चे अपने पूर्वजों के बारे में जाने, देश की आजादी के इतिहास के बारे में जानें, हमारे जो नेता हो गये हैं उनके बारे में जाने। इसकी शिक्षा भी बच्चों को मिलनी चाहिए। तभी उनमें, उनके दिल में देश के लिए अभिमान होगा। आज शिक्षा केवल नौकरी के लिए दी जा रही है। इसी दृष्टि से बच्चों का शिक्षण किया जाता है। हमें सोचने की जरूरत है कि बच्चों को शिक्षा मात्र नौकरी के लिए ही न दी जाए, बल्कि उनमें मानसिक विकास के लिए भी शिक्षा दी जाये। आज के विद्यार्थियों में शिक्षा पाने का उद्देश्य केवल मात्र यह रहता है कि हमें ऐसी नौकरी मिलेगी, इतना पैसा मिलेगा। इस स्थिति को हमें बदलना चाहिए। हमें यह भी देखना चाहिए कि हम आदिवासियों और हरिजनों को जो शिक्षा दें वह ऐसी शिक्षा दें जिससे उनका जीवन स्तर ऊँचा हो। आज हम देखते हैं कि शिक्षा का

[कुमारी नमिबॉन बल्लभाई वडेल]

स्तर पहले मे बहुत नीचा गया है। हमारे बच्चों को ऐसी शिक्षा दी जाये जो उनके लिए उपयोगी हो। आज हम कालेजों में देखते हैं कि क्वास रूप के दरवाजे पर शिक्षक सिगरेट पीता है। शिक्षक क्वास में या स्कूल में बीड़ी पिये और देहात में जायें तब वहा बीड़ी पीने रहे तो क्या सम्कार बच्चों पर पड़ेगा इसका अनुमान आप लगा सकते हैं। शिक्षकों को स्वच्छता का ज्ञान, आरोग्य का ज्ञान देना चाहिये। शिक्षक तैयार करने वाले जो स्कूल होते है उनमें इस चीज पर विशेष ध्यान दिया जाना चाहिये, वहा इस तरह की बातें उनको बर्नाई जानो चाहिये। साथ ही अगर कोई शिक्षक हडताल में भाग लेता है फाका या भूख हडताल करता है, प्रदर्शनों मे भाग लेता है तो वह क्या सम्कार बच्चा पर डालेगा ? इस तरह की चीजों में उसको भाग नहीं लेना चाहिये। किसी तरह में आपको कोई ऐसा गम्ता निकालना चाहिये ताकि जो शिक्षक इस तरह की चीजों में भाग लेने है वे डिसकवालिफाई किये जा सके। आपने ऐसा नहीं किया तो आप उनमें शिष्टता नहीं ला सकेंगे। अगर शिक्षक ही अशिष्टता बरतेगें तो विद्यार्थियों में शिष्टता कैसे आयेगी।

कालेज में प्रोफेसर यतिवर्गिटी ने सामने और वाइस चांसलर ने सामने जाये और वहा डेमण्स्ट्रेशन करे, इस प्रकार वे दिखावे करे, जैसे सर्कस में किये जाते है तो कालेज के विद्यार्थियों मे क्या अमर पड़ेगा ? मे समझती हूँ कि इस बार में आपको कुछ सोचना चाहिए।

शिक्षण में आप बार-बार बदल करते रहते हैं 10 प्लस 3 नम 3 आदि करते रहते है। इससे बहुत मनीवत होनी है। इससे माना पिता, शिक्षकों और विद्यार्थियों सबको बहुत मुश्किल का सामना करना पड़ता है। पुस्तकें तैयार नहीं होती है, उसके पहले ही इनको बदल दिया जाता है। स्कूल खुलते

हैं, विद्यार्थी क्लासिस में जाते हैं, कह दिया जाता है कि पुस्तकें नहीं हैं। इसके बारे में भी कुछ आपको सोचना चाहिये। बार-बार एक्सपेरिमेंट आपको नहीं करने चाहिये।

अगर सम्कार बच्चों पर अच्छे पड़ेंगे तभी हमारे बच्चे जो कल के नागरिक होने वाले हैं, जिनके ऊपर देश का भविष्य निर्भर करता है वे अच्छे बन सकेंगे और उनमें शिष्टता आयेगी।

हम आदिवासी स्कूल चलाने है। वहा बहुत अच्छे सम्कार बच्चों को दिये जा रहे हैं। हम उनके मा बाप के साथ काटेक्ट करते रहते है। हरिजन अच्छे नहीं होते, ऐसा मैं नहीं मानती। एक हरिजन भाई ने कहा कि अन्तर्जातीय लग्न होने चाहिये। मैं इसके विरुद्ध नहीं हूँ। माता पिता लग्न नहीं करा सकते हैं। लड़के लड़कियाँ अपनी-अपनी पसन्द में करते है। अन्तर्जातीय लग्न हम नहीं करा सकते है। वे करेगें तो हम जरूर प्रोत्साहन दे सकत हैं। हमारे पास हरिजन शिक्षक है। बनिये की लड़की ने उमरे साथ शादी की हुई है। दोनों बड़ी अच्छी तरह से रह रहे है। आदिवासी स्कूल को चलाने है। इस तरह की चीज को देख कर बड़ी खुशी होती है। आदिवासी और हरिजन अच्छे है और आज तो हरिजन भाई अच्छी अच्छी पुस्तकें भी लिखने लग गये हैं। मैं हरिजनो के विरुद्ध नहीं हूँ। हरिजनो पर हमको यह सम्कार डालना चाहिये और उनको खुद भी सोचना चाहिये कि उनको सबके साथ मिल जाना है और वे किसी से कम नहीं हैं। उनको अपने में मे लघु ग्रन्थी को जो है निकाल देना चाहिये, इनफीरियारिटी कॉम्प्लेक्स को निकाल देना चाहिये। ये लोग जो छात्रावासो में रहते हैं, इनके बारे में दूसरे लोग भी इस तरह का दृष्टिकोण न रखें, इनको अछूत न समझें, इस तरह के सम्कार भी उनमें पैदा किये जाने चाहिये, ऐसी मेरी राय है।

शिक्षकों को जो प्रशिक्षण दिया जाता है उस में उनको समझाना चाहिये कि किस तरह से शिक्षा का स्तर ऊँचा उठ सकता है और किस तरह से जा कर वे क्या पढ़ावेंगे उन स्कूलों को और वहाँ की पढ़ाई का स्तर ऊँचा उठ सकता है। तभी वे अच्छा शिक्षण दे सकेंगे। आज क्या हो रहा है? जिसको कोई काम नहीं मिलता है वह शिक्षक बन जाता है। उसका शिक्षण कार्य में कोई रस नहीं होता है। नौकरी में ही रस होता है। किसी तरह से उसको तनकावाह मिले इस बावदे वह काम करता है। जो शिक्षक बने उसको इस काम में रस लेना चाहिये और इसमें उसकी रुचि होनी चाहिये। बच्चों को कैसे ज्यादा होशियार बनाया जा सकता है इस तरह के मस्कार उनमें डालने चाहिये। स्कूला व बाहर में यह होना चाहिये कि कौन सा स्कूल ज्यादा अच्छा है कौन से स्कूल के बच्चे ज्यादा अच्छे निकलते हैं किस स्कूल का स्तर ज्यादा ऊँचा होता है किम स्कूल में बच्चे ज्यादा समझूँ होते हैं, इसको देखा जाना चाहिये। आज बच्चा पर कितना का बहुत बोझ है। इस प्रकार व बोझ ने होनहुए उनमें मन न था तथा उनका शरीर का विकास भी नहीं हो पाया है। इस पर भी सोचा जाना चाहिये। हमें मफाई लानी है प्रजा में, सफाई लानी है शिक्षकों में तो इसके लिए यह जरूरी है कि इसका ज्ञान शिक्षक को हो। आज तो शिक्षक ही अगर मफाई व बारे में न सोचे तो बच्चों में वह भावना कैसे आयेगी? इसलिये मूल बातों के बारे में आप साचे और कुछ गलती निताने, ऐसा मेरा आपसे निवेदन है।

* SHRI N. TOMBİ SINGH (Inner Manipur) Mr Deputy-Speaker, Sir, by way of participating in this debate, I would like to make a few concrete suggestions. Although I am sitting on this side, there would not have been much difference if I sat on that side in so far as what I am going to suggest. I do not believe in the theory that there is any magic power

which can do and unto things after a change of the Government. I do not agree with the view that whatever the previous regime did was bad. The previous regime tried its best in various fields, particularly in education. But so far, we have to agree that in spite of the efforts, the desired goal is yet to come. I am making a few suggestions to the hon. Education Minister in the hope that he will carefully examine them from academic, not political, angle and find solutions thereof.

On the subject of general policy of education, elaborate discussions have been there. I do not like to take the valuable time of the House on this point. I would, however, like to make this observation that there should be some sanctity and stability of educational policies whatever the Government or whoever the Education Minister has adopted. If this sanctity or stability or some element of permanency is not introduced in any educational policy then the result will be that the executive agencies implementing the policies, the teachers the universities and others at various levels will always be working with an apprehension that some change, at any time at the whim of some group or some person or some Politician, will come and, therefore, everything will be casually taken. So, this element of insecurity or instability in education policies in adoption as well as in implementation should be avoided.

Having said this much on the general policy, I would like to confine myself to a few points which have not so far been covered by other speakers. There are a few languages in India which are not included in the Eighth Schedule but are recognised by the Sahitya Akademi and have developed as any developed language in the country and deserve a place in the 8th Schedule. There are two aspects in dealing with these languages. Firstly, they are given certain facilities by the Sahitya Ake-

[Shri N Tombi Singh]

dem but they do not get all the facilities which the languages included in the Eighth Schedule get in various ways. The Home Minister has stated that the Eighth Schedule is not going to be changed. This frightens the people speaking the languages now recognised and developed because, on the one hand, the Home Ministry says that there will be no difference in treatment to developed languages whether they are included in the Eighth Schedule or not, and, on the other hand there are positive handicaps for these languages in getting similar facilities. In the translation of central laws in the national languages and also for the purpose of examinations for public services and education for linguistic minorities only the languages included in the Eighth Schedule appear to be of relevance. The Government of India and Parliament should do a total rethinking on the Eighth Schedule so that there will be no difference between the developed languages in the treatment between the 8th Schedule languages and the languages recognised by the Sahitya Academy.

The argument is that Eighth Schedule is over-loaded. If there are 16 entries there is no harm in making 17th entry and so on. If we do not like to increase the number, then we have got to do a serious rethinking on the policy of this language. I would like to make a emphasis on reference to Manipuri language which is a language of a State. The Manipur Legislative Assembly has passed recently a Bill making Manipuri language an official language of the State. It had also Unanimously demanded by a resolution the inclusion of Manipuri in 8th Schedule. Over and above that, the development of this language academically and for all practical purposes does not stand to be questioned from any angle. It will not be out of place to quote a few lines from Dr Suniti Kumar Chatterjee's introduction of a certain book he had written. He said

"The Meitei or Manipuri people living in the State of Manipur in the Indian Union are quite small—one could say insignificant numerically. But they are a great people when we consider the culture which they have built up in the Valley of Manipur and the literature which the Manipuris have given to India and the world in their own language the beginnings of which unquestionably go back to some 1500 to 2000 years. But people who do not understand the history, culture and atmosphere of Manipur and the great things which one can find in Manipuri literature erroneously consider Manipuri to be one of the backward languages. But even any superficial knowledge of the language and its literature would convince any one of the great value of the literature in the Meitei or Manipuri language. This literature is in the forefront of the advanced literatures spoken by millions of people in the Indian Union and it has some special quality and character of its own."

An international pandit like Dr Suniti Kumar Chatterjee who did not have any geographical boundary in the field of his studies namely languages whether of this country or of any part of the world was an authority on the subject. We are grateful to him for the deep understanding he had made of Manipuri. His observations should go a long way in the identification of the Manipur literature by those who have not had any access to Manipuri. Dr Chatterjee helped in taking this language to Sahitya Academy. MA classes have been started in Manipuri in the central universities like Delhi and Jawaharlal Nehru University.

