

13.00 hrs.

**DEMANDS FOR GRANTS,  
1971-72—Contd.**

**MINISTRY OF EDUCATION AND  
SOCIAL WELFARE AND  
DEPARTMENT OF  
CULTURE—Contd.**

**MR. SPEAKER :** Shri Siddhartha Shankar Ray will continue his speech.

**THE MINISTER OF EDUCATION AND SOCIAL WELFARE AND MINISTER OF DEPARTMENT OF CULTURE (SHRI SIDDHARTHA SHANKAR RAY) :** Sir, I shall try to deal with the various points that were made by hon. Members yesterday, systematically, logically and analytically. But before I do so, I am not criticising anybody, but may I say this in anguish and pain that I was very sorry that I could not get the assistance of well-known leaders sitting on the other side of the House in so far as the vital problem of education is concerned? I was expectantly waiting to hear Prof. Hiren Mukherj's views on the many difficult problems which we face in the field of education, but unfortunately he was not here. I was expecting eagerly to listen to the views of Shri Atal Bihari Vajpayee and to know from him as to what should be done with regard to the serious problems we face. Unfortunately, he was not present too. In point of fact, not one leader from the opposition benches was pleased to place his views for our consideration. This would have helped me considerably, because we are facing very serious problems and if the leaders of the opposition parties had given education the importance which it certainly deserves, I think we could have proceeded in a much more practical and thorough manner. However, the hon. Members opposite, although not leaders, have made some very valid points and I propose to deal with them, by your leave, in a systematic manner.

I shall first take up social welfare. Ten points were made with regard to this department; firstly, that the money allocated for the welfare of Scheduled Castes and Scheduled Tribes was not enough; secondly, that the rate of the post-matric scholarship should be increased; thirdly, that there should be scientific and objective survey

regarding the progress made in respect of education and other amenities of Scheduled Castes and Scheduled Tribes; fourthly, that a Commissioner for Scheduled Castes and Scheduled Tribes should be appointed as early as possible; fifthly, the problem of the neo-Buddhists was mentioned; sixthly, a request was made that the Bill about Scheduled Castes and Scheduled Tribes which was moved in the last Lok Sabha should be re-introduced; seventhly, various points were made with regard to untouchability; eighthly, certain hon. Members were pleased to point out the manner in which the Scheduled Castes and Scheduled Tribes were being exploited; ninthly, there was a suggestion for the appointment of a financial corporation and, lastly, criticism was levelled about the manner in which the policy of reserving various posts for the Scheduled Castes and Scheduled Tribes was being implemented. I propose to deal with each one of them, one by one, and I shall be as short as possible.

With regard to finances, it was suggested by the hon. Member, Shri B. S. Murthy, that the current year's budget for Scheduled Castes and Scheduled Tribes is only Rs. 5 crores and it should have been at least Rs. 10 crores. Now the hon. Member is presumably referring to the provision of Rs. 5,838 crores included in the budget estimates for 1971-72 under Demand No. 104. The bulk of the provision for schemes for the welfare of Scheduled Castes and Scheduled Tribes is, however, included in the Finance Ministry's Demand No. 21, grants-in-aid to the State and Union Territory governments. The total amount provided for the welfare of the Scheduled Castes and Scheduled Tribes under this and other demands is in fact Rs. 16 crores. I am not saying this is enough. In fact, the money required to deal with the problems of the Scheduled Castes and Scheduled Tribes, of the brothers and sisters coming from these tribes, the money required will never be enough. The problems are stupendous and we shall certainly require very much more than we have today. But all that I am pointing out is that we have Rs. 16 crores in so far as this year is concerned.

Secondly, Shri Ulaganambi pointed out that in the Third Five Year Plan out of a provision of Rs. 40 crores only Rs. 31 crores had been utilized and that this sort

of thing should not be repeated during the Fourth Plan period, I would like to make the figures a little clearer. The Third Plan allocation and expenditure were as follows in the central sector the allocation was Rs. 35.31 crores and the expenditure was Rs. 37.46 crores ; in the State sector the allocation was Rs. 78.87 crores and the expenditure was Rs. 64.54 crores. It will, therefore, be observed that the shortfall has been mainly, in fact only, in the State sector, and this is presumably because the States could not raise matching resources.

Shri Sadhu Ram, Shri Maurya, Shri Kamble, Shri Hari Kishore Singh and Shri Raju made the point that there was inadequate plan provision for the Scheduled Castes and Scheduled Tribes. Basically, I agree with this. As I said, anything provided for this particular matter would be inadequate because the problems are vast. But I would like to point out that a provision of Rs. 142 crores has been made in the Fourth Plan besides committing about Rs. 35 crores of the non-plan budget. In addition, the various State Governments are already spending about Rs. 30 crores per annum on the welfare of the backward classes from their non-Plan budgets.

Therefore, it would appear that although perhaps, as I said, we have not as much money as we should have and money, again I say, will not really be enough for this purpose—we certainly have some amount of money. The point here is to see to it that every paisa is properly utilised. If every paisa that has been granted is properly utilised, perhaps much of the criticism, friendly criticism if I may say so, made by hon. Members would have been met. It will be Government's intention to insist not only in so far as its own administration is concerned but also on the State Governments to see to it that the money allocated is spent and spent properly.

The second point raised was with regard to post-matric scholarships. Sh. i Mallikarjun and Shri Sadhu Ram particularly made this point that the rates of post-matric scholarship should be raised because the students of the Scheduled Castes and Scheduled Tribes came from poor labour and small agricultural classes, the existing rates having been fixed as early as in 1951-52. While there is some substance in this criticism, I

would like to point out one or two facts which would show that the rate of scholarship which a Scheduled Caste and scheduled Tribe student gets is more or less the same as the rate of scholarship which a student from other communities or a general student gets. The value of the scholarship under the post-matric scholarship scheme includes not only monthly maintenance allowance but also fees. The total value of the scholarship ranges from Rs. 65 to Rs. 115 per month in the case of students staying in hostels and from Rs. 52 to Rs. 100 per month in the case of day scholars. Under the national scholarship scheme, which applies to general students, the scholarship ranges from Rs. 60 to Rs. 110 per month in the case of students staying in hostels and from Rs. 50 to Rs. 100 per month in the case of day scholars,

So, it will be seen that the rates are more or less the same. In fact, if anything, the rates are slightly higher in so far as Scheduled Castes and Scheduled Tribes students are concerned. Thus the rates under the post-matric scholarships scheme compare favourably well with the national scholarship scheme. In effect, every Scheduled Caste and every Tribal post-matric scholarship holder is equated with meritorious students of the general population because in so far as general students are concerned everybody does not get a scholarship ; only the meritorious get the scholarship, but so far as Scheduled Castes and Scheduled Tribes students are concerned, everybody is entitled to a post-matric scholarship.

