

the House for the term beginning on the 1st May, 1972 and ending on the 30th April, 1973, and do communicate to this House the names of the members so nominated by Rajya Sabha."

MR. SPEAKER : The question is :

"That this House do recommend to Rajya Sabha that Rajya Sabha do agree to nominate five members from Rajya Sabha to associate with the Committee on Public Undertakings of the House for the term beginning on the 1st May, 1972 and ending on the 30th April, 1973, and do communicate to this House the names of the members so nominated by Rajya Sabha."

The motion was adopted,

12. 42 hrs.

Demands For Grants, 1972-73* FEB.

MINISTRY OF EDUCATION AND SOCIAL WELFARE AND DEPARTMENT OF CULTURE

Mr. SPEAKER : The house will not take up discussion and voting on Demand Nos. 6 to 8 and 106 relating to the Ministry of Education and Social Welfare and Demand Nos. 93 and 94 relating to the Department of Culture.

The time fixed by the Business Advisory Committee is 6 hours and approved by the House. We will discuss them together. We have been discussing them together.

Hon. Members present in the house and who are desirous of moving their cut motions may send slips to the Table within 15 minutes indicating the serial numbers of the cut motions.

DEMAND NO. 6—DEPARTMENT OF EDUCATION

MR. SPEAKER : Motion moved :

"That a sum not exceeding Rs. 2,03,37, 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, 1973, in respect of Department of Education."

DEMAND NO. 7—EDUCATION.

MR. SPEAKER : Motion moved :

"That a sum not exceeding Rs. 66, 04, 62,000 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, '1973, in respect of Education."

DEMAND NO. 8—DEPARTMENT OF SOCIAL WELFARE.

MR. SPEAKER : Motion moved :

"That a sum not exceeding Rs. 7,28,15,000 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, 1973, in respect of Department of Social Welfare."

DEMAND NO 106—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND SOCIAL WELFARE.

MR. SPEAKER : Motion moved :

"That a sum not exceeding Rs. 87, 29,000 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, 1973, in respect of 'Capital Outlay of the Ministry of Education and Social Welfare.'"

DEMAND NO. 93—DEPARTMENT OF CULTURE.

MR. SPEAKER : Motion Moved :

"That a sum not exceeding Rs. 375,25,000 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, '1973, in respect of 'Department of Culture.'"

*Moved with the recommendation of the president.

DEMAND NO 94.—ARCHAEOLOGY.

MR. SPEAKER : Motion moved :

"That a sum not exceeding Rs. 2,03,52,000 be granted to the President to complete the sum necessary to defray the charges which will comen course of payment during the year ending the 31st day of March, 1973, in respect of 'Archaeology.'"

12. 44 hrs.

RE : STARVATION DEATH IN ORISSA

SHRI CHINTAMANI PANIGRAHI (Bhubaneswar) : Sir, may I have your permission to raise a point about starvation deaths and near famine conditions in Orissa ? I would beg of you to permit me to draw the attention of the Government, through you, Sir, that their is a grave situation emerging in Orissa. I just returned yesterday from certain areas.....

MR. SPEAKER : I have already taken up the next item.

SHRI CHINTAMANI PANIGRAHI :

There have been starvation deaths..... Cuttack district-11; Keonjhar-6, Mayurbhanj 22; Dhenkanal—3; Balasore—17 and Sambalbanj pur—3. In all 62 starvation deaths have taken place by now. Even then this report is not complete. The Government of India should do something immediately.

There are acute famine conditions in Orissa in nine districts. I would beg of you to ask the Finance Minister and the Food Minister to come forward with a statement because the State Government is denying the facts. That is why I want to bring this to your kind notice.

श्री छटल बिहारी बाजपेयी (ग्वालियर) : यह केवल उड़ीसा का मामला नहीं है, बिहार में भी कई जगह सकट की स्थिति है, राजस्थान में भी अन्न का अभाव है। अगर आप एक काल भेंटेशन प्रस्ताव मंजूर कर ले तो सारी चीजें आ

सकती है और जहाँ पर अभाव है उन सबके बारे में सरकार उत्तर दे सकती है। (अवधान)

श्री राजाबहादुर शास्त्री (पटना) : हम लोगों ने भी इस विषय पर काल भेंटेशन दिये हैं।

MR. SPEAKER : We have already taken up the next item.

12. 46 hrs.

DEMANDS FOR GRANTS, 1972-73—

Contd.

MINISTRY OF EDUCATION AND SOCIAL WELFARE AND DEPARTMENT OF CULTURE,—CONTD

MR. SPEAKER : Shri Jagdish Bhattacharya. He will initiate discussion on these Demands.

SHRI R. D. BHANDARE (Bombay Central) : I rise on a point of order. We have seen the Report which deals with Education and Social Welfare. We are accustomed to receiving two reports, one on Education and a separate report on Social Welfare. This house is aware of the fact that separate time was allotted to Education and to Department of Social Welfare.

MR. SPEAKER : He can write to me and I will send it to the Government.. ..

SHRI R. D. BHANDARE : I do not know why this has not been done this time.....

MR. SPEAKER : It is not Speaker's ruling that is required on it. The attention of the Government has to be drawn to it. Maybe, when the hon. Member speaks, he can mention it.

SHRI R. D. BHANDARE : I am concerned with you, Sir. The Business Advisory Committee should have taken note of that, and separate time should have been allotted to Social Welfare and Education. That is why I have raised it, Sir. If no separate time is allotted for Social Welfare, it is injustice done both to the cause and to the people

belonging to the Scheduled Castes and Scheduled Tribes.

MR. SPEAKER : They are being discussed together. Social Welfare is also included in it.

SHRI R. D. BHANDARE : Separate times used to be allotted and separate reports used to be there.

MR. SPEAKER : For the present, the report is one and the time allotted is also one. In future it may be done. I also hold the same opinion. If the minister happens to be holding charge of both the portfolios, it is not essential that the reports should come together. I hope the minister will agree to it.

The Minister of Education and Social Welfare and Culture (Prof. S. Nurul Hasan) :

We have no objection to accepting the suggestion which you have been pleased to give.

MR. SPEAKER : Thank you very much. You have been so prompt in agreeing to it. (Interruption) He is a new Minister. Otherwise, he would not have agreed so promptly. That is the advantage of having new blood and new Ministers.

Shri Jagdish Bhattacharyya.

*SHRI JAGADISH BHATTACHARYYA (Ghatal) : Mr. Speaker, Sir, the Hon. Education Minister has presented the demands for his Ministry. He can take credit for three things, i. e., illiteracy, anarchy