This is the official language of a State. The inclusion of this language and for that matter other languages of a similar status has been delayed. One cannot understand the reason for the delay. We remember how we

demanding and fought for full statehood for the small units beginning from Nagaland, Manipur, Tripura and Meghalaya. We pleaded that the normal yardsticks could not be applied. It took a lot of time to convince the national leadership. We had to launch agitation, political agitations. Only then the leadership of the nation could be convinced. Inclusion of Manipuri in the Eighth Schedule—and, perhaps, some other languages also; there may be some others; but I am not competent to speak on them—has been hanging fire for the last many years. Although this does not come under the jurisdiction of the Education Ministry, I am making an emphatic mention of this here because the Education Ministry is one Ministry which can influence the Home Ministry towards a favourable conclusion of this demand. It would be the wisdom of the leadership not to wait for political agitations in this behalf. Pending the inclusion of this language in the Eighth Schedule, the Education Ministry can help in the development of this language at par with the languages including in the Eighth Schedule and also in the protection of the Manipuri minorities in Tripura and Assam in the matter of their education. We have been demanding that Assam and Tripura should provide adequate facilities for the education of the Manipuris in their mother-tongue upto the stage the State of Manipur has allowed them. The Governments there might be taking the plea that this is not a language included in the Eighth Schedule. So, we are now in a dilemma. On the one side we are told that there will be no difference in treatment, but on the other side, in implementation, there is a lot of difference. I would like to stress this point here in this debate, so that it will receive the attention of the hon. Home Minister and other relevant agencies.

The next point I would like to stress is encouragement of Sanskrit education in Manipur. The Manipur

valley is virtually a Hindu area except for a small percentage of Muslims, but the rest of the hill areas surrounding the valley are populated by Christians. So, the Manipur scene is a very unique social composition. The valley is very much in the mainstream of thought and culture; it would like to encourage the study of Sanskrit, Hindi, Indian classical music and other trends in the national mainstream preserving its colourful distinct identity. For this, the Manipur Sahitya Parishad, Manipur Sanskrit Parishad and other organisations are working very actively. I understand that the Manipur Sanskrit Parishad has written for Central assistance to meet the expenses of Sanskrit colleges and schools. I understand that only a very nominal grant has been extended so far. This is unfortunate and the amount should be increased. I would request the hon. Education Minister to look into the matter from a special angle; the North-Eastern area, being a sensitive area and already far away from the mainstream politically, should be treated on a special footing, particularly in the matter of study of languages like Sanskrit and Hindi; not only in the valley, but also in the hill areas where we have the Christian community by utilizing the valley as the spring board. I have been giving this suggestion from time to time. Last year also, in similar debate, I made it. I hope, this will receive the pointed attention of the Education Minister.

You have mentioned in your report about giving support and patronage to rural sports all over the country. In my part of the country Manipur, there are excellent indigenous games of various kinds which have been there as part of our community life for example, Mukna which is the Manipuri style of wrestling, Khong Kangjel, the Manipuri style of hockey Sagoi Kangjel, the Manipuri style of polo which originated in Manipur according to authorities on the subject including the Encyclopaedia Britannica.

[Shri N. Tombi Singh]

Although the Manipuris cannot afford to play in the sophisticated fashion, polo continues to be their popular game. Kang and Yubirkpi are the other games played there. Kang is a decent ancient indoor game highly technical and sophisticated in rules and practice. Yubirakpi is Manipur style of Rugby.

14.00 hrs.

So, also, there are other games like that. If we make a proper study, we can make them national games. They are very scientific, I should say, and they promote not merely sporting interests but all-round physical and mental development. Manipur is rich in sports talents. As you know, the Manipuri boys and girls have been doing well in the eastern parts; the Gauhati University games, particularly, are always dominated by Manipuri boys and girls from the very beginning, the Manipuri cadets have also given a good account of themselves in sports and games in the eastern wing of NCC. So, the Union Minister of Education may consider extending more grants to the State Government for improvement of indigenous games so that some of these games could be picked up and introduced at the national level.

Then, the next point I would like to make is with regard to the maintenance of standards and priority of the classical dance, of India through authorized training institutes, wherever they are. This can be done by providing adequate supervision and, at the same time, giving them proper financial assistance. I happen to belong to a community which has nourished the Manipuri style of classical dancing—one of the ancient classical forms of Indian dancing—and I know what exactly is the responsibility of nurturing and maintaining a classical dance form. Now, the Sangeet Natak Akademi which is under your Ministry is running the Jawaharlal Nehru Manipuri Dance

Akademi there—a Manipuri Dance Akademi. The funds received by it are not adequate. Recently the Akademi took out a Ballet team which was very much acclaimed all over the country. It gave its performance in some major cities and all critics wrote highly of the ballets and of the suitability of the Manipuri style in ballets. This Ballet section should be a separate department under a specialized Guru in the Jawaharlal Nehru Akademi, for which more funds will be required. Over and above this, we need special arrangements for training of teachers of classical dances. Otherwise, it has been becoming very difficult to maintain the standard, uniformity and purity of classical dances. There is a lot of distortion here and there. For instance, when we see a classical Bharatanatyam presented in Assam or in Manipur, we do not know what is the authenticity of it because anybody comes and teaches there. So also, Manipuri dance is taught and shown in other cities of the country under incompetent teachers who have no proper schooling in the art form. The situation is horrible. On one occasion, in a very big cultural hall in a city in the South, at a reception to VIPs a show was put up and an announcement was made "The last item will be the famous Manipuri dance by so and so" but there was practically nothing Manipuri about it. It was discovered in the run of the show. When the Chief Guest asked me 'Are you happy with it', I said 'I am happy because you like the name of Manipur dance, and because the artist is a beautiful girl, but there is nothing Manipuri in the costume and the movements. But then, you called in Manipuri and we enjoyed it of course; we enjoy anything when are not choosy'. But the sanctity and purity of the classical dances should be maintained and it can be done only by proper teaching by competent Gurus and elaborate propagation about the basic characters of the dances. With the help of the Minister of Education the classical

dances—not only Manipuri but other classical dances also—should be given proper protection and publicity, particularly in the big cities.

श्री राय ब्रजबोस सिन्हा : (बिक्रमगञ्ज) .
उपाध्यक्ष महोदय, सबसे पहले मैं यह कहना चाहता हूँ कि जनता पार्टी की सरकार और कांग्रेस पार्टी की सरकार में बहुत में अन्तर दिखाई पड़ते हैं। कई विभागों में बहुत स्पष्ट अन्तर दिखाई पड़ रहे हैं लेकिन शिक्षा विभाग में कोई अन्तर नहीं दिखाई पड़ रहा है। शिक्षा विभाग उस पुराने ढर्रे पर चल रहा है जिस ढर्रे पर तीस साल से कांग्रेसी हुकूमत चलती रही। उम के कारण उद्योग विभाग में नीति में स्पष्ट परिवर्तन मालूम हुआ, एग्रीकल्चर विभाग में स्पष्ट नीति में परिवर्तन मालूम हुआ, फाइनेन्स विभाग में ऐतिहासिक महत्ता प्राप्त की, हज़ार पाच हज़ार और दस हज़ार के नोटों का डेनॉमिनेटेशन करके स्पष्ट महत्ता प्राप्त की, लेकिन जहाँ तक शिक्षा विभाग की नीनिया का मसाला है पूरा का-पूरा जो मैकाने के जमान में चल रहा था, वही नीति कांग्रेस पार्टी ने चलाई और वही नीति आज भी जनता पार्टी की सरकार चला रही है—यह बहुत दुख की बात है।

मैं अपने भाषण को पांच खण्डों में बांट कर बोलूँगा—शिक्षा नीति, भाषा नीति, संस्कृति नीति, खेलकूद और शिक्षा मंत्रालय के खर्चों का विचारविधा की शिक्षा में अनपान।

उपाध्यक्ष महोदय, शिक्षा नीति का जहाँ तक सवाल है, अभी तक जो कांग्रेस की नीति थी, उसका उद्देश्य था देश को दो वर्गों में बाँटा जाय—शासक और शोषकों का एक वर्ग पैदा करे और दूसरा वर्ग हो—शासित और शोषितों का। इसलिये उन लोगों ने जितने ढंग के स्कूल चलाये—ये चार-पाच किस्म के स्कूल थे—मिलिट्री स्कूल, सेंट जेवियर्स के स्कूल, पब्लिक स्कूल, प्रायि। जब इस तरह के स्कूल देश में चले तो जो ग़रीबों में काम करता है, किसान का बेटा, इन में कभी नहीं

पड़ेगा। मेहतर का बेटा पब्लिक स्कूल में नहीं पड़ेगा। ऐसा क्यों होता है? इस लिये होता है कि एक शासक वर्ग बन जाय, थकसर का लड़का थकसर बने और किसान का बेटा चपरासी बने या ज्यादा से ज्यादा किरानी बने। इस तरह की शिक्षा नीति कांग्रेस की हुकूमत ने 30 साल तक देश में चलाई, परन्तु दुख इस बात का है कि हमारी हुकूमत ने भी उस नीति में कोई परिवर्तन नहीं किया।

उपाध्यक्ष महोदय, आप को यह मालूम है कि मिलिट्री स्कूलों में कौन जाता है। किसी साधारण गरीब का बेटा या किसान का बेटा वहाँ नहीं जाता है। मैं मंत्री महोदय से निवेदन करना चाहता हूँ—बहु कैटेगोरिकली यहाँ बतलायें—क्या किसी किसान का बेटा या जो गाँव में रहने वाला, 6-7 या 10 एकड़ जमीन जोतने वाले का बेटा आई० ए० एस० या आई० पी० एस० बना? परसेन्ट भी आई० ए० एस० या आई० पी० एस० में गरीब किसान का बेटा नहीं गया। ऐसा क्यों हुआ? इसलिये कि यहाँ पर शिक्षा की दुधार नीति चलती रही—आई० ए० एस० का बेटा आई० ए० एस० बनेगा, किसान का बेटा किरानी या चपरासी बनेगा। इस नीति में कोई परिवर्तन नहीं हुआ।

जहाँ तक भाषा नीति का सवाल है—कांग्रेसी हुकूमत ने तीन भाषायी फार्मूला चलाया। यह तीन-भाषायी फार्मूला ठगेती का फार्मूला है, यह अंग्रेजी को चलाते रहने का एक पंच है, दक्षिण भारत के लोगों को फुसलाने और उत्तर भारत के लोगों को भयभीत करने की नीति है। जब तक यह चलेगा, अंग्रेजी को कभी भी हटाया नहीं जा सकता है और राष्ट्र भाषा को प्रतिष्ठित नहीं किया जा सकता है। मैं यह नहीं कहना चाहता हूँ कि आप अंग्रेजी को हटा कर हिन्दी को लाव दें, हिन्दी जाय बूल्ह-भाड़ में, मुझे उस से मतलब नहीं है। मुझे मतलब इस बात से है कि क्षेत्रीय भाषा

[श्री राम अश्वघोष सिंह]

चने, इस से वह भाषा अपने आप विकसित हो जायगी और अंग्रेजी राज भाषा की कुर्सी से हट जायगी। अंग्रेजी जोड़-तोड़ की भाषा है—शासक और शोषकों को जोड़ने और शासित और शोषितों को तोड़ने की भाषा है। आज दक्षिण का हलवाहा, मजदूर, चरवाहा उत्तर भारत के हलवाये, मजदूर और चरवाहे से मिल नहीं पाता है, क्योंकि अंग्रेजी उस में बाधक है। अंग्रेजी होने के कारण वह मिल नहीं सकता है, क्योंकि उत्तर भारत का हरवाहा, चरवाहा अंग्रेजी नहीं जानता है, मजदूर अंग्रेजी नहीं जानता है और दक्षिण भारत का भी हरवाहा, चरवाहा, अंग्रेजी नहीं जानता है। इस तरह से अंग्रेजी रख कर ये मुट्ठी भर शासक वर्ग के लोग यह चाहते हैं कि इस देश में ऐसी भाषा रहे जो मुट्ठी भर लोग ही समझ सके। संस्कृत भाषा से जो जब नियमों में कसा गया, बाधा गया और उन में उस को कसा दिया गया, तब प्राकृत भाषा आई और जब उस प्राकृत भाषा को भी कसा गया, जो जनता ने अपनी भाषा 'पाली' को बनाया और जब पाली भी नियमों में बंध गई, तो अपभ्रंश भाषाएँ फैली और अलग-अलग सूबों में अलग-अलग क्षेत्रीय भाषाओं का विकास हुआ। तो हमेशा में शासक और शोषक लोगों की यह नीति रही है कि एक ऐसी भाषा चलाई जाए जो आम जनता की भाषा न हो सके। अगर आम जनता की भाषा राज भाषा हो जाए, तो एक माध्याग्न गरीब आदमी का बेटा भी राज-पाट में हिस्सा लेगा, वह भी राज-पाट में वक़्त देगा और उस का हकदार होगा। इसीलिए अभी तक यहाँ के हुकमरान और शासक वर्ग के जो लोग रहे हैं वे जानबूझ कर अंग्रेजी को राज-भाषा बनाए हुए हैं और इस को चलाते रहे हैं।