SHRI K. S. CHAVDA (Patan) : Not everybody.

SHRI SIDDHARTHA SHANKAR RAY : With regard to the Scheduled Castes, I say everybody gets it. I will explain it.

SHRI K. S. CHAVDA : It is not correct.

SHRI SIDDHARTHA SHANKAR RAY : You are quite right. With regard to the Scheduled Tribes, everybody gets it and with regard to the Scheduled Castes only whose parental or guardian's income is less than Rs. 500 get it.

SHRI K. S. CHAVDA : Now you are right.

**SHRI SIDDHARTHA SHANKAR RAY :** I am deeply concerned with the problems of the Scheduled Castes. I would like hon. Members to tell me how many members are there of the Scheduled Castes whose parental income or the income of their guardians is more than Rs. 500 per month.

**AN HON. MEMBER :** Very few.

**SHRI SIDDHARTHA SHANKAR RAY :** You can count them on your fingers. Therefore I was saying that practically every Scheduled Caste student is entitled to this post-matric scholarship. I am grateful that you have corrected me. I should have perhaps put in this qualification as well that every Scheduled Caste student whose parent's or guardian's income is less than Rs. 500 per month is entitled to the scholarship. But in so far as the general students are concerned, there are other considerations also. This is all that I wanted to say ; nothing more, nothing less.

If you look at the figures, you will see that in this respect some advance has certainly been made. I will not say that we have made a great leap, but we have certainly taken some definite steps moving us forward. In 1950-51 the number of Scheduled Castes students getting the scholarship was only 1,316 and in so far as the Scheduled Tribes students are concerned, the number was 348.

Twenty years later, that is, today, in 1970-71, we have 1,57,000 Scheduled Caste students who are getting scholarships and 29,200 Scheduled Tribes, that is to say, there has been an increase of 120 times in the case of Scheduled Castes and an increase of 85 times in the case of Scheduled Tribes. It should have been higher; it should be higher. The point is, anybody who is eligible for a post-matric scholarship is entitled to it. The thing to do is to make them ready for it and see to it that as many as of them as possible to take advantage of these scholarships.

There are some other factors also. We have now decided to give better rates of scholarships to the meritorious Scheduled Caste and Scheduled Tribe students. We have decided that those who secure more than 60 per cent marks or First Division marks in their final examination will be

entitled to get better rates and these rates will be  $1\frac{1}{2}$  times the normal rates of maintenance allowance. Now, in the last Social Welfare Ministers Conference which was held recently in Delhi, the State Ministers, many of them, were pleased to suggest that 60 per cent should be brought down to 55 per cent. I thought that was a reasonable suggestion and, as such, the proposal to reduce it to 55 per cent is being considered very very seriously after the suggestion made by the various State Ministers. In the meanwhile, 60 per cent is the condition and everybody will be entitled to get the higher rate if he fulfils this particular condition.

The literacy figures also show that in so far as the general population is concerned, and, unfortunately, I have no figures beyond 196 due to the fact that the latest census figures have yet to com.....

**SHRI R. D. BHANDARE (Bombay-Central) :** Before you go to the next point, I would like to ask one thing. I do not want to falsify your position. The Study Group of the Planning Commission had agreed, regarding the means test, that in the case of those who get Rs. 1000, their children will get half free-ship. The means test was changed. What happened to that suggestion ?

**SHRI SIDDHARTHA SHANKAR RAY :** It is Rs. 500 still.

In so far as literacy figures are concerned, I have got 1961 figures and 1961 figure I find, amongst the general population, whereas, in 1931, 9.5 per cent were literate, in 1961, 28.29 per cent were literate. But in the case of Scheduled Castes, whereas, in 1931, the literacy figure was only 1.9 per cent, in 1961, it was 10.27, that is, 10 times. I am not saying that this is very high. I want to be very clear about it. I want to make that absolutely clear.

**SHRI K. S. CHAVDA :** According to 1961 census 24 per cent for the general population and 10.27 per cent for Scheduled Castes, that means a big gap between the two.

**SHRI SIDDHARTHA SHANKAR RAY :** The increase in literacy in the case of Scheduled Castes is 10 times whereas in the

case of general population, it is only 3 times. This is nothing to be proud of. I admit. But I was trying to show that amongst the Scheduled Castes, the increase has been nearly 10 times. Similarly, amongst Scheduled Tribes, whereas in 1931, it was only 0.7 per cent, in 1961, it was 8.54 per cent, that is, nearly 8 times. We have only 1961 figures. I have no doubt that whoever is the Education Minister after me and who is to place these figures before you later on will be able to show, when he received the 1971 figures, that there has been a further advance in this matter.

Apart from these things, we are also having these public school scholarships. 25 per cent of all admissions in those institutions which are known as public schools will be free. It is the policy of the Government to remove all class distinction from education. And I thought that one of the first steps to be taken in this direction should be to see to it that in these institutions which are known as Public Schools, every child, every meritorious child, has a right of entry. We are now having 25% free admissions and I hope in the course of the next few years the entire admission would be free in all these schools.

In the 25% free admission we are keeping a proportionate percentage reserved for Scheduled Castes and the Scheduled Tribes as will.

In so far as hostel and Ashram schools, till the 31st March 1969, there have been 1100 hostels for Scheduled Tribes, 3030 for Scheduled Castes and 733 Ashram Schools. I would like hon. Members to visit as far as possible these hostels, these Ashram schools and other institutions connected with the welfare of Scheduled Casts and Scheduled Tribes students, to visit them quite often to find out whether they are functioning properly or not. It is only with the assistance of the hon. Members that the Education Minister can possibly hope to do something. As I said earlier, a Minister can be as vigilant, as the House to which he is responsible. If this House is vigilant, the Minister has to be vigilant. If he is not, he will find himself in great difficulties.

The third point made by Dr. Bhandare  
*(Interruptions)*—He made seven very

important points—is about a comprehensive scientific survey that should be undertaken to determine the various facets of problems relating to the Scheduled Castes and the Scheduled Tribes organisations. Now we have been collecting data regarding enrolment of Scheduled Castes and Scheduled Tribes at various levels and the hostel facilities and the scholarships availed of. Both these figures indicate wastage and stagnation at various levels. The Indian Council of Research in Social Sciences has, therefore, been requested to undertake studies in depth on the education of the Scheduled Castes and the Scheduled Tribes by stages from the primary to the University level in twelve selected States which include among others, Andhra Pradesh, Bihar, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Now these depth studies, if I may call them so, will also be undertaken with regard to the problems of teachers from the Scheduled Castes and the Scheduled Tribes. These studies are absolutely essential and to that extent, Prof. Bhandare, if I may say so with respect, had made a very valid point. Now, these studies which are essential are expected to be completed within the next 12 or 18 months and, thereafter, we would have for the first time a full and detailed information about the strength and weakness of our educational programmes. In the light of the findings of these studies suitable policies will be formulated for the purpose of improving the existing system. Meanwhile, however, we are making an important beginning to remove a very practical difficulty.