मुझको कहना तो बहुत या इस मसले पर लेकिन आप ने बटी जो बजा बी है, तो मैं तीन मिनट में अपनी बात कह कर समाप्त कर दूंगा।

उपाध्यक्ष महोदय : नहीं, आप एक मिनट में खतम करिये क्योंकि एक मिनट ही आप का बाकी रह गया है।

श्री राम अश्वघोष सिंह : भाषा नीति के बाद मैं सांस्कृतिक महत्व की ओर सरकार का ध्यान खींचना चाहता हूँ। सांस्कृतिक भ्रान्तियाँ ही क्रान्ति को रोकती हैं। इस देश में सांस्कृतिक भ्रान्तियाँ इतनी फैल गई हैं कि वे किसी तरह की क्रान्ति को पनपने नहीं देती हैं। न वह सांस्कृतिक क्रान्ति को बढ़ने देती हैं, न धार्मिक क्रान्ति को फैलने देती हैं और न राजनीतिक क्रान्ति को ही होने देती हैं और यह भ्रान्ति पुराणों और धार्मिक ग्रन्थों के जरिये फैलाई जा रही है। इसलिए मेरा कहना यह है कि देवी देवताओं के खिलाफ जो प्रचार होना चाहिए, वह होने दिया जाए। आजकल सरकारी मशीनरी और रेडियो और जितने भी प्रसारण के यंत्र हैं, वे ऐसा नहीं होने देते हैं। मैं शिक्षा मंत्रालय में यह कहना चाहता हूँ कि बहुत सी ऐसी किताबें छपी जा रही हैं जिन में पौराणिक कहानियों के जरिये बच्चों को यह चीज सिखाते हैं कि देवी देवता महान् हैं और आदमी महान् नहीं है और मिट्टी की जो यह मूर्ति है, यह बड़ी है। इस तरह वे पौराणिक कहानियों के जरिये बच्चों के कोमल दिमाग में यह चीज भर दी जाती है कि इन्सान बड़ा नहीं है, इन्सान छोटा है और मिट्टी की मूर्ति बड़ी है। इस तरह की सांस्कृतिक भ्रान्ति से जो क्रान्ति रुकी हुई है, उसके खिलाफ शिक्षा मंत्रालय को सचेष्ट होना चाहिए और इस तरह की गलत बातें जो किताबों में छपती हैं, उन को रोकना चाहिए। मैं यहाँ पर ऐसी किताब नहीं लाया हूँ जो आप को दिखाता लेकिन मैं यह कहना चाहता हूँ कि टेबल्ट बुक्स इतनी सड़ी-गली छपी जा रही हैं, जिन का कोई हिसाब नहीं है। इस तरह शिक्षा मंत्रालय को ध्यान देना चाहिए।

खैर-कूद और हरिजनो की शिक्षा के बारे में भी मैं एक शब्द कहना चाहता हूँ।

इसने बिना के प्रयास के बाघ भी और इसना डोल बजाने के बाघ भी—पिछली हुकूमत यह डोल बजाती रही है कि हम ने हरिजनो और आदिवासियों के लिए इतना खर्च किया है— जो स्टेटिस्टिक्स भारत सरकार के हैं, उन में यह लिखा हुआ है, मैं केवल एक सूबे के भाकडे ही गिनाता चाहता हूँ और वह बिहार है, वहा पर छट्टी क्लास से लेकर आठवी क्लास तक हरिजन बच्चों की संख्या 11 फीसदी है और आदिवासी बच्चों की संख्या 18 फीसदी है और आगे बढ़ते हैं तो नवी से ग्यारहवी तक वह घट कर क्रमश 6 फीसदी और 8 फीसदी रह जाती है। इसका मतलब यह है कि कोई भी ध्यान नहीं दिया गया और यह डाल बजाया गया। यही रवैया यदि इस सरकार का भी रहा, हरिजनो और आदिवासियों का यदि डोल पीटा गया तो इससे काम चलन वाला नहीं है। यदि आप भी डोल पीट कर ही काम चलाना चाहे तो मुझे कुछ नहीं कहना है। मैं शिक्षा मंत्री जी से पूछना चाहता हूँ कि वह बताये कि हमारे देश की भाषा नीति क्या होगी?

MR DEPUTY-SPEAKER I will call the next speaker now

श्री राम अच्युत सिंह इस देश की शिक्षा नीति क्या होगी और हरिजनो पर टोटल एजुकेशन के बजट का कितना खर्च किया जाएगा? कितने प्रतिशत आदिवासियों पर और पिछड़ी जातियों पर खर्च किया जाएगा। आपको इसको साफ साफ बताना होगा।

MR DEPUTY-SPEAKER: Shri Dajiba Desai: You will also have eight minutes

SHRI DAJIBA DESAI (Kolhapur): Eight minutes I am sorry, I do not want to speak.

श्री राम अच्युत सिंह उपाध्यक्ष महोदय, इनका समय मुझे दे दिया जाए।

उपाध्यक्ष महोदय: इस तरह किसी का समय किसी को नहीं मिल सकता है।

उनका तो पांच मिनट था, मैंने तीन मिनट बढ़ाया है। अब वह नहीं बोलना चाहते हैं।

Now the next speaker, Mr. Somani

श्री एस० एस० सोमानी (चित्तौडगढ़) माननीय उपाध्यक्ष महोदय; मैं शिक्षा विभाग की अनुदान मांगो का समर्थन करने के लिए खड़ा हुआ हूँ। इस बात से इकार नहीं किया जा सकता है कि शिक्षा विभाग पर इस देश के राष्ट्रीय चरित्र को बनाने की बहुत बड़ी जिम्मेदारी है। पिछले तीन साल के शासन में, हमारे देश के लोगों का राष्ट्रीय चरित्र नहीं बना है। उसके कारण आज हमारे सामने सारी समस्याएँ खड़ी हुई हैं। हमारे राष्ट्रीय नेता हमेशा यह बात कहते रहे कि हमें बहुत खेद है कि हम ने शिक्षा पद्धति में कोई परिवर्तन नहीं किया। मैं कहना चाहता हूँ कि उन लोगों का दिमाग इस सम्बन्ध में साफ बही था, उन लोगों के दिमाग में कोई कल्पना नहीं थी कि हम देश में कैसे नवयुवक बनाना चाहते हैं। उन लोगों को यह मालूम ही नहीं था कि वे इस देश को कैसा बनाना चाहते हैं। जिस आदमी के सामने भविष्य का स्पष्ट चित्र या नक्शा न हो वह कैसे देश को बना सकता है। आवश्यकता इस बात की थी कि हम आजादी के तुरन्त बाद इस देश में ऐसी शिक्षा पद्धति लागू करते जिससे कि ऐसा नवयुवक निकलता जिसको कहीं पर भी खड़ा कर देते तो भी वह उपयोगी सिद्ध होता। आज दुनिया के कुछ देशों ने हमारे सामने उदाहरण पेश किये हैं। स्कूल में पढ़ने वाला विद्यार्थी युद्ध के समय सीमा पर खड़ा होकर दुश्मन का सिर फोड़ता है वही विद्यार्थी शांति के समय खेतों, कल-कारखानों में काम करता है। किन्तु हम यह नहीं कर सके। क्या हम यह नहीं कर सकते थे? कर सकते थे परन्तु इसके लिए ईमानदारी चाहिए। हमारे भाई ने कहा कि शिक्षा विभाग से राजनीति चलती है, शिक्षा विभाग में प्रशासित पंदा करने का प्रयास किया जाता है। इसी वजह से ये सारी परिस्थितियाँ बनी हैं।

[श्री एस० एस० लामानी]

मैं शिक्षा मंत्री जी को कहना चाहता हूँ कि हम कहीं पर वैदिक शिक्षा की बात करते हैं, कहीं पर अनुशासन की बात करते हैं, हम कहीं पर नवयुवकों को देशभक्त नवयुवक बनाने की बात करते हैं। परन्तु उस माने में आपने अपने बजट में क्या व्यवस्था की है? मैं चाहता हूँ कि शिक्षा के बाद एक सीधे-सादे विद्यार्थी को हम घर से बाहर निकालें। घर से बाहर उसको जगल में रखें, कैम्प में रखें। वहाँ उसको हल चलाते से लेकर बन्दूक चलाते तक की शिक्षा दी जाए। इस तरह का एक नया नवयुवक एक साल में तैयार होगा। इससे अनुशासन उसके जीवन में आएगा, सामाजिकता उसके जीवन में आएगी। इस प्रकार से नये नवयुवकों का निर्माण आपको करना पड़ेगा।

हमारी शिक्षा प्रणाली विद्यार्थियों को जीवन और अनुशासन में विरत करती है। इसीलिए हमारे यहाँ शिक्षित बेरोजगार लोग हमारे देश के लिए बहुत बड़ी आफत बने हुए हैं। यहाँ राज प्रश्न आते हैं कि सब की बेरोजगारी कैसे दूर हो। मैं कहता हूँ कि बेरोजगारी इस प्रकार दूर होंने वाली नहीं है। इसके लिए हमें चरित्रवान युवकों का निर्माण करना होगा, राष्ट्रीय चरित्र विद्यार्थियों में उत्पन्न करना होगा। शिक्षा का व्यवसाय के साथ भी जोड़ना पड़ेगा।

कोठारी कमिशन हमने बिठाया था। इन्हीं विसर्गतियों पर दृष्टिपात कर के उसने उत्पादनोंमुखी शिक्षा का मुझाव दिया। परन्तु यह कबल मुझाव है, व्यावहारिक नहीं है। इसी वजह से मैं कहना चाहता हूँ कि दम जमा दो जमा तीन, पाठ, चार, तीन और सात, पांच, तीन व चक्कर में न पड़े। भूल-भूलैया में आप न पड़े, शिक्षा प्रणाली कोई भी आप आपना परन्तु उसको ठीक तरह से आप क्रियान्वित करे, यह बहुत आवश्यक है। पद्धति को कुछ भी नाम दे दे परन्तु ईमानदारी के उसका इम्प्लेमेंटेशन होना चाहिये। अगर नहीं होगा तो काम ठीक नहीं होगा। आज आवश्यकता इस बात की है कि हर व्यक्ति

को पढ़ना, लिखना, गिनना, ये जो तीन आसं कहे जाते हैं हम सिखाएँ। अधिकांश वे कारण प्रजासत्त को धागे बढाने में बड़ी कठिनाई आ रही है। इसकी धोर आपको विशेष ध्यान देना चाहिये।

शिक्षा विभागों में जो ऊँचे ऊँचे अधिकारी बैठे हुए हैं, चाहे कमिशनर हैं, सेयरमैन हैं, डायरेक्टर हैं उन पर विशेष निगाह रखी जानी चाहिये। तीस साल में एक आदत उनको पड़ गई है काम करने की जो ठीक नहीं है, इस आदत को वे बदल नहीं रहे हैं। सरकार बादल गई है पर उन लोगों के दिमाग नहीं बदले हैं। यह बहुत आवश्यक है कि उनको सरकार की नीतियों के अनुसार काम करने के लिए मजबूर किया जाए।

मैं आपको वन्द्रीय विद्यालय सागर का एक उदाहरण देना चाहता हूँ। वहाँ प्रिंसिपल के खिलाफ तीन आरोप हैं। सी बी आई ने उनकी जांच की। तीन वेस रजिस्टर हो चुके हैं। उन वेस में जो मदद करने वाला अध्यापक है वह मसपेड हुआ। परन्तु जिस के खिलाफ सी बी आई के तीन केस हैं उनके खिलाफ कोई एक्शन नहीं है क्योंकि वह प्रिंसिपल क्लाम वन आफिसर है। कोई साधारण व्यक्ति होता तो सी० बी० आई० के नाम पर ही सस्पेंड कर देते। छ सी कथा गबन का मामला है, फर्जी दस्तखत का है, प्रिंस्टेट कमिशनर भोपाल के बना करने के बावजूद एक अन्डर एज व्यक्ति को एप्लायमेंट देने का है और सी बी आई के तीन वेसिस होने के बावजूद ऐसे व्यक्ति को सस्पेंड कर दिया जाता है जो इन वेसिस में सहायक होता है। जिस अध्यापक ने सहयोग दिया सी बी आई की इनक्वायरी में उसको जनवरी से सस्पेंड कर दिया गया था। राज्य शिक्षा मंत्री से मैंने इस की चर्चा की है और उन्होंने आश्वासन दिया है कि मैं उनको रीइन्स्टेट करूँगी, उनके साथ अध्यापक हुआ है। लेकिन सचता है कि अधिकारिकों

के बीच में जाने के बाद इस बात को अधिकाधिक करने से मना किया और हमारे शिक्षा मंत्री जी ने कहा कि उसका ससपेंशन सही हुआ है या गलत, इसकी जांच के आदेश बह दे रहे हैं। इसका क्या मतलब होता है? इसका मीठा मतलब यह है कि अभी तक वह अधिकाधिक को कदे अनुसार काम करने हैं। इसको बदलना पड़ेगा। हमारे शिक्षा मंत्री महोदय बहुत विद्वान हैं, विचारक हैं और मैं समझता हूँ कि एक बहुत ही सही व्यक्ति हम विभाग में आया है और सुचारू रूप में इस मंत्रालय का काम होगा। मैं आशा करना हूँ कि वह इसका देखेंगे और इस पर विचार करेंगे।

एक दूसरा उदाहरण मैं सम्पूर्ण सम्मान वा देना चाहता हूँ। अधिकाधिक न खिलाफ कोई कर्मचारी न बोलें अधिचारी अपनी मनमानी करें उसका उदाहरण अगर आपको लेता हों तो राष्ट्रीय सम्पूर्ण सम्मान है वहाँ आपको मिल जाएगा। वहाँ वे सुपरिटेण्डेंट का एक मामला मैं बता रहा हूँ। वह मार्च 1977 से सम्पेनशन में है। उस वक़्त मैं कोई सम्पूर्ण अरुप नहीं है। वहाँ पर उसका मजदूर किया जा रहा है इस बात के लिए कि वह अधिकाधिक ने खिलाफ कुछ न बोलें। आप विचार करें इस पर। आरोप भी कोई सम्पूर्ण नहीं है।

तीसरा मामला पांच हजार नेशनल फिटनेस कोर के अधिकाधिक का है, सुपर-बाइजरो का है। दिल्ली एडमिनिस्ट्रेशन को मैंने पत्र लिखा। आप से भी बात हुई और आपको भी पत्र लिखा है। परन्तु हम लोग को कोई देखने वाला नहीं है। 1957 में जो ग्रेड इनका मिला था वही आज भी मिल रहा है। यहाँ पे कमिशन को शिक्षा विभाग ने लिख दिया था कि इनकी सर्विसिस हम राज्य सरकार को सौंप रहे हैं इसलिए कमिशन इनके बारे में कोई सिफारिश न करे। उसने कोई सिफारिश

नहीं की। इसका परिणाम यह है कि 1957 में जो ग्रेड इनका था वही आज भी है। इन पांच हजार लोगों को चार साल में कोई इन्कीमेंट नहीं मिल रहा है। उनकी अपनी कोई अपनी स्थिति नहीं है। सरकार उनको एक्जार्ब करने को तैयार नहीं है।

दिल्ली एडमिनिस्ट्रेशन का मैं उदाहरण देता हूँ। 349 अध्यापक हैं जिन को दिल्ली एडमिनिस्ट्रेशन एक्जार्ब करने को तैयार नहीं है। पत्र लिखा मैंने और इसके बारे में पूछा तो मुझे उत्तर आया कि हमारे यहाँ पर प्रशिक्षित कई हजार लोग बैठे हुए हैं उनको भी हम पढ़ बीस बरस तक काम नहीं दे सकेंगे, इनको कैसे लगा सकते हैं। ये लोग दुखी हैं मैटनी परट्रेंड है। ये हडताल करने जा रहे थे। मैंने मना किया। मैंने कहा जनता पार्टी का सरकार की नई नीति बन रही है इसमें कुछ समय लाना पड़ता है परन्तु निश्चय ही आपकी मांगों पर सहानुभूतिपूर्वक विचार किया जाएगा, इनको मुना जाएगा और उनका निराकरण किया जाएगा। मैं प्रार्थना करना हूँ कि नेशनल फिटनेस कोर के प्रतिनिधियों को बुला कर आप कोई निर्णय करें, उन मामलों को देखें, उनकी सुविधाओं के मामलों पर विचार करें। आप एक बार कहने दें कि इनको बन्द करना ठीक नहीं होगा। परन्तु मैं कहना चाहता हूँ कि यह पब्लिक स्कूल जनरल में कोई के समान है।

आपने केन्द्रीय विद्यालय खोले, अच्छी बात है। लेकिन उनको प्रीटोनीमस बीडी बनाया है जो मेरी राय में गलत है। उसको स्टेटयूटरी बीडी बनाये ताकि वहाँ के कर्मचारी अपने सेवाभेज का निराकरण कर सकें। प्रीटोनीमस बीडी होने के कारण 15 हजार कर्मचारी वहाँ वे अधिकाधिक के कब्जे में है। इसलिये अधिकाधिक को कृपा पर वहाँ के कर्मचारी न रहे यह मेरी मांग है। अधिकाधिक और कर्मचारी दोनों सरकार के नियमों के अधीन रहे। बहुत

[श्री एम० एस० सोमानी]

बड़ा स्टाफ है और ढाई लाख के करीब विद्यार्थी पड़ते हैं और 15 हजार का स्टाफ हो इतनी बड़ी संस्था को ओटोमोस बोर्ड बना कर आप किम का भला करना चाहते हैं, यह बात मेरी समझ में नहीं आती।

हम नये सिरे से विचार करें, हमको नये देश का नये सिरे से निर्माण करना है, नये नवयुवक बनाने हैं। आप पांच साल निकाल कर जा सकते हैं परन्तु यह पांच साल अपने इतिहास का ऐसा युग होना चाहिये जिसमें अपने वाली पीढ़ी इस देश में ऐसी खड़ी हो जो समाज सेवी हो, देशभक्त हो और उसी पीढ़ी में भरने पर इस देश की तरफ कोई भी आँख उठा कर न देख सके। मैं चाहता हूँ कि आप सक्रिय हो कर इस देश को आगे ले जायेंगे। इन्ही शुभ कामनाओं के साथ मैं आप की अनुदानों का समर्थन करता हूँ।

श्री कचवचाल हेमराज जन (बाला-घाट) - उपाध्यक्ष महोदय, शिक्षा की भांगे पर चर्चा चल रही है। उपाध्यक्ष महोदय, यह देखने में आया है हम गांव से चुन कर आते हैं, और हमारा जिला है एक गांव। तो वहां पर ऐसी प्रणाली चल रही है, शिक्षा मंत्री जी जरा निख लें, कि शहरी अंचल में रहने वाले शिक्षक को शहरी अलाउस मिलेगा और उसको मकान का किराया भी मिलेगा, और ग्रामीण अंचल में, जो 80 कीमी हमारे देश की रचना है और आप रोज उसकी चर्चा करते हैं कि भारत 80 फीसदी गांवों में बना हुआ है, वहां शिक्षक का किसी किस्म की सहाय्यता नहीं है और उसकी तनख्वाह भी कम है। तो आज के नये परिवर्तन युग में अगर हम दरअसल में अपनी शिक्षा को मजबूत बनाना चाहते हैं तो मेरा निवेदन है कि यह बहुत बड़ा निर्णय आपको लेना होगा कि ग्रामीण अंचल के शिक्षक को शहरी अंचल के शिक्षक से ज्यादा तनख्वाह मिलनी चाहिये। यह मैं प्राइमरी स्कूलों की बात

कर रहा हूँ जहाँ हमारी भावी पीढ़ी की नींव पड़ती है। गांवों में शिक्षकों से जो अपेक्षा करने है तो एक तो शाला भवन नहीं हैं, दूसरी बात यह कि हमारा शिक्षक ट्रांसफर हो कर जब जाता है परिवार ले कर तो उसके आवास की कोई व्यवस्था नहीं है। ग्रामीण उत्थान की जो चर्चा चल रही है तो मैं धारा कहंगा कि प्रत्येक ग्राम पंचायत जहाँ पर कि यह स्कूल है वह पंचायत हमारे शिक्षकों के लिये मकान बनाये और उनसे उचित किराया में जिससे शिक्षक का घर ट्रांसफर हो तो उसको रहने के लिये मकान मिल जाये। आज उनको गांव में रहने के लिये मकान नहीं मिलता।

एक बहुत बड़ा शिक्षा के अन्दर देश में हाहाकार मचा हुआ है। हरिजन, आदिवासी भाइयों को स्कालरशिप मिल रही है, रिजर्वेशन भी है। लेकिन यह इतने तक ही सीमित नहीं रहना चाहिये। हमारा तो कहना है, और ग्राम देश की जनता की आख लगी है कि केवल जातीयता के आधार पर जो सरक्षण और सुविधा मिल रही है, आज हमका मृत्यावन करे 30 साल के बाद तो मेरा यह कहना है कि मरबाग में हैमियत के आधार पर, जिनकी तनख्वाह 500 रुपये तक है उन तमाम लोगों के बच्चों के लिये, वही मृत्युनियत मिलनी चाहिये शिक्षा के अन्दर, वही छूट मिलनी चाहिये, जो हरिजन आदिवासियों को मिल रही है। आज हम अपेक्षा करते हैं कि ग्रामीण अंचल में हमारे शिक्षक अच्छी शिक्षा हमें दें, हमारे बच्चों को अच्छी तरह पढ़ाएँ, लेकिन उन की तनख्वाह का जो स्तर है वह इतना कम है कि उन का मन अपनी दाम-रोटी की तरफ लगा रहता है। कुछ सदस्यों ने कहा कि उन को ट्यूशन नहीं करने देना चाहिए। तो उन की तनख्वाह को देख लीजिए। एक शिक्षक है, क्या उसकी पत्नी मजदूरी करने जायगी? क्या उस का भरण पोषण उस तनख्वाह में हो सकता है? इस की ओर भी हमें ध्यान देना चाहिए।

हमारे गांवों के अन्दर आज क्या हालत है ? मैं अपने जिले और अपने क्षेत्र की हालत बताता हूँ । 1204 प्राइमरी पाठ-शालाएँ वहाँ हैं । उन 1204 प्राइमरी पाठशालाओं में से 282 शासकीय भवन में हैं, 355 पाठशालाएँ गांव के लोगों और ग्राम पंचायतों ने बनाए हैं । बाकी जो पाठ-शालाएँ हैं वे किसी पटेल की परछी, उस के बराबरे या हनुमान जी के मंदिर ने लग रखी हैं और स्कूल खुल गए । बारह-बारह साल हो गए । एक एक शिक्षक पांच पांच कक्षाएँ पढ़ा रहा है । यह हमारी ग्रामीण शिक्षा का स्तर है । हम कैसे अपेक्षा करें कि हमारे बच्चे और देश की आने वाली पीढ़ी किस तरीके से मजबूत बनेगी । एक इंजीनियर को तयार करने के लिए पालक का और शासन का 80 हजार रुपया खर्च होता है । एक डाक्टर को तयार करने के लिए पालक और शासन का 80 हजार रुपया खर्च होता है और डिग्री मिलने के बाद, डाक्टर और इंजीनियर बनने के बाद हमारे पास उस का उपयोग क्या है ? पालीटेक्निक कालेज खुले हैं । जो गरीब लोग हैं कम आमदनी वाले, उन लोगों ने इंजीनियरिंग कालेज महंगा होने के कारण अपने बच्चों को पालीटेक्निक में शिक्षा प्राप्त करने के लिए भेजा । लेकिन वहां से डिप्लोमा लेने के बाद उन के रोजगार की कोई गारंटी नहीं है । इस तरीके की पद्धति से हम अपने देश में शिक्षा का कैसे विस्तार करेंगे और यह इतनी बड़ी भ्रष्टाचि जो देश में फैली है उस को हम कैसे दूर करेंगे ?

इसलिए शिक्षा मंत्री महोदय से मेरा निवेदन है कि ग्रामीण अंचल में शिक्षा को उठाने की चेष्टा करे और पाठ्य-पुस्तकों को भी देखें । शिक्षा मंत्री जी ने अपने बड़े भाई की पुस्तक से पढ़ा होगा लेकिन आजकल तो रोज पाठ्य-पुस्तकें लोग खरीदते हैं । देश की जनता का पूरा बजट इस में साफ हो जाता है । देख लीजिए, इस समय सब

इस किन्ता में है कि परीक्षा आ गई, इसके बाद स्कूल खुलने वाले हैं । वो महीने की तनब्याह बच्चों की पाठ्य पुस्तकों में चली जायगी । इस तरह लोगों का सारा बजट उलटा पुलटा हो जाता है । तो इस का सरलीकरण होना चाहिए और ग्रामीण अंचल पर मंत्री महोदय विशेष ध्यान दें, इतना ही मेरा निवेदन है । मैं उम्मीद करता हूँ कि सभी लोग मिल कर इस के ऊपर कुछ सोचेंगे ।

MR. DEPUTY SPEAKER: Now, I call the Minister.