I want to make this announcement that we find that the students from Scheduled Castes and the Scheduled Tribes are handicapped in two specific ways. First that is in my experience in the three months that I have been in office is that they do not easily get admission to good educational institutions and secondly, there are no arrangements under which individual guidance can be given or individual attention paid to these students. Such guidance and attention are needed badly in so far as these students are concerned for reasons which are obvious. We, therefore, propose to initiate a programme under which we will attempt to obtain admission for the Scheduled Castes and Scheduled Tribes students in each good educational institution. In fact, I have already mentioned that in the 25% free

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admissions in what are known as Public Schools we shall make from next year appropriate reservations for the Scheduled Castes and Scheduled Tribes as well. We have called a conference of the Head Masters of these Public Schools on the 18th of August and I am sure my successor will sort out everything and have a blue-print ready

Over and above this, we shall provide through the institutions where these Scheduled Castes and Scheduled Tribes students are studying some personal and individual attention and guidance particularly, to the brighter and more talented of the Scheduled Castes and Scheduled Tribes students. I trust, this programme will help us greatly in improving the quality of education amongst our Scheduled castes and tribes. This I feel is vitally necessary.

The fourth point was about the Commissioner for Scheduled Castes and Tribes. It has been suggested that the power of the Commissioner should be enlarged.

**SHRI R. D. BHANDARE** Not enlarged, but restored to its constitutional position.

**SHRI SIDDHARTHA SHANKAR RAY** What I want to say is this. The person who will be appointed as Commissioner for Scheduled Castes and Tribes will, I hope, see to it that he can discharge his constitutional duties and exercise his constitutional rights. Under Art 338—sub-item (2)—his power is to investigate all matters relating to the safeguards provided for the Scheduled Castes and Scheduled Tribes under the Constitution and to report to the President upon the working of those safeguards. These powers to my mind, and I speak as lawyer as well, are comprehensive and there should not be any difficulty for him in what he really wants to do.

**SHRI R. D. BHANDARE** They have been much devalued and reduced.

**SHRI SIDDHARTHA SHANKAR RAY** Another suggestion made was that the position of the Commissioner in the order of precedence should be raised, but I don't think the order of precedence has any criteria

for the purpose of really proving whether a person is worthy or not. We have no doubt whatsoever that the person that we are going to appoint will be a dedicated person who knows about the problem and if he discharges his functions under the Constitution, here is no doubt whatsoever that all of us will help him in the discharge of his functions.

Another suggestion was made that there should be Assistant Commissioners for Scheduled Castes/Tribes in each State to work under the Commissioner for Scheduled Castes/Tribes, instead of 5 Zonal Directors and Backward Classes Welfare personnel working under the Department of Social Welfare. The Commissioner is assisted by Zonal Directors for collection of data and preparation of notes. The previous Commissioner did not want to have a separate organisation but thought it would be more effective if the headquarters organisation was strengthened. The matter now rests with the new Commissioner and if he considers this proposal to be more advantageous it will be for him to see the situation and lay down what his requirements are.

**SHRI R. D. BHANDARE** You must lay down the policy. Under the provisions of the Constitution, power is given but you must lay down the policy.

**SHRI SIDDHARTHA SHANKAR RAY** My hon friend has a fertile brain and his imagination is something to be respected and if he had spoken yesterday I could have considered this.

**SHRI R. D. BHANDARE** : I had no time.

**SHRI SIDDHARTHA SHANKAR RAY** I am sure, whoever is the next Education Minister will take that into account.

Another point was made that socially, economically and educationally backward neo-buddhists are in the same position as scheduled castes and that they may be given the same facilities as the scheduled castes.

**SHRI R. D. BHANDARE** You are going to say, 'no' to it...

**SHRI SIDDHARTHA SHANKAR RAY** : What I am saying is entirely different from 'no'. There is considerable force in this argument. There is force in the plea that this concession admissible to scheduled castes should be made applicable here also. For this purpose I have suggested that this question should be taken up to the Cabinet.

The sixth point was with regard to the Scheduled Castes and Scheduled Tribes (Amendment) Bill, 1967 and we were asked whether that will be reintroduced. This is under active consideration of the Government. I am afraid I cannot say anything more on this at this stage.

The seventh point is with regard to the Untouchability (Offences) Act. This question was discussed threadbare at the Social Welfare Ministers' Conference, and I felt that we must see to it that this Act really became effective. So, a Bill will be introduced either in this session or certainly in the next, whereby by way of amendment, an enhancement of punishment under the Act, as recommended by the Elayaperumal Committee would be there in the Act, secondly certain offences would be made non-compoundable, and thirdly certain kinds of speeches and writings which preach practice of untouchability on religious or other grounds would be brought within the purview of this Act.

The House will pardon me if I bring a very personal and sentimental note into this debate. I remember that when I was 12 or 13 years old, in the early thirties, when Mahatma Gandhi had come to West Bengal for the purpose of Harijan movement, some members of our family were entrusted by him to carry on this Harijan movement in what is now known as Bangla Dush, that is to say, East Bengal. I know that in so far as many of us were concerned, as a first step, we took some concrete measures. For example, in our house, there was a Brahmin priest who used to worship our family idol and he was dismissed. Since then, for about 31 or 32 years in our house, the person who worships our family idol is not a Brahmin at all. There is a roster duty; the sweeper does it, the cook does it and everybody does it, and that is the environment in which I have

been brought up, I do not believe in caste.

**PROF. MADHU DANAVATE (Rajapur)** : I hope that after dismissal he did not become a Governor.

**SHRI SIDDHARTHA SHANKAR RAY** : I do not believe in caste, and I hope that in the future years to come we shall have an entirely casteless society; a modern society, a progressive society is what we hope for. Then, we must hope for this, because hope burns eternal in human heart and there is nothing apart from hope which a man can live for.

Eighty, exploitation was mentioned, that is, exploitation by landlords and money-lenders. I took this point up specifically with every State Minister. I think Shri Dararath Deb had asked why Government did not make a law to ban all transfers of lands from Scheduled Tribes to non-Scheduled Tribes people. I would agree with him hundred per cent, but then I do not have the power. Land and land revenue is a State subject. It was for this reason that I discussed this matter with each and every State Minister who had come for the conference. In many States, there are these restrictions. It has been suggested that these laws should be implemented properly and wherever there are no laws, new laws should be enacted.

With a view to deal with a violence committed against Scheduled Castes and Scheduled Tribes, it has been suggested to the State Governments and Union territory Administrations that committees consisting of the Deputy Commissioner and the Superintendent of Police and elected representatives should be formed at district level. In some States, similar committees already exist or have been formed. The matter is receiving the attention of the remaining States. The State Governments and Union territory Administrations have also been requested to ensure that cases of assault of Scheduled Castes and Scheduled Tribes people are investigated by the higher police officers and strict disciplinary action is taken against the officers for deliberate dereliction of their duties in handling such cases.