PROF. P. G. MAVALANKAR (Gandhinagar): Mr. Deputy Speaker, Sir I want to make a submission and also raise a point of order.

MR. DEPUTY-SPEAKER: Under what rule?

PROF. P. G. MAVALANKAR: Under the relevant rules.

MR. DEPUTY-SPEAKER: Unless you quote the rule, you cannot raise the point of order.

PROF. P. G. MAVALANKAR: I am raising the point of order under the well-established practices.

MR. DEPUTY-SPEAKER: I am sorry. You cannot just over-ride the House on a point of order. I have to regulate the debate of the House. Unfortunately, you are trying to take advantage of it.

PROF. P. G. MAVALANKAR: I am sorry. I take strong objection to the word 'advantage'.

MR. DEPUTY-SPEAKER: Unless you quote the rule nothing will go on record.

(Interruptions)**

PROF. P. G. MAVALANKAR: I have been associated with the subject of Education for the last nearly thirty years, and yet I am not allowed to speak! At least you hear my point of order.

MR. DEPUTY-SPEAKER: Under what rule?

PROF. P. G. MAVALANKAR: Under all relevant rules I am going to speak.

MR. DEPUTY-SPEAKER: Will you please take your seat? You must know how to behave in the House.

PROF. P. G. MAVALANKAR: I know how to behave. Don't tell me. I know how to speak..... (Interruptions)**

MR. DEPUTY-SPEAKER: Nothing will go on record. What I also have said will not go on record

(Interruptions)**

MR. DEPUTY-SPEAKER: You cannot have a point of order under all relevant rules

PROF. P. G. MAVALANKAR: My point of order is this. Under the established practices and as intimated to us by the Lok Sabha Secretariat under the guidance of yourself and the Speaker, they ask us Members of Parliament to convey to the Chair which are the subjects on which we want to speak, telling us also for how long we could speak. I have given a particular choice of preference under which Education naturally gets the higher priority. I am given only ten minutes for three Ministries, but I have not exhausted my time. Under what rule, therefore, can you stop me if I have not completed my time limit of 10 long minutes. You must give me 3 minutes atleast.

MR. DEPUTY-SPEAKER: Mr. Mavalankar, please take your seat. You had given preferences for Information and Broadcasting, Education, External Affairs. But you cannot speak on the Demands of all the Ministries what you prefer. You were asked to give your preference so that we could give you time on whatever subject you thought important. You have already spoken on Demands for Information and Broadcasting Ministry and you have taken 8 minutes here. There-

fore, you cannot speak on Education also.

PROF. P. G. MAVALANKAR: I have taken only seven minutes on Information and Broadcasting. Others have taken much more time. (Interruptions).

MR. DEPUTY-SPEAKER: There are others who want to speak and they have not been allowed because there is something like a time-table. You cannot speak on all subjects. There are parties which are not given time, they have better rights than you have.

(Interruptions)**

MR. DEPUTY-SPEAKER: Nothing will go on record. (Interruptions)**

PROF. P. G. MAVALANKAR: In the past, debates have been extended.

MR. DEPUTY-SPEAKER: If it is extended, it is a different matter

(Interruptions)**

MR. DEPUTY-SPEAKER: Nothing will go on record, whatever he says. The hon. Minister.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDLER): I should like to thank the hon. Members for having given some valuable suggestions on this very important debate on education and social welfare and culture. I am sorry that towards the end my esteemed friend and hon. Member Prof. Mavalankar was annoyed and I request him if he has got any points to make, certainly I would welcome them. I would welcome any suggestion and I have accepted many suggestions from him earlier and I do not think that any particular point concerning education or my ministry which might occur to my esteemed friend Prof. Mavalankar will go unattended.

PROF. P. G. MAVALANKAR: I am on a point of order, there is no quorum.

MR DEPUTY-SPEAKER Let them count the Members, if there is no quorum let the Bell be rung

PROF P G MAVALANKAR I will see that every time now, quorum is demanded! You punish us for sitting here. People make speeches and go away. I am not interested in hearing my voice, but I have a duty to perform.

MR DEPUTY-SPEAKER Every Member has that. Some names have to go out because there is some time regulation. You can't have all the advantages.

PROF P G MAVALANKAR I do take objection to the word 'advantage'.

MR DEPUTY-SPEAKER Whatever objection you may take that is what you are trying to do. It is very evident.

PROF P G MAVALANKAR What is evident?

MR DEPUTY-SPEAKER I am sorry Mr Mavalankar, I never expected you to do like this. I think you should have better sense.

PROF P G MAVALANKAR I am very sorry. What do you mean by 'better sense'? I object to those words. I never expected the Chair to use those words against me. I have not come here to hear such words. I expected better treatment from the Chair. I know how to respect the Chair.

MR DEPUTY-SPEAKER The Chair has been giving you all the best treatment.

PROF P G MAVALANKAR I do not want meharbani. If you do not like my coming to the House, for all times to come I will go.

MR DEPUTY-SPEAKER You have been given all the best treatment.

PROF P G MAVALANKAR: I could even resign from the House if you want. I do not mind, it is not important that I should come to speak here, I cannot tolerate the Chair using so many words for me. What have I done?

MR DEPUTY-SPEAKER Please take your seat now.

DR PRATAP CHANDRA CHUNDER As I said earlier, I should like to express my thanks to the hon Members for many valuable suggestions that they have put forth, with many of the points that they have raised. I agree and I should like to point out how the present government has already tried to implement some of the points which have been raised during this debate and is also going to implement some of the other points. At the earlier stage, I shall try to indicate the broad policies which will cover a large number of points which have been raised and towards the end I shall deal with some of the specific points which have been raised by the hon Members.

I am sorry that my esteemed friend hon Member Shri Ram Awadhesh Singh had stated that he did not find any difference between the education policy of the Janata government and the previous government. If he had cared to listen to some of the debates which had taken place in this House and also read the newspaper reports it would have been clear. Still for the information of the hon Members of this august House, I should like to spell out the differences.

In fact we are at the threshold of a big change in our educational policy and we have proceeded far in implementing this change. You will notice that we have to place our education in proper perspective. First I agree that there is a lot of illiteracy in our country and it has been our Constitutional responsibility under Article 45 that within ten years after the Constitution, that is, by 1960, we should have made the education for all children upto the age of fourteen years free and compulsory. Unfortunately we have not done so and the result is that not only children in large numbers are not going to schools, but those who were children, but now are adults, are illiterate and their number runs into several crores.

[Dr. Pratap Chandra Chunder]

Prof. Dilip Chakravarty has given us the figures and some other hon. Members have expressed concern and we are also equally concerned about this. Therefore, at the earliest possible opportunity, last year in April, I made a statement indicating the priorities of this Government and in this change of priority, you will find at once how our policy is different from that of the previous Congress Government. I stated that our first priority would be universalisation of primary education, non-formal education for drop-outs and others who could not be brought for economic and various other reasons within the formal system and we would have to start a big programme for adult education.

श्री चन्द्रशेखर सिंह (वाराणसी) यह
प्रापकी नीति है या कार्यक्रम है।

उपाध्यक्ष महोदय : प्राप जरा सुन लीजिए।

DR. PRATAP CHANDRA CHUNDER. Now these are the basic problems that we have to overcome and pursuant to that we have been taking steps and I would like to indicate what steps we have taken and what steps we are going to take.

In the first place, with regard to the broad-basing of education, which is dependent upon the universalisation of primary education, we are to bring within the next Five Year Plan, more than three crores of our children who do not go to schools into the education system, part of them will be taken in the formal education system and part in the non-formal system. There will be some spill over of about two crores of children who will be taken up the next year after the Five Year Plan. For this purpose we will require some more schools and newer type of policy in our primary education system so that children might be retained in the schools. It is not simply universal admission into the school, but universal retention which is also one of the most important points. Therefore, we

have indicated in our plan programme a number of points which will have to be taken into consideration and implemented for this purpose. We have thought of opening more and more schools for the purpose of our children who are not in the school system. In addition to this, not only for this type of children, but also for the drop-outs—their number is very massive, we are launching a big scheme for non formal education.

DR SUSHILA NAYAR (Jhansi)
What about schools without teachers?

DR. PRATAP CHANDRA CHUNDER. In addition, we are also trying to take up a massive programme of adult education. We have already set up the National Adult Education Board, in which the National Adult Education Programme has been formulated. We had a number of meetings. I had met the leaders of all political parties in Parliament and I had discussed these problems with them. I met the various representatives of students, teachers and the trader unions and various other bodies for the purpose of implementing this massive Adult Education Programme. The target that we have fixed for ourselves is that we are to educate ten crores of adults, between the age of fifteen and thirty five within five years' time. It is a major shift in our approach to education and this has been followed up by our discussion with the Planning Commission.

You will be pleased to know that in the previous Plan we had not laid so much emphasis on education at the lower stage for the purpose of broad basing education. Under the previous plan, only 32 per cent of the plan allocation had been provided for elementary education. I am glad to point out that after our discussion with the Planning Commission, the Planning Commission has allotted about 50 per cent for elementary education. Under the previous plan, only Rs. 18 crores had been allotted for adult education. Now Rs. 200 crores have already been allotted for adult education. I had

discussions with the Planning Commission and also our esteemed Prime Minister, who is the Chairman of the Planning Commission. They have agreed that in view of the fact that we are having a rolling plan, more funds will be available if we can show results throughout the Country. If this is not a major change in the policy, I do not know what it is, because illiteracy has been a shame which has been imposed on us all these years. We have neglected the rural areas and poorer sections of the community. We have neglected the scheduled castes and scheduled tribes. We have not given them the minimum education that they need. So we have slashed our allotments for higher education for at least five years to come. We have said that it will be less than 40 per cent, whereas earlier, higher education commanded about 60 per cent of the plan funds. It that is not a change, I do not know what change is! This is our policy. We want to give education to the downtrodden and to the backward sections. We want to set up schools in rural areas. We want to give proper education to the drop-outs who have not been able to continue their schooling. That is the vital change.

Shri Dilip Chakravarty mentioned about Shri Jayaprakash Narayan. I am quoting an extract from a letter which Shri Jayaprakash Narayan wrote to me from Patna on November, 30. He had sent us the draft education plan for our people. He stated that this was expected to be finalised and published and placed before him before the end of December, 1977. He wanted to discuss this matter with me. However, that was not done. I am reading one sentence from his letter—not as a certificate to myself, but this is in appreciation of the new change that this government has made. He said:

"I appreciate your efforts for universal education." This is a massive change and if we can make it successful—I hope all sections of the House will come forward to help us—we

will change the whole intellectual climate in our country. Today the need is to give education to our down-trodden, to the backward sections of our people, who are coming from the scheduled castes and scheduled tribes and who have been deprived of all these advantages in the past. That is the massive change which we wanted to initiate and our respected J P also appreciated this particular approach which we have undertaken under this coming pattern.

I would like to indicate briefly the various proposals we want to implement stage by stage. First we have the question of universalisation of primary education. We have noted that formerly there was no proper allocation of funds in this matter. We have to place education in proper perspective. India is a big country. The Central Education Ministry has got only limited powers. Actually the powers for implementing education and also framing general and detailed policy for education are with the State Government.

Today we are facing the problem of Centre-State relations. More and more States are trying to claim more and more power. But we notice that earlier under the Constitution the State alone had got the power to deal with educational matters except under item 66 where the Central Government had power to set the standard for the universities and higher educational institutions and some technical institutions. But under the Forty-second Amendment, the matter has been brought under the Concurrent List. The matter has been raised here by several speakers and they wanted to know what is the attitude of the Government in this field. Now, this point is not yet finally decided because, as you know, some of the aspects of the Forty-second Amendment have already been changed with the concurrence of all sections of this House.

As regards the other amendments including this matter of education remaining in the Concurrent List or not,

[Dr. Pratap Chandra Chunder]

It is under discussion with the leaders of the Opposition Parties. Till that is done, it will not be in my power to declare what will be the attitude of this Government. But apart from that, I would like to point out that even if education is in the Concurrent List, that does not give power to the Central Government to exercise executive authority. Under the Constitution, only when Parliament passes some law, the Central Government will get the power. But even if Parliament passes the law, how is it possible for us, sitting here at the Centre in Delhi, to control education throughout the country from Kashmir to Kanyakumari and from Kutch to Kamakhya, and that there will be one uniform pattern which will be imposed from the top? That is not possible, that is not desirable. Therefore, we always wanted to take the States into confidence to discuss the problems of education with the Ministers and Chief Ministers of States at the earliest possible opportunity. Last year, I had called a meeting of the Education Ministers of different States irrespective of Party affiliation and there were also representatives of Union Territories and there we discussed the basic problems relating to education, and I am glad to tell you, Sir, that there was total consensus in this matter so that the priorities which we had already indicated before this House and before the other House have been fully endorsed by all governments of different States and Union Territories, be they the Congress Government or Marxist Government or Janata Government or whatever might be the form of government. This is the position. After that we wanted to formulate our Plan preferences and discussions were going on with the Planning Commission. Different working groups had been set up to give effect to the policies that we wanted to introduce and ultimately the draft Plan has come up and I have already indicated to you how the policy has already been changed. This is the position.

If we are to bring about any change in our educational pattern, we cannot impose everything from the top. Even if we try to impose this, there will be resistance. Even here, during the debate which I had very carefully tried to listen to and make notes, have found that there is a difference of opinion among the hon. Members of the House. For instance an hon. Member from East Bengal said that education must be returned to the State List. One hon. Member from Tamil Nadu said education must be returned to the State List. This is the position. What we are trying to do is to take the States into confidence and the Central Education Ministry will try to set the guidelines in consultation with them so that there is proper debate throughout the country and there is general consensus among the people and ultimately whatever decision is taken, that is taken with the approval of the large majority of States where the policy would be implemented. Otherwise, what will happen is, as we have found in the case of 10+2+3 system, when it was decided upon, it was sought to be implemented among the States, but even now only 19 States and Union Territories have adopted this.

15.00 hrs.

There are many States and Union Territories which have not adopted it. We are not going to commit this mistake. Therefore whatever change we want to make, apart from the particular policy of priorities, we want to discuss these policies, in regard to matters of detail, with the State Education Ministers or their representatives at proper levels.

I will tell you how we have tried to proceed. In the first place, we noticed that there was a lot of controversy about the present educational pattern at the school stage. Many of the hon. Members have pointed out that the 10+2+3 system, particularly at the school stage, is over-loaded with subjects and books. I fully agree with this, because I myself have stated so earlier. But mere statement is not

enough. What have we done with regard to this? I have set up a committee with Shri Ishwarbhai Patel, Vice Chancellor of Gujarat University as Chairman, and this committee has submitted its report. I have already laid, on the Table of the House and also in the Library of Parliament, a full report of the committee and also a summary of its provisions. Only on the last occasion, i.e. on Monday last, in reply to the question put by hon. Shri Lakkappa, I gave a voluminous summary of the provisions of the report of this committee. What do we find there? We find that the number of subjects has been slashed—from 13 subjects in the school stage, according to the NCERT syllabus—and the Committee has directed that examinations cannot be held in more than 7 subjects. We also find that the books which have been prescribed at the NCERT level have been slashed; about one-third has already been reduced and in the last examination which was held in March 1978, i.e., last month, the Central Board of Secondary Education has already slashed one-third of the syllabus. It is true that the students were somewhat bothered with a heavy load. But they are not examined with regard to the books that they have already studied, i.e. to that extent. Now, for the coming examination, this body is revising its syllabus; and it will try to knock off a few of the subjects which have not been recommended by the Patel Committee. And instructions are going out, for the writing of new text-books, for this purpose, so that the load of books may not be there on the children. Is it not a definite achievement in this field? It is a positive step that we have taken. It has been followed up by the Central Board which is concerned with about 1100 schools in this country.

You can ask me, what about the few more thousands of other schools? As I have said, these schools are being managed by the State Governments through their Boards of Secondary Education. I attended two meetings

of the Conference of Boards of Secondary Education, one at Madras and another at Chandigarh, latter in February last. And I am glad to tell you that this Patel Committee's report was placed before the Conference of Boards of Secondary Education. By and large they have accepted the proposals of the Patel Committee, so that it is now for the State governments to cut down the courses to cut down the syllabus, to reduce the number of books and to reduce the number of pages of the books. We cannot to do so, from here. Some of the hon. Members have rightly pointed out that this should be done. That is the major step that we have taken, viz., that even at the State level, this reduction and other changes in the school pattern have been accepted, and they are now going ahead with this task.

I am also glad to indicate to you that in West Bengal, already some reduction has taken place. And the Tamil Nadu Government is fully co-operating with us. They are going ahead with changing their education system on the lines which we have tried to formulate. These are the positive steps which have been taken in the field of secondary education.

We just now noted certain complaints about the books being changed. We do not want this to be done; but when a change of syllabus has to come in, books have to be changed. Some hon. Members, particularly Shri Tombi Singh for instance, warned us. And yesterday also, Shri Malhotra pointed out that there should not be quick changes in the educational policy or educational pattern.

I submit there is no quick change in this line. Because, the National Policy of Education, which was adopted in 1968 by this august House, had decided that every five years this policy should be reviewed and, after such review, changes which should be found necessary should be implemented. Ten years have passed and nothing was done earlier. We have

[Dr Pratap Chandra Chunder]

taken this massive and comprehensive review of the National Policy of Education and as a result of that, we have already accepted some of these major changes, and they are being implemented

श्री राम धबधेश सिंह : अभी कहा कि हम लोग जल्दी चेंज करेगे और फिर कह रहे हैं कि धीरे-धीरे करेगे। काट्रिडिकट्री बात घापस में ही है।

डा० प्रताप चन्द्र चन्द्र : इस में कोई काट्रिडिकट्री बात नहीं है। हम ने जो तय किया उसको काम में लाने के लिए प्रांतीय सरकार की सहायता की जरूरत है। हमने इस पर कदम उठाया है। मैं ने जो कुछ कहा, कान्फरेस आफ बोर्ड आफ सेकेंड्री एजुकेशन में भी इस पर बात हुई, मैं खुद वहां गया था। उन्होंने इसको मजूर कर लिया और प्रांतीय सरकार इस को लागू करने के लिए कोशिश कर रही हैं। इस में कहा देर होती है? कोई देर नहीं होती।

इसीलिए मैं मन्नता से गुजारिश करूंगा, माननीय मित्र धैर्य से ध्यान दें तो देखेंगे कि हम जो काम कर रहे हैं, हमारी जनता पार्टी के एलेक्शन मैनिफेस्टो में भी वह है। उसके मुताबिक ही हम काम कर रहे हैं। उसके खिलाफ कोई काम नहीं कर रहे हैं।

Coming to adult education, as I have already said, the National Adult Education Board has been formed. After that, we are trying to prepare various instructional courses. Books for the purpose of adult literates are being composed. I have noticed that they are large in number, because there are so many languages in our country and adult literacy should be done through the mother tongue. Now we have instructed the State Government to set up State Adult Education Board. Under the State Adult Education Boards, there will be District Adult Education Boards and Block Adult Education Boards so that there will be proper decentralisation of the

activities of the Adult Education Boards. The Planning Commission has also provided, as I have said, a huge sum and two-thirds of the allotment come under the State sector, because it is for them to utilize this fund to set up their own machinery. But we are trying to give them guidance. Further, we are preparing some pilot projects. Also, there are many voluntary agencies in this field. We have met a large number of representatives of voluntary agencies. They are also going ahead. We have set a deadline the date from which adult education programme will start, and that is 2nd October, 1978, the birthday of Mahatma Gandhi. From that date onwards we will start this massive adult education programme.

I find that many hon. Members have referred to vocationalisation of education and have shown great concern about vocational education. Under the 10+2 system, at the plus 2 level there is provision for vocational education. But we find from experience that it has not been attractive to the students. In West Bengal, while 66,000 students went in for the general stream only 2,000 and odd went in for the vocational stream. In Delhi proper, as far as I remember only 700 came in for vocational stream whereas near about 35,000 went for the academic stream. There may be certain inaccuracy in figures, but that is the difference that we found.

So, I met a large number of representatives of teachers and principals of schools from different parts of the country and in consultation with them I set up another committee with Dr Malcolm Adiaeshah, Vice-Chancellor of Madras University, as Chairman for the purpose of looking into this vocational pattern. They have submitted a report. Now it will be one integrated course with regard to work experience, but it is not simple work experience; it will be something we have designated as socially useful productive work—an expression

which was very dear to Mahatma Gandhi himself. From him this idea has been adopted.

Both the Patel Committee and the Adisheshaiah Committee have given us some suggestions and we have tried to integrate this work content into education, so that, along with various academic studies, children from class one, the lowest class, onwards, will spend about 20 per cent of their time, and as they grow up, 15 per cent of their school time, on socially useful productive work. Even when they go to the vocational stage, there will not be any alienation in their mind from working with the hand.

What happens today? As some of the hon. Members have pointed out there is today alienation in this field because one who gets some amount of education does not find it within his dignity to do manual work. As one hon. Member pointed out yesterday, children are sent to school in the rural areas have often become a loss to the family altogether because they have lost all contact with working with hands. So, we have said that from the first class onwards this must be made compulsory. Not only that. Credit should be given for the purpose, so that children may get some special incentive in this matter.

We have set up special groups for the purpose of going into the details of this work content which will be socially useful. You can very well see that it is not a very easy task because India is a vast country and the problems are different. There is one sort of problem in the rural areas, another sort of problem in the urban area. So, we have to find out what type of work will be suitable and related to the needs of the society in the different parts of the country.

Therefore, I can assure the hon. Members who have suggested that the vocational content should be increased. Government is fully aware of this fact and vocational content is being increased, so that the mind of

the children towards this may be changed, so that they may be directed to socially useful productive work.

If we can do that, we may not certainly realise the whole objective of Mahatma Gandhi's policy of education, the *navi taleem*, but at least we can have some part of it injected into the present academic-oriented system of education.

Then I come to the structure itself. As I have already indicated, secondary education or primary education has to be studied from two angles—one is the content of education, and the other is the structure of education. So far as the content of education is concerned, I have already indicated to you briefly how we have attacked the existing pattern and the existing system. We are going to make it successful, so that we will find after some time that alienation is gone, that a rural bias is properly injected into this and even in the field of adult education, so that those who are working actually in the field or the factory may get some education which may be related to the work they are doing. I can tell you how we are trying to integrate education in this field.

Only the other day I had a discussion with my esteemed colleague, the Labour Minister here. He has got a number of institutions where he is giving workers education. He has got about 60,000 worker-teachers. Workers belong to the organised sector. So, if this workers' education can be linked with adult education, then, while the workers are doing their work and trying to understand the problems relating to trade unions and other matters, they will also get the basic literacy which will be useful to them and which will make them better types of workers.

Similarly, I had a talk with my esteemed colleague, Shri Barnala who is looking after the Agriculture Ministry. Under him and his counterparts in the States, there are a number of extension projects in different

[Dr. Pratap Chandra Chunder]

parts. I have submitted to him that when we will be starting this adult education work in the rural areas, this should be linked up with the development works which are going on under the rural extension work so that education and development should go together and the people who will learn 3—Rs must know that it is not simply book knowledge that they are taking but they are at the same time, getting better skill. In that manner, integrated approach towards education may be imparted. This is the new type of approach. Therefore, I do not know whether this House will agree that there is a significant change in our approach, in our policies. Now the question is: how are we going to succeed? We can succeed only if all the sections of the House have some good will for us, good wishes for us and also they help us in implementing the programme through their personal efforts and also carrying the message that we are trying to introduce to the distant places from where they come. Otherwise, I am quite sure, this massive programme cannot succeed simply by the efforts made by the Government. In this way, we are making a change in the contents of education.

As regards structure, there is a great deal of confusion created because of this debate of 10+2 and 8+4 pattern. I do not think, that this structure itself is so important. I do not know why so much is being made of this in the mind of some of our friends and also in the press. One agreement is there that the school education should be 12 years because if we add up 10+2, it means 12 and 8+4 also means 12. Therefore, total school education according to the pattern will be 12 years. Now the question is where we have a break in this 12 years period. Will there be a break at the level of 8? There is some virtue in this break because we have the constitutional responsibility of

imparting education upto 14 years and that must be free and compulsory. That terminates at the end of eighth class. Then there will be secondary education for four classes. But we lack of middle schools between 6 to adequate for this purpose. Roughly speaking, we have nearabout five lakh of primary schools in the country, one lakh of middle schools between 6 to 8, about 40,000 secondary schools up to tenth level and about 10,000 at the level of 12. Therefore, if we try to raise all these overnight to 12, it may not be possible for us to do all these things. However, the matter is still under consideration. Many of the hon. Members asked me to give a clearcut verdict in this matter. But how can I do so because this is a matter which will have to be taken up with the State Governments. If we decide something and try to impose this from the top, without consulting the State Governments, then there will be total upset in the field of education as the previous Government did because they imparted 1+2 system without taking into consideration the views of the State Governments. Therefore, I have proposed to call a meeting of the State Governments this year also after our new draft national policy on education will be complete. I have already indicated how piecemeal we are going to introduce these changes. But I do not want to place before this House all these piecemeal changes now. We want a comprehensive national policy on education so that the 1968 policy should be reviewed and the new picture will be clear before you. For this purpose instead of setting up a big committee like the previous one, I have been consulting some of the topmost educationists in our country. I can say—here there is no secrecy about this—I have been consulting Dr. D. S. Kothari, himself who was the Chairman of the celebrated Kothari Commission, Dr. Prem Kripal who was one of the leading members of the Kothari Commission and other educationists and we are having exercises for bringing out a national policy

on education. After we have got piecemeal changes examined, this will be ready.