As regards exploitation by money-lenders, legislation has been enacted in some States to protect the weaker sections of

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society Legal restrictions have also been placed in most States on transfer of lands belonging to the Scheduled Tribes

With regard to the suggestion for the setting up of a finance corporation, which was made by Shri Sadhu Ram, we have addressed letters to the State Governments and the Union territory Administrations for the formation of a finance corporation for financing small scale and cottage industries run by the Scheduled Castes and Scheduled Tribes. Certain States, for example, Punjab, Haryana, Assam and Rajasthan have already schemes for advancing loans on easy terms for agriculture and industries

The last point, but certainly not the least, very important point is with regard to reservations in services

It has been suggested by a number of hon Members that there should be reservation in promotion posts for Scheduled Castes and Scheduled Tribes. There are two or three Supreme Court judgements in this matter. I was reading the latest judgement on this point. This judgment should be followed.

At the present moment, we have the following reservations for Scheduled Castes. Posts filled by promotion through limited Departmental competitive examinations in Class II, III and IV, in grades or services in which the element of direct recruitment, if any does not exceed 50 per cent, for Scheduled Castes 15 per cent and for Scheduled Tribes 7½ per cent. And by selection to Class III and IV posts, in grades or services in which the element of direct recruitment, if any, does not exceed 50 per cent, it is 15 per cent in case of Scheduled Castes and 7½ per cent in case of Scheduled Tribes. With regard to promotions, we have the Supreme Court judgment now, which is with regard to selection posts. And this Supreme Court judgment obviously has to be followed. In point of fact, in the last meeting with the Ministers from various States, it was pointed out that in practically every State, the quota had not been resolved. This is a very sorry state of affairs and I have no doubt that all of us should see to it... ..

AN HON MEMBER And what about the Central Government ?

SHRI SIDDHARTHA SHANKAR RAY I plead guilty to the charge in one or two of the institutions under the Education Ministry, the quota has not been reached. I had to plead guilty to the charge. This is a fact. This is a fact of life. And we have to see to it that this evil is remedied. We have all to put our heads together and see to it that we can as early as possible fill the quotas not only in the Central Government but in the various State Governments. There is in fact a high power committee, appointed by the Government of India. They have taken several steps for increasing the representation of Scheduled Castes and Scheduled Tribes in public services. This high power Committee, which is presided over by the Prime Minister, has been set up to review the working of the reservation orders from time to time. The Prime Minister is the Chairman. The Minister of Education, the Minister of Defence, the Minister of State in the Department of Personnel and various important officers are members of this particular Committee. I know that a great deal has to be done for the uplift of our Scheduled Castes and Scheduled Tribes. The Government is trying its best in every possible way. There have been failings. And I must thank the hon Members for having been very lenient sometimes extremely mild, in criticising certain aspects of our Government policy, but at the same time, I think, the hon Members appreciated the urgency of the problem and that the Government really have been anxious to do something with regard to this matter.

I now come to education

SHRI B P MAURYA (Hapur) Is the judgment of Supreme Court

यह जो जजमेंट है सुप्रीम कोर्ट का सन् 1968 के बाद, इसके बाद कोई रिजर्वेशन रह गया है ?

because Art 335 says "consistently with the maintenance of efficiency" The paramount consideration is efficiency and not the claims by the Scheduled Castes. In the name of efficiency, the Scheduled Castes will not get

**SHRI SIDDHARTHA SHANKAR RAY :** The Supreme Court judgment is being considered. Whatever is said in the Supreme Court judgment will certainly be followed. I can assure the hon. Member.

**श्री टी. सोहन लाल (करोल बाग) :** जैसा कि आजकल राज्य सरकारों ने जमीनों दी हैं कौट्यूल्ड कास्ट और उन जमीनों के ऊपर जबर-दस्ती कब्जा जमींदार लोग करते हैं इसलिए कि अगर जमीन तुमको दे दी तो हमारा काम कौन करेगा। इसलिए पटवारी बगैरह जमीन उनके नाम चढ़ा देने हैं तो जब वह मुकदमा करने जाते हैं तो उनके सामने जो सवाल उठता है वह पैसे का होता है। इसके लिए आप क्या कर रहे हैं ?

**SHRI SIDDHARTHA SHANKAR RAY :** Sir, I think I have already replied to this while dealing with exploitation of the Scheduled Castes and Tribes in the matter of land.

Sir, I now come to education. Numerous points have been made, and if I have to answer to each of them, I will take hours. So, I shall be dealing with the 12 principal points, which have been made.

Firstly, reconstruction of educational system. Secondly, allocation of money for education. Thirdly, primary education and literacy. Fourthly, secondary education. Fifthly, affairs relating to Banaras Hindu University, Aligarh Muslim University and the conflict between the Panjab University and the Guru Nank University. Sixthly, status of Urdu and the production of the University level books. Seventhly, the teachers pay scales and conditions of service with special reference to Delhi. Eighthly, scholarships in schools and colleges. The ninth point made was with regard to technical education. The tenth point was with regard to preservation and prevention of thefts of art objects and the maintenance of our ancient monuments. The eleventh point made was with regard to the functioning of the NCERT about which some serious allegations are made. And the last point was with regard to the University level book production programme.

Apart from these points made through

speeches on the floor of the House, Dr. Kailash, the hon. member for Bombay South, pursuant to the permission given by the Chairmans—he did not get time to speak—handed me his views in writing. He wanted to know about the National Council of Sports and the place of sports in education. I shall deal with these as shortly as possible. I shall ration my speech as I do not want to transpass into other people's time. How much time could I take ?

**MR. SPEAKER :** How much does he want ?

**SHRI SIDDHARTHA SHANKAR RAY :** Another half an hour.

**MR. SPEAKER :** Yes.

**SHRI SIDDHARTHA SHANKAR RAY :** As regards the first point, reconstruction of the educational system, I have gone into this matter as thoroughly as I could. I was not an educationist - I may straightway say that. Perhaps it may be said : 'What does this barrister know about education ?' I have tried to understand the problem, and having been in politics for quit some time I had to do with certain aspects of education, although I do not know whether it was at all correct or not, that is to say, for politicians to take part in subjects as important as education. Be that as it may, I find that under this heading, most of the hon. members made various suggestions and this was the subject of discussion which occupied most of the time. In fact, as many as 22 members discussed this point. For want of time, I am not mentioning their names, but they all made very valid points. Reference was made, for example, to the entire history of the problem commencing from the woods despatch in 1854 to every important commission right up to the Kohari Commission and the Report of the MPs Committee. The whole range of problems from primary to the university stage was discussed and comparisons made between our educational system and the systems existing in other countries like Japan and Soviet Russia. It was pointed out that the educational system in our country did not adequately emphasise our great cultural heritage, that it did not inculcate essential values like national integration, secularism, democracy and socialism. Attention was drawn to the problem of



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student discipline, the increasing incidence of unemployment among the educated and the consequent frustration and difficulties

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[MR DEPUTY-SPEAKER *in the Chair*]

Let me at once say that I agree broadly with the analysis of our present educational system made by hon members yesterday. With regard to the remedies suggested, there may be differences on one or two matters, mainly procedural, but, by and large, the pith and substance of what was said by hon members yesterday from both sides of the House, has to be admitted to be valid in so far as this Ministry is concerned. Shri Satyendra Narayan Sinha of Bihar reminded us of our election pledges.