15.12 hrs.

[SHRI RAM MURTI in the Chair]

बी राज कवलेस सिंह : पब्लिक स्कूलों को खत्म करने के बारे में है या नहीं ?

DR PRATAP CHANDRA CHUNDER: Actually, we are having a discussion and, I think, it will be ready within a short while. If it is not possible to place it before Parliament during this session, certainly, it will be placed during the next session of Parliament. We will try to invite the Education Ministers of different States so that the draft policy will be produced before them and, ultimately, the clearer picture will finally come out. But, in the meantime, as I have said already even at the State level, a large part of four policy has been accepted and therefore, the structure need not stand in the way of change.

Coming to higher education, many of the hon. Members have indicated the futility of higher education. I do not think that higher education is futile. We need engineers, we need doctors, we need scientists and we need personnel to man our different services. Therefore, we need a very good system of higher education. If higher education, at this stage, is defective, these defects should be removed. We are allocating less funds for higher education. That does not mean that this will take away the scope of higher education. We may not go in for new universities, new colleges, new buildings, new library structures and so on. But we would like to give more attention to the quality of education which is imparted at higher education level.

Just as in the case of secondary education, I have consulted the representatives from the States in the field of higher education. The University Grants Commission in consultation with our respected Prime Minister and myself, have formulated a certain

scheme. This scheme was placed before the Vice-Chancellors of different States. The Association of Indian Universities consisting of Vice-Chancellors had a meeting at Rajkot which was attended by our respected Prime Minister and myself. All the Vice-Chancellors discussed the scheme which had been put forth by the U.G.C. and, by and large, they have agreed to this scheme. Therefore, here also we can say that there is a broad consensus in respect of higher education and it will be for us now to insert it in the structure of the new policy on education.

It will, therefore, be seen that we have not been sitting idle. There is a fundamental change in our approach. We are trying to implement this, not simply making declarations from the house-top making tall claims, but silently, at the same time, with sure steps we are trying to go ahead and we are trying to take the entire country with us, particularly, at the State level because we know, for certain that if we cannot take the States with us, it will not be possible to impose anything from the top.

Similarly, in the field of technical education, we had a working group and this working group had looked into the man-power planning and other requirements in the coming few years. Considering all these aspects, the working group has suggested a large number of steps to be taken for improving the content and the quality of technical education. The All-India Council of Technical Education which consists of the representatives of industries, the State Governments and the Central Government have also come to a conclusion which will be implemented and will also form a part of the new national policy on education. In this way, you will see that we are trying to undertake some basic changes in the matter of our education. The main emphasis is on education in the rural areas, on broad-basing our education and on the removal of illiteracy.

[Dr Pratap Chandra Chunder]

Now, I would like to say something about some of the specific questions which were raised during the debate. The hon Member, Shri Sunna Sahib said yesterday that we are neglecting sports and, in that connection, he pointed out that when Mr Michael Ferreira became the World billiard Champion, we have not recognised his merit and that we have not given him any help at all when he went outside

I have a paper cutting that this statement has been taken up by one newspaper and it has said that we have not done anything. But for his information—he is not present here today—through you I can say that as soon as I got this very pleasant news, I sent a telex message to our Indian High Commissioner in Canberra requesting our High Commissioner to convey hearty congratulations on behalf of our Government. Our Prime Minister also made a public statement about that welcoming this success. Apart from that, his visit was wholly financed by us. So far as travelling expenses are concerned not only this gentleman but there was another billiards player, Mr S A Aleem for them we have funded cent per cent air passage to that place. Therefore it is wrong to say that we have done nothing.

Similarly our respected lady Member, Shrimati Parvati Devi spoke about schools of Buddhist philosophy in Leh. I have already met a deputation which she led and we know the problems. There is a gentleman who is there in the acting capacity as Principal. That is not now but since 1953. Now I have assured her that this gentleman will be replaced by one who will hold this post permanently. For that purpose, because it is somewhat of a technical nature I mean the instruction which is given there we have to consult the proper parties so that we can get a good person because not anybody and everybody can know Tibetan study and matters concerning lamaism. Therefore we have taken some time and we will certainly look into the matter,

as I have already assured her in this matter.

Our good friend Shri Barrow to whom I am deeply grateful because he has spent a large part of his time as member of this Patel Committee and also the Adishesiah Committee, and he has helped us in formulating our new policy in the field of education of this secondary stage and also at the primary stage, he has referred to one important question about these public schools and minorities schools. Many of the hon Members have also indicated that the public schools must go. There cannot be two opinions about the idea that there should be one type of education throughout the country. But how are we going to effect it? That is the major problem. I have said, even now, there are 27,000 primary schools which are sitting under the trees.

One of the hon Members I believe, Dr Ramji Singh pointed out that in Bihar there are many schools which have walls only but no roofs. This is the position. But we want equality. But what type of equality even in material sense are we providing? We are not able to provide that till we say that we have to bring up the level of education at the school stage to the best of our ability. Therefore we have undertaken this programme for education at the adult level and also at the school level. But the point is that the question of these public schools was specifically taken up. It was also decided by our Party and we have consulted the Law Ministry by whose advice we have to be guided and they have pointed out that under Article 30 of our Constitution—as the hon Member Mr Barrow also referred to this Article yesterday—we cannot touch the schools which are established and administered by minorities, both linguistic and religious, it is not simply religious minorities but also linguistic minorities. Supposing there is a Tamil school in Delhi, now we cannot touch that school because it is a linguistic

minority school If they set up a school which they call a public school here, the advice has been that we cannot touch that in accordance with our Constitution So, that is the position

श्री चन्द्रसेखर सिंह : इस आर्टिकल को निकाल देना चाहिए ।

श्री उषसेन (देवरिया) : इस आर्टिकल को तोड़ दीजिए । पब्लिक स्कूल बनने ही नहीं चाहिए ।

DR. PRATAP CHANDRA CHUNDER I have no objection if the hon Members can amend Article 30 to take away the rights of the minorities But the alternative was suggested

(Interruptions)

MR CHAIRMAN There is no point of order when he is speaking Please sit down

DR PRATAP CHANDRA CHUNDER Another alternative was suggested by the hon Members yesterday

श्री उषसेन दा तरह की मादरी जवान मे प्राइमरी शिक्षा दे रहे हैं । इस तरह से देश बन नहीं सकता है । तब तक नहीं बन सकता जब तक इन पब्लिक स्कूलों को तोड़ा नहीं जाएगा ।

श्री राम अबधेश सिंह : मेरा प्वाइट आफ आर्डर है । मंत्री जी ने निग्विस्टिक माइनोरिटीज का सवाल इस में जोड़ दिया है । जहाँ बड़े लोगो ने सौफिस्टिकेटेड लोगो के बच्चे पढ़ते हैं उनको तोड़ने की बात हम कहते हैं । निग्विस्टिक या रिलिजस माइनोरिटी द्वारा जो स्कूल चलाए जा रहे हैं उनको तोड़ने की बात नहीं कहते हैं । सविधान की 30वीं धारा अगर बाधा डालती है तो उसको हटाने लिए आप प्रस्ताव लाए, हम लोग उसको पास करेंगे ।

सभापति महोदय : यह कोई प्वाइट ऑफ आर्डर नहीं है ।

DR. PRATAP CHANDRA CHUNDER As I have been saying we had given full consideration to this matter. It was discussed at the highest level. We are all with the Members that there should be one type of education as far as possible But at the same time the Constitution has guaranteed the right to minorities, both linguistic and religious, to have educational institutions of their choice The Law Ministry says that, if public schools are run by minorities, whether linguistic or religious we cannot touch them The Law Ministry has also pointed out

SHRI VASANT SATHE (Akola) I will tell you the legal position. The legal position is that the minorities can run schools for themselves Nobody is against that For instance, the Christian minorities have the right to run a school of their own But what is happening is that whereas they run a school in the name of minorities, the majority of the students the overwhelming majority of the students, are from the rich people the upper classes, who convert that into a public school That is where the real problem comes Let them have a school for themselves Who stops them?

श्री यशुना प्रसाद शास्त्री (रीवा) : मंत्री महोदय ने कहा है कि निग्विस्टिक माइनोरिटीज या रिलिजस माइनोरिटीज जो स्कूल चलाती हैं सविधान के मुताबिक हम उनको छू नहीं सकते हैं । लेकिन इनको यही लोग नहीं चलाते हैं । आप सिधिया पब्लिक स्कूल को ले । यह खालियर में है । इसको माइनोरिटी या रिलिजस कम्युनिटी नहीं चला रही है । इसी तरह से और भी स्कूल हैं । सवाल यह है कि इन में कौन लोग पढ़ने जाते हैं । यहाँ किस तरह की और किस भाषा में शिक्षा दी जाती है । बड़े-बड़े लोगो के बच्चे इन में पढ़ते हैं । असेजी माध्यम से यहाँ शिक्षा दी जाती है । बड़ी-बड़ी फीस ली जाती है । यही लोग शिक्षा ग्रहण करके आई ए एस आदि अखिल भारतीय सेवाओं में आ पाते हैं और जो दूसरे प्राइमरी स्कूलों में बच्चे पढ़ते

[श्री यशुन प्रसाद श.स्त्री]

हैं वे नहीं आ पाते हैं। वे पीछे रह जाते हैं। इनको तो आप बन्द कर ही सकते हैं।

SHRI A E T. BARROW (Nominat—Anglo-Indians) I would say, with all due respect that Mr Sathe's interpretation is not the interpretation given by the courts. Article 26 of the Human Rights has been quoted in the Bombay Schools case and it has been confirmed in the Supreme Court that the parents have a right to choose the type of education which they want to give to their children.

SHRI VASANT SATHE Who is against that?

SHRI A E T. BARROW If the parents want to send their children to an institution of their choice the police power of the State must give way to the right of the parents.

डा० सुशीला नायर अगर पेनेन्ट्स अपने खर्च से अपने बच्चों के लिये स्कूल चला कर उनको शिक्षा देते हैं तो किम अधिकांश में सरकार उनमें यह छीन सकती है? किम प्रकार मजबूर कर सकती है कि अपना खर्चा कर के अपना ट्यूटर रख कर बच्चों को शिक्षा न दें? जो पब्लिक स्कूल है और सरकार से पैसा नहीं लेते हैं अपने खर्च में ही उनको चलाते हैं उनमें अगर कोई फीस न देनी हो तो अपने बच्चों को न भेजे

(अध्यक्षान)

एक माननीय सदस्य यह स्कूल हैं या दुकानें हैं?

(अध्यक्षान)

समापति सहोदय अब आप बैठ जायें। यह गलत बात है उनको अपनी बात कहने दीजिये। आप क्रपाय बैठे मंत्री जी का भाषण सुने।

DR PRATAP CHANDRA CHUNDER I may assure Hon. Members including Mr Barrow that they need not have any fear that the rights of the

minorities will not be protected. They will certainly be protected.

SHRI VASANT SATHE You first create conditions of inequality and then try to justify the inequalities.

DR PRATAP CHANDRA CHUNDER Regarding the special cases they have raised about Delhi schools, I have made enquiries and I am told that the Delhi Administration is prepared to look into the matters, without causing any harassment. If the House desires that there should be some method whereby uniformly can be enforced, certainly I shall be very much happy to look into the matter.

Now the question arose about various problems of languages. It has been indicated that instruction must be through the mother-tongue. So far as instruction at the primary level is concerned in the Constitution it is provided that, by and large instruction should be provided through the mother-tongue. Now unfortunately in India we have a large number of mother-tongue. The position is that—according to the last census of 1971—there are 1652 languages and dialects (which are like languages). So, in such cases it is rather difficult to have instruction through the mother-tongue at all stages. However this Government is always trying to help the development of different languages—not only the major languages which have been recognised under the Constitution but other languages also. There is an Institute set up by this Government which is trying to give help in the development of languages. Where there is no script of a particular language we are trying to provide the Devnagari script. With the help of the Devnagari script the people can have written languages. research is going on in this regard.