Shri Satyendra Narayan Sinha reminded us of our election pledges and said that we must try to implement everything that we had said. I know that our election manifesto is like a red rag to him, but he can rest assured that we shall try within our financial resources to fulfil each and every one of the pledges which we made to the country. Shri Sinha may or may not have liked our election manifesto, but the people of India liked it and supported it, and as such it is our duty to see to it that the election manifesto is implemented to the maximum extent possible. Therefore it is no use the Opposition Members trying to impress upon us the need of fulfilling the promises that we have made.

Let me assure this House that on assuming office, my first task was naturally to sit down and prepare concrete programmes with full implications of personnel and finance, with the election manifesto in front of me, because that was the guide. The reconstruction of our educational system and the fulfilment of our election pledges with regard to education was certainly one of my first tasks. Obviously it was not possible to mount any big programme in the first year, and I am sorry that while I was trying to do this, I have to leave the Ministry for some other important work, but I have no doubt what-

soever that my successor will act in the same manner as I am trying.

I felt that I should concentrate for about six months on preparing detailed significant programmes of educational reconstruction and start their implementation from the next year, and as a symbol of our earnestness, I also wanted to introduce some programme this year itself. We have been able to do both these things, and this is what I would now like to place before the House.

For immediate implementation during the current year itself we have selected five programmes. They are, firstly, making primary education free. Hon Members will remember that primary education has two facets, one making it free and the other making it compulsory. We shall try to make primary education free and accelerate its expansion, particularly in the less advanced States. The second is the grant of scholarships in the public schools with which I have already dealt with. The third is providing a play ground for every secondary school in the urban areas in India. The fourth is a study in depth of education of the Scheduled Castes and Scheduled Tribes which I have already talked about. And the last is the programme of improving the quality of education of Scheduled Castes and Scheduled Tribes for securing admission to institutions and individual tuition.

We have also been able to initiate preparations for a long term programme which will be initiated from next year. A task force to work out the details of this programme has been set up.

We are working on a few programmes, mention of each of which will be made later. These programmes are, firstly, preparation of a separate plan for each State for expansion and improvement of primary education with a view to fulfilling the Directive Principles laid down in article 45 of the Constitution, secondly, vocationalising of our secondary education and making it more practical, thirdly, raising the standards of higher education, particularly involving the students in national service, fourthly, programmes of qualitative improvement, and fifthly, programmes for improving educational administration. These

are the matters which we want to take up, and I hope next year we shall be able to tell you to what extent we have been able to achieve the targets which we have set for ourselves.

The second point was with regard to the allocation for education. Several hon. Members have complained about inadequate allocation. My colleague the Deputy Minister for Education, Shri Jadhav, pointed out yesterday the immense problem which we have to face from the financial point of view. Every effort will have to be made to increase the financial allocations and I have no doubt that this House will support us on this.

But while saying so we cannot forget certain important points. Firstly, allocation for education in the Fourth Plan is Rs. 823 crores, much higher than Rs 586 crores during the Third Plan. Secondly, in education it will not be correct to take only the plan allocation. The non-plan expenditure in education is very large. Taking the plan and non-plan expenditure together, we spend about Rs 950 crores throughout the country on education, every year. This is next in size only to our expenditure on defence. While more money is certainly needed for education and steps will have to be taken, I suppose, to find it, it is equally important to use the available resources intensively to get the most out of it. This aspect of the problem has been comparatively neglected and we shall therefore have to give emphasis to this matter in future and be really earnest and see to it that the moneys allocated are properly spent.

The third point was with regard to primary education. At the present moment all education is free in two States Jammu and Kashmir and Nagaland. Tamil Nadu has made all school education free, including the PUC classes. All education upto the end of secondary stage is free in Andhra Pradesh, Gujarat, Kerala and Mysore. In Maharashtra primary education is free; to children of parents whose income is below Rs. 1200 a year have free education at all stages. In Rajasthan all education is free for girls and primary education is free for boys. In Punjab, Haryana and Madhya Pradesh primary education is free. In U.P. education is free for girls till the end of

class 8 and for the boys till the end of class 6. In Bihar primary education is free for girls in classes 1 to 7 and for boys in classes 1 to 5. In West Bengal primary education is free for girls in rural areas in classes 1 to 8. In rural areas and in some urban areas it is also free for boys in classes 1 to 5. But in Calcutta and some other urban areas it is not yet free. In Orissa primary education is free. In Assam primary education is free for girls in classes 1 to 8 and for boys in classes 1 to 5. In the Union Territory of Delhi primary education is free. In other Union Territories also the pattern is the same; in all or them primary education is free.

The children of the Scheduled Castes and Scheduled Tribes subject to qualifications mentioned earlier also receive free education.

In addition to this all educational institutions generally allow a certain percentage of free studentship. This is the position we have today with regard to education being free.

The other question is to make primary education universal or compulsory, for all boys and girls upto the age of 14 as enjoined in article 45. We are late by 11 years; it will be 12 years very soon. It is a massive problem and we shall have to deal with it in a determined manner. In spite of our being late, I find that in the age group 6 to 11 in the year 1951, 182 lakhs or 43 per cent of students in that age group were receiving facilities. But in 1971, between the age-group of 6-11, about 605 lakhs or 80 per cent of the age-group is receiving this primary education. In the age-group 11-14, however, the progress is not so satisfactory. In 1951, it was 13 per cent; in 1971, it is only 35 per cent. In so far as this age-group is concerned, we have to concentrate on that to a great extent.

14.00 hrs.

Now, there cannot be any question that the Government does not attach importance to making primary education free. It attaches great importance to this question. This needs action only in three States-Bihar, Uttar Pradesh and West Bengal. Something is being done in West Bengal, as the House will know, when the West Bengal budget

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will be presented. There are certain financial implications and obviously we shall have to leave it to the Ministry of Finance to find out what can be done. Financial limitations are there, and having regard to that, the Government will try its best to do whatever is possible. We can only wait in so far as this particular problem is concerned regarding West Bengal, Bihar and Uttar Pradesh.