Then again for the purpose of writing of books also, as I had told the House earlier, Rs 1 crore each has been provided to the State Governments for the purpose of writing books in various languages at the college level and

near-about 4,000 books have already come out under the scheme. The position is that, so far as primary education is concerned, we are committed to giving instruction through the medium of mother-tongue as far as possible. I am qualifying my statement with the expression 'as far as possible' because, as I have said there are so many languages and sometimes there may be difficulty in having any written language or text-books.

So far as the secondary school is concerned, in many places, some of the other languages are also taken up—for instance, the 'Boro' language I was told by the Hon. Member Shri Narzary that at the secondary stage they have having this language. But when we come to the secondary stage, generally the regional language is being adopted—the mother-tongue or the regional language—because, as I have said, all the languages are not properly developed for the purpose of giving instruction at the higher stage.

So far as the Universities are concerned, the present policy of the Government, by and large, is to encourage instructions through the regional languages, as far as possible. That is why, the text-books at the college level are being prepared and more than 4,000 such text-books have come. There are many Universities now, where many subjects are being taught through regional languages, but in respect of science and technology, gradually, new books are coming... (Interruptions) This is what is being done. This is how, we are trying to do this.

श्री कन्नडेश्वर सिंह (बराणसी) :
जापान ने कैसे बदल दिया था ?

DR. PRATAP CHANDRA CHUNDER: I do not know how the hon. Member, Shri Chandra Shekhar Singh speaks of Japan. There is only one major language, the Japanese language, but here we have 1600 languages and dialects. When they bring in compari-

son with other countries, they should also have the difference in view. I have met the Minister from Cuba and I asked him how they could effect this miracle that within a short time, they could make most of their people literate. He said that they had a very great advantage, because they have got only one language, the Spanish language, whereas in our country we are facing this difficulty. Even then, we can say that this matter is still under consideration.

I would like to point out for the information of the hon. Member, Shri Chandra Shekhar Singh that the plan which has been sent by respected Jayaparkash Narayanji, 'education for our people' in that the three-language formula which this Government has been encouraging has been recommended and also been suggested for approval. I am reading only an extract from this:

- (i) All elementary education should be given in mother-tongue of the child.
- (ii) At the secondary stage three-language formula should be adopted. In the non-Hindi areas, the formula is obvious—mother-tongue, English and Hindi and in Hindi areas, the official policy is that it should be mother-tongue English and other Indian language....

There is hardly any viable alternative to this and it will have to be implemented in spite of the difficulties involved. In this, the responsibility of Hindi areas is greater."

Now this has been recommended in the scheme which has been forwarded to me by Shri Jayaparkash Narayanji. That is the position.... (Interruptions) The present policy of the Government is also to develop all these languages.

With regard to sports, this Government is very conscious that sports should be encouraged. It is true that

[Dr Pratap Chandra Chunder]

it is not possible for the Central Government to provide adequate funds because under the Constitution, sports is still a State subject, but still we have provided funds. We have set up some training institutes at Patiala, Gwalior and other places and we are trying to help the State Governments to have play-grounds and to have various training camps and rural sports. We want to have a new sports policy so that the rural sports and other sports, specially Indian type of sports, could be encouraged. Our idea is not to concentrate only on competitions or international competitions, but to make sports and games part of our life so that we have broad-based sports in this country.

In this connection, in reply to what Shri Malhotra has pointed out on the last occasion, I say that although we want to spread our sports activities in the length and breadth of the country and want to encourage sports and also competitive sports, we have decided not to hold the Asian Games in 1982 here. When the question of holding the Asian Games was brought before the previous Cabinet that Cabinet did not give a final decision on the point and they had taken a very restricted decision by saying that an offer may be made to the international body for holding Asian Games in 1982, but for financial and other reasons this may be withdrawn. At that time, it was suggested that expenses will be only Rs. ten crores, but when a Committee was set up, it was found that Rs. 80 crores will be necessary for the purpose of holding Asian Games. As soon as I took over charge I set up another Committee as I wanted to see if we could drastically cut the involvement of money in this regard. In spite of best efforts, this new Committee could not reduce the expenses below Rs. forty crores.

In addition, for the purposes of construction of buildings, tracks and other structures, we will require about Rs. 10 crores more. Now, in a

poor country like ours where we cannot find money to build our schools and pay our teachers adequately, we cannot have the luxury of spending Rs. 50 crores for the satisfaction of holding an Asian Games for one month or so. Therefore, we have decided that it is not possible to hold the Asian Games and that we would communicate our decision to the international bodies.

Sir, my time is almost over and I do want to take any more time. I have already indicated our educational policy. I suggest that if anything has been left out

SHRI VASANT SATHE: What about Academies? Culture also comes under you. You have not touched that.

श्री श्रीव प्रकाश त्यागी (बहराइच)
प्राचीन इतिहास के सम्बन्ध में आपने जवाब नहीं दिया। प्राचीन के सम्बन्ध में पुस्तकों में जो गलत बातें कही गई हैं उनके सम्बन्ध में आप क्या कर रहे हैं ?

DR PRATAP CHANDRA CHUNDER: About the history books. I have told that we have sent them for the opinion of the experts in the line because there has been a lot of opposition from the other side of the House and also in the public that we should not interfere with the writing of books. So we could not take the responsibility on ourselves. We are awaiting the decision of the experts and when they send their opinions, we shall certainly take a decision. Meanwhile, I can tell you the whole textbook pattern is going to be changed and very soon we will have a new textbook series. As I have already told you earlier, the secondary educational pattern is going to be changed and along with that, this textbook along with other textbooks will go.

About culture we are certainly keen to implement whatever we can do. I fully agree with the hon. Member, Shri Sathe that things should be improved

at the academies' level and we are trying to do that. We have got new Chairmen for two of these Academies and the problems concerning culture were being taken up.

Similarly, in the matter of helping the various dance troupes and others we are taking steps.

One matter I have left out and that Mr Sathe has pointed out. That is about prohibition. This is a very important matter. Prohibition is a matter which should not be trifled with and we should look at this from a proper angle ...

SHRI VASANT SATHE: There I agree

DR PRATAP CHANDRA CHUNDER: This is again one of the Directive Principles which we have adopted in our Constitution. Then, Sir, it is not a fad of our Prime Minister—I am emphasizing this—as many people and particularly many journalists, are trying to paint. Here again I had called a meeting of all the Ministers concerned from all the States and Ministers representing the Congress Party, the National Conference, Marxists, Janata—all have come and they have unanimously decided that prohibition should be implemented within four years in a phased manner and the economic side also should be considered ...

SHRI VASANT SATHE: This is hypocrisy.

DR PRATAP CHANDRA CHUNDER: This Government has accepted that policy because of this national consensus—I repeat this, this is the national consensus and even Mr. Sathe's party has accepted this point. Representatives from Maharashtra have come ...

SHRI VASANT SATHE: Not as a fad. You cannot impose.

DR. PRATAP CHANDRA CHUNDER: ...and others also have come and they have accepted the prohibi-

tion policy. Certainly I can say that prohibition has succeeded in Gujarat, it has succeeded in Tamil Nadu and it is going to succeed throughout India. That is a fact and that is going to happen.

I request that the Demands for Grants that are placed before the House may be passed.

श्री कृष्णराज सिंह यादव : सभापति महोदय, कल मैं ने एक बुनियादी सवाल उठाया था जिसको मन्त्री जी ने छोड़ दिया है। कल मैं ने कहा था कि सरकार ने जनता पार्टी के मैनिफेस्टो के मुताबिक पिछड़े वर्गों के उत्थान के लिए काका कानेलकर आयोग को रिपोर्ट को लागू करने का वायदा किया था लेकिन एक साल हो गया, उसको लागू नहीं किया है। उम रिपोर्ट के अनुसार शिक्षा सस्थाओं में तथा सरकारी नौकरियों में अनुच्छेद 15(4) और 16(4) के अधीन 25 से 33 परसेंट तक स्थान सुरक्षित करने का प्रावजन है। लेकिन यह मैनेटेनरी प्रावजन होते हुए भी अभी तक उसको लागू नहीं किया गया है। मैं चाहता हूं मंत्री जी इसका डेफिनिट जवाब दें।

DR PRATAP CHANDRA CHUNDER: I have already said that we are broad-basing education and I have repeatedly said in the course of my speech that we are trying to help the Scheduled Castes and the Scheduled Tribes in the field of education. Even in the field of higher education, particularly in I.I.T. there have been cases where the Scheduled Caste students could not get promotion, we have said that there will be special coaching for them and they have been given promotion. Therefore, I can assure the hon. member that certainly we are very much conscious of that and when we are changing the education policy, certainly the Scheduled Castes and the Scheduled Tribes will be in the fore front. (Interruptions)

[Mr Chairman]

MR CHAIRMAN How long will you do it अगर इस तरह से सब लोग एक-एक मिनट लेग तो दूसरी डिमाण्ड पुट नहीं हो सकेगी। इस मन्त्रालय की डिमाण्ड्स के लिये टाइम फिक्स्ड है, इस वक़्त टाइम बाकी नहीं है। (व्यवधान)

Time at our disposal is limited

I take up cut motions Shri P Rajagopal Naidu, do you want it to be put to the vote of the House or are you withdrawing?

SHRI P RAJAGOPAL NAIDU (Chittoor) I am not withdrawing I want it to be put to the vote of the House

SHRI VASANT SATHE He does not want division

MR CHAIRMAN What about Prof Shibban Lal Saksena and Shri A E T Barrow?

PROF SHIBBAN LAL SAKSENA I want to withdraw

SHRI A E T BARROW I withdraw

MR CHAIRMAN Is it the pleasure of the House that the hon. Members Shri Shibban Lal Saksena and Shri A E T Barrow be allowed to withdraw their cut motions?

SEVERAL HON MEMBERS Yes
Cut motions Nos 5 to 10 and 60 to 62 were by leave, withdrawn

MR CHAIRMAN I shall now put the cut motions moved by Shri Rajagopal Naidu to the vote of the House.
Cut motions Nos 1 to 4, 12 to 25 and 39 to 49 were put and negatived

MR CHAIRMAN The question is

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1979 in respect of heads of demands entered in the second column thereof against Demands Nos 25 to 27 relating to the Ministry of Education and Social Welfare"

The motion was adopted.

Demands for Grants, 1978-79 in respect of the Ministry of Education and Social Welfare voted by Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grant on account voted by the House on 16-3-1978		Amount of Demand for Grant voted by the House	
		Revenue	Capital	Revenue	Capital
1	2	Rs.	Rs.	Rs.	Rs.
MINISTRY OF EDUCATION AND SOCIAL WELFARE					
25	Department of Education	29,31,000	..	1,46,36,000	..
26	Education . . .	36,36,39,000	18,33,000	181,82,97,000	91,63,000
27	Department of Social Welfare	4,14,73,000	..	20,73,68,000	..

MR. CHAIRMAN: The question is:

"That the respective sums not exceeding the amounts on Revenue Account shown in the fourth column of the Order Paper be granted to the President out of the Consolidated Fund of India to complete the sums necessary to defray the char-

ges that will come in course of payment during the year ending the 31st day of March, 1979, in respect of the heads of demands entered in the second column thereof against Demands Nos. 97 and 98 relating to the Department of Culture."

Demands for Grants 1978-79 in respect of the Department of Culture voted by Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grant on account voted by the House on 16-3-1978		Amount of Demand for Grant voted by the House	
		Revenue	Capital	Revenue	Capital
1	2	3	4	5	6
		Ra.	Ra.	Ra.	Ra.
DEPARTMENT OF CULTURE					
97	Department of Culture .	1,82,54,000	..	9,12,87,000	..
98	Archaeology .	1,19,99,000	..	5,99,96,000	..

15.56 hrs.

DEMANDS FOR GRANTS,* 1978-79—

Contd.

MINISTRY OF LABOUR

MR. CHAIRMAN: The House will now take up discussion and voting on Demand Nos. 65 and 66 relating to the Ministry of Labour for which 6 hours have been allotted.

Hon. Members whose cut motions to the Demands for Grants have been circulated may, if they desire to move their cut motions, send slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move.

Motron moved:

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President out of the Consolidated Fund of India to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1979, in respect of heads of demands entered in the second column thereof against Demands Nos. 65 and 66 relating to the Ministry of Labour."

*Moved with the recommendation of the President.