In this year's budget we have provided a sum of Rs 25 crores for employment to educated persons. Under this scheme, the expansion of primary education is being given a very high priority. A programme has been prepared to sanction appointments of additional teachers in all States and especially in the less advanced States. This matter is also under active consideration, and a decision will be announced very soon.

The development of primary education varies from State to State. There is indeed very little common between State like Kerala or Tamil Nadu at one end and Rajasthan or Bihar at the other. For instance Kerala or Tamil Nadu will be able to fulfil the Constitutional directive by 1980 or even earlier thanks to the manner in which the respective governments have dealt with the problem. Bihar or Rajasthan may not be able to do so for quite some time, unless specially assisted. What we need therefore, is a separate plan for the development of primary education for each State. I hope hon Members will agree to this. This is what we are preparing now and a high-powered group has been set up to complete this task in the next four to six months.

We would also like to develop a programme for liquidating adult illiteracy and especially for the younger age-group between 14 and 25.

In programmes of primary education, as well as of liquidating illiteracy, we expect to involve young men, young graduates, who have just come out of the universities constructively in a big way. We are particularly anxious to involve these graduates in programmes of national service. I would appeal to your youths to come forward and help us for spreading literacy and to spread primary

education. We expect that every young graduate would be able to participate in these and other programmes of national service. For one or two years, we shall ask fresh graduates to give two years of their lives for the purpose of spreading primary education and literacy. Of course they shall be paid, and their service will be taken into consideration while recruiting them to Government employment. The period spent by a student or a graduate in such service will also be allowed as a relaxation against the age restrictions. I hope that these programmes will get adequate response in the country. We shall have to take up all these plans with the State Governments and request them to implement them. After all we have to depend upon the States for the implementation of this part of our programme.

With regard to education being made more practical and vocationalisation of secondary education, as is well known the main defect of our educational system has been that it is too much centred on book learning. Our students learn to read and write and study different subjects but they are never taught to do things with their hands. No effort is made to inculcate the dignity of labour. The result is that after being educated, they all want to have white collar jobs and particularly service under Government. They are not able to work with their hands or do well in practical agriculture or industry or become self-employed and start some concern of their own. One of the greatest reforms needed in our educational system, therefore, is to give ample opportunity to our people to learn the dignity of labour and to work with their hands and to emphasise vocational education, especially at the secondary stage.

We, therefore, propose to introduce programmes under which work experience can be introduced in primary and secondary schools. As it will need a good deal of equipment and trained teachers, it will not be possible to do so in all schools at the same time. We would, however, like to begin this programme in a few selected districts. We are extending the programme, therefore, to one district in every State. After these programmes are tried in the selected districts, we would have gained enough experience to extend them to all

schools in the country. It should be possible to complete the programme in a few years.

At the secondary stage; our education is almost academic. Out of every 100 children enrolled in the secondary schools, 90 study in academic courses and only 10 in vocational courses. This proportion will have to greatly altered and more than 50 per cent of our students, I venture to suggest, at the secondary stage will have to be diverted to vocational courses of different types in agriculture, engineering, commerce, medicine and public health. We, therefore, propose to develop a large programme of vocational education at two levels. Some will accept students at the end of the primary stage and others at the end of matriculation. As this programme develops and succeeds, the majority of secondary school students will not go to universities but will enter various vocations or become self-employed. This will also reduce the pressures on university admissions and the magnitude of the problem of educated unemployed.

I understand I made a wrong statement about Gujarat. I did not know it was wrong. Education is free in Gujarat only upto Class VIII for all students and upto the end of the secondary stage for lower income groups.

The fifth point was with regard to the Banaras Hindu University, the Aligarh Muslim University and the Punjab and Guru Nanak University. With regard to the Banaras University, two speakers had referred to the various activities. Shri Haminder Singh mentioned that Shri K.L. Shrivastava, Vice-Chancellor, has not been receiving adequate support in the discontinuance of the various activities within the campus. I would like to say that the Government would give its fullest support to all universities in combating the undesirable political activities within the campus. The difficulty in this case is that despite the persistent efforts of the Vice-Chancellor to persuade the various authorities to quit the building which they have been occupying and despite the Executive Council's resolution passed on 25th July 1970, revoking the permission granted to the RSS in 1941 to use the pavilion in Banaras Hindu University, the RSS authorities have not vacated the building. The result

has been that the university has had to file a civil suit to get the building vacated and the decision of the court is awaited.

While Shri Haminder Singh mentioned one aspect of the matter, Shri Chandrapan said something entirely different. In fact, their views were quite contrary to each other. Mr. Chandrapan's argument was that Dr. Shrivastava, the Vice-Chancellor, was not really being helped by the ministers in the ministry and that he has made a statement that he did not have the power to implement action against the RSS. My ministry had contacted Dr. Shrivastava on the telephone and he has said that he made no such statement whatsoever.

With regard to the Aligarh Muslim University, Shri Seth referred to the delay in the introduction of the Aligarh Muslim University Bill. While there has been some delay in this matter, this has been entirely due to our efforts to have a consensus in the matter. Hon. Members will recall in this connection that a Bill was introduced in the Rajya Sabha on the 31st August 1970. The Bill provides for the democratic set up of the court and the executive committee, a Bill on the lines of the Banaras Hindu University Amendment Act, 1968 with certain modifications to suit the specific circumstances and the character of the Aligarh Muslim University. The present position is that the Bill is pending in the Rajya Sabha. Meanwhile, the Gajendragadkar Committee has submitted its report on governance of universities, which has been considered by the University Grants Commission on the 2nd July 1971. The recommendations of this Committee are under examination by the Ministry and long-term legislative proposals will be formulated in the light of this report and a comprehensive Bill on Aligarh Muslim University would be introduced at the earliest.

The sixth point made was with regard to the status of Urdu and the production of university level books. Government is anxious to give its due status to Urdu and is taking all the necessary steps for the purpose. As far as the Ministry of Education is concerned, it is going ahead with this programme of producing books in Urdu. For this a sum of Rs. 1 crore has been set apart. The programme is being administered directly by the Central Governments. The

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books will be published under the guidance of Tarraqui e Urdu Board. About 600 titles have been taken up for original writing and translation. 30 manuscripts are ready for going to press. I wish Shri Bbrahim Sulaiman Sait were here in the House to hear this.

Coming to the production of university level books, Dr. Govind Das made a brief reference to the slow progress in the utilisation of the money set apart for the production of university level text books in Hindi and other regional languages, and had attributed this to incompetence on the part of the person in charge. I can only assure him that considering the difficulties in implementing such a programme, through State Governments and Book Production Organisations in the States, selection of titles, translators, vetors, securing translation rights from foreign publishers and the actual work of printing and publishing, the time taken initially in gathering momentum has not been excessive and this work is now well on the way to successful implementation of of the programme, and is under constant and frequent review at the highest level in my Ministry.

The seventh point was with regard to Delhi school teachers, a point by Shrimati Mukul Banerjee I want to inform the House that in so far as the Education Ministry is concerned, it has submitted its proposals with regard to pay scales of Delhi school teachers and the proposals are now being considered by the Finance Ministry. Obviously these proposals have to be considered very carefully and the impact these proposals will have all over the country will also have to be taken into account. The financial implications also will have to be gone into and it has to be seen to what extent our States and Union Territories would be affected by the pay scales suggested by the Ministry of Education. This will perhaps take a little time as the Ministry of Finance is now considering the matter.

In so far as the Delhi Education Bill is concerned, Government will introduce the Bill, if possible, in the present session. In fact, every attempt is being made to introduce it in the present session. Apart from dealing with various aspects of education, it

will ensure security of service to the teachers and provide for a tribunal with a judicial officer at its head for the purpose of going into disputes regarding service, dismissals etc.

With regard to university teachers, government have a scheme for improving the salaries of university teachers in which we give 80 per cent grant to the States. This is being pursued.

PROF. S. L. SAKSENA (Maharajganj): Will there be uniform scales all over the country ?

SHRI SIDDHARTHA SHANKAR RAY: Well, whatever the recommendations are.

The eighth point is about scholarships. I have already referred to scholarships in public schools. Here I would like to refer to our present scheme of scholarships to talented children from rural areas, called rural talent scholarships. The scheme is being introduced from this year. We will award 10,000 scholarships every year under this scheme. There is scholarship for the best student in each community development block. I am glad to say that the scheme has been appreciated by the States and some of the States are adding similar scholarship from their own funds.

Apart from these rural talent scholarships, we have of course our national scholarships. We have 8,500 national scholarships and a proposal to increase the number to at least 10,000 is now being considered by the Government.

Apart from these scholarship schemes, we have another scholarship starting from this year, 50 foreign scholarships, on the basis of merit. Of course, we have our loan scholarships, the number of recipients having now reached nearly 20,000.

The ninth point made was with regard to technical education. Our efforts in the field of technical education have been to improve its quality and standard, to provide adequate practical content in the technical education courses and to ensure better and more effective coordination between technical education and industrial needs. We have started organizing sandwich courses on a

cooperative basis between technical institutions and industry. Under the sandwich system a student spends a stated period in an institution and in industry in alternate years and theoretical instruction is dovetailed with practical training. This has been started in 32 selected institutions and will be extended to other institutions also. The entire expenditure is being borne by the Central Government. Each student is paid a stipend for the period he spends in industry.

Other programmes to improve the quality of technical education include a special review by a committee on the reorganisation of polytechnic diploma courses. The committee has just submitted its report. The training of technical teachers on a continuing basis is at the heart of the problem of quality. A major programme of faculty development for engineering colleges and polytechnics has been started. A series of in-service training courses, including summer institutes, are being organized and over 7,000 teachers are participating. A special scheme for upgrading the qualifications of engineering teachers has been instituted. Since our teachers should also have adequate practical experience, they are being encouraged to work in industry for specific periods. Refrims and updated curricula of degree and diploma courses, preparation of instructional materials and development of new laboratory experience have also been initiated.

The unemployment of engineers has been a serious problem but recently there are signs of a decline in the extent of this problem. The Government of India's specific decision to restrict admission to engineering colleges and polytechnics has limited the problem. Further, the trend of employment is encouraging. In 1965 over 24,000 new engineers got employment. In 1968 the number fell to 21,000. But hon. Members will be glad to know that in 1970 it has gone up 34,000. It is hoped that the increasing tempo of development activity will clear the backlog of unemployed engineers. In the meanwhile we have instituted a comprehensive programme of apprenticeship training for engineering graduates and diploma holders and of providing each year over 11,000 training places.

With regard to the points raised by Rajmata Gayatri Devi concerning architecture, many of the points that she made were quite valid. Her suggestion for having a national trust is a very interesting suggestion and one has to look into it. I liked the manner in which she was absolutely fair and candid. She admitted that the days of the maharajas were over and that the maharajas will not be heard of again but their palaces will remain. The palaces will remain but the maharajas will not be there. That is what she said yesterday. She suggested that some sort of a national trust I suppose, she had the national trust that they have in the United Kingdom in mind—should take over these historical forts and palaces and run them, I suppose, as ancient monuments. This will certainly be considered.

In the mean time we have taken certain measures for the purpose of stopping, if possible, the theft of our art objects. An Antiquities Bill will be introduced this session. I have already dealt at length with this matter a few days ago in this very House. I had also a conference with representatives of all the States for the purpose of tightening measures to prevent thefts of our national art objects. I can assure this House that this Ministry will try its best to preserve our monuments and to prevent thefts of our art objects.

In so far as NCERT—I have come to the last but one point—is concerned, some very serious allegations were made, not again through speeches, but with the permission of the Chair, through a written document which was handed over to me concerning the administration of the NCERT. Whatever has been said by the hon. Member in his memorandum which he handed over to me will, certainly, receive the Government's serious consideration. But I must thank Shri Reddy, Shri Sat Pal Kapur and others for drawing attention to the working of the NCERT.

The expenditure of this organisation has come in for criticism. It is large, no doubt, but we should not grudge it in view of the importance and significance of its work. The point is whether its work is being done well. With regard to that, the hon. Members are entitled to criticise if the work is not being done properly. On that matter, I would request the cooperation of

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the hon. Members and ask them to inform the Education Minister about every matter relating to the work of this organisation that appears to them not to be as good as it should be.

**SHRI H. N. MUKERJEE** (Calcutta—North East): Is there any insinuation that the National Council of the NCERT never meets even once during the incumbency of the former Education Minister and that since the days of Dr. Triguna Sen, not even one meeting has been held for nearly four years?

**SHRI SIDDHARTHA SHANKAR RAY**: As I said, at the beginning of my speech, I was expectantly awaiting a speech from Prof. Mukerjee. I have great respect for him. He has spent the whole of his life in education. He tried law but gave it up. He restricted himself to education. Had Prof. Mukerjee made a speech yesterday and pointed this out to me, I would have been able to reply to him fully completely. But at the present moment, he will pardon me if I am not able to answer his question straightway. I have, certainly, taken note of it and, I hope, either I myself or somebody else will discuss the matter with him at a later date.

Now, this organisation is doing some useful work, some significant work also. For example, it has a School Science Programme; Text-book Evaluation, especially from the point of view of National Integration; production of model text books and textual materials; significant experiments in teacher education in the Regional Colleges of Education; Examination reforms; Improvement of teaching methods, especially the use of audio-visual aids. It will be seen that this is a comprehensive national organisation for improvement of school education and for providing the necessary leadership. It is absolutely essential that this organisation works properly and efficiently.

It has been said that the present Director is unsuitable. This is rather embarrassing. I find he was an eminent scientist and I also find he was an eminent educationist and he was selected deliberately because the Government wanted to emphasize and

improve the teaching of science and technology in schools.

The Government has been taking the House fully into confidence with regard to the working of this organisation. Its Annual Reports are placed on the Table of the House. But I feel, even now, there is a good deal of misunderstanding. If the hon. Members will go into depth and examine things, they will perhaps find that, at any rate, this is a useful organisation which is doing some good work.

It was said that there are not adequate persons of Scheduled Castes and Scheduled Tribes on the staff. A demand was also made that the report of One-man Inquiry Committee should be placed on the Table of the House. The Government is examining the report and, as soon as the examination is complete, the Government will have no objection whatsoever to lay it on the Table of the House. So far as the appointment of Scheduled Castes and Scheduled Tribes is concerned, I am worried about it, I have noticed it and I can assure you that every step shall be taken to see it that Scheduled Castes and Scheduled Tribes persons have proper representation in so far as employment in this Organisation is concerned.

I am glad, the hon. Member, Shri Parashar, drew my attention to this thing. I am not going into the history of the dispute. It is no use doing that. According to the press reports, it appears that the Guru Nanak University directed the Medical Colleges in Amritsar and Patiala not to admit students who have passed the Pre-Medical Examination of the Punjab University in April 1971 from the colleges under dispute. It is understood that the Vice-Chancellor of the Guru Nanak University discussed the matter with the Chancellor yesterday and it has been decided that the candidates who applied for admission to these two Medical Colleges should be interviewed on the basis of merit. The results, may, however, be declared after the question of eligibility has been sorted out. So, for the time being, temporary arrangements have been arrived at. The Government will try to bring about a settlement between the warring factions. I hope a settlement will be arrived at. After all, the students have committed no crime. Why should we

punish them for something for which they are not in the least responsible ?

Now, I come to sports. One of the defects from which, unfortunately, sports have suffered in India is that in the various sporting bodies and sporting associations, too many people get in who indulge only in politics. Politics in sports has become one of the worst maladies in India to-day. The other day at Patiala we had a meeting of one of the Sports Councils and I made it clear that if these gentlemen who want to indulge in politics while serving in bodies connected with sports, well, these gentlemen can easily join one or the other of the political parties that we have in India and there is no dearth in this matter. They have a wide selection. Look at the number of political parties that we have.

So, if they want to do politics, they better quit the sports bodies and join CPM, CPI or Jana Singh or any other party..... (Interruption) Join these 40 or 50 political parties that we have all over India. But why go to the Indian Football Association? Why go to the Cricket Association of Bengal? Why go to the Tennis Association? This one fact I was determined to deal with and I have taken this policy decision and the delay in appointment to the National Council of Sports is because of this. The policy decision which has been taken is this that 50% of the Members of National Council of Sports must be ex-University Blues or people who had played for their States in one or the other of the national games or had played for India. 50% of the membership must be restricted to such people. Thereafter, we have sports administrators and a proper choice has to be made with regard to them. But so far as those who have indulged in politics, they have to be politely told, very respectfully told that time has come for them to retire. I know what is important. I have been in sports very actively as Prof. Mukerjee will perhaps agree. This thing could not be the only point for agreement. Persons who were there when I was 18 years old, persons who were there in charge of football or cricket are to-day still in charge of football or cricket in the part of India that I come from. Obviously, there is something wrong somewhere. There is change everywhere but not in the sporting bodies. This is some-

thing which we have to insist and I hope I shall be emboldened to pursue this policy if I get the unanimous support of this House. I take it that the whole House is unanimous that these politicians in the supporting bodies should be weeded out and the sporting bodies must be really sporting bodies to deal with the problems relating to sports.

The other thing is of providing of playing fields for our urban children. I have seen in the streets of Calcutta and I have no doubt that the same act has been re-enacted in the streets in other places in India when the perfect googly bowler plays the googly ball, there comes a motor car in the street or a lorry comes along and the game is halted for a few minutes and all his labour is lost or perhaps when a loose ball has been bowled and the batsman is about to hit a sixer, a motor car rattles along and the game is stopped.

This cannot go on. One of the causes of frustration of youth is that we have not given enough attention to their extra-academic interests and we shall have to do this. As I stated earlier, we have been setting apart this year a sum of Rs. 50 lakhs for the purpose of providing the facility to as many schools in the urban areas as possible which have playing fields, so that our children, our little brothers and sisters, may have an opportunity, not only to build their character through the field of sports, but improve themselves in every possible way. We shall try to do that. We shall ask all the State Governments to assist us in this matter in the proper spending and utilisation of this money which we have set apart for this purpose. I hope we shall get the assistance from all the States so far as this particular problem is concerned.

I think I should not tax your patience any longer.....

AN HON. MEMBER : What about Calcutta Stadium ?

SHRI SIDDHARTHA SHANKAR RAY : It is not part of Education Budget ; somebody will have something to say, I have no doubt, in the near future.



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MR. DEPUTY-SPEAKER :

The question is :

With these words, may I commend my Budget to the House, for being unanimously accepted? Let there be no 'noes' in the House. Let it be accepted fully and in a spirit of cooperation in a friendly spirit. I hope my Budget will be accepted by all Member, all sections of the House, un-animously.

MR. DEPUTY-SPEAKER : I shall now put Cut Motions Nos. 6 to 8 in the name of Shri Saroj Mukherjee and Nos. 12 to 49 in the name of Shri Ram Avtar Shastri to the vote of the House.

*Cut motions Nos. 6 to 8 and 12 to 49 were put and negatived.*

MR. DEPUTY-SPEAKER : The question is :

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper including the sums already voted 'on account' for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1972, in respect of Demands Nos. 6 to 8 and 113 relating to the Ministry of Education and Social Welfare."

*The motion was adopted.*

MR. DEPUTY-SPEAKER : The question is :

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper be granted to the President 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, 1972, in respect of the heads of demands entered in the second column thereof against Demands Nos. 9 and 10 relating to the Ministry of Education and Social Welfare."

*The motion was adopted.*

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper including the sums already voted 'on account' for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1972, in respect of Demands Nos. 98 and 100 relating to the Department of Culture."

*The motion was adopted.*

MR. DEPUTY-SPEAKER : The question is :

"That a sum not exceeding Rs. 1,41,24,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1972, in respect of Demand No. 99 relating to Archaeology."

*The motion was adopted.*

[The motions for Demands for Grants which were adopted by the Lok Sabha are reproduced below.—Ed]

#### 6. DEPARTMENT OF EDUCATION

"That a sum not exceeding Rs. 1,00,57,000 including the sums already voted 'on account' for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1972, in respect of Department of 'Education'."

#### 7. EDUCATION

"That a sum not exceeding Rs. 73,12,86,000 including the sums already voted 'on account' for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day March, 1972, in respect of 'Education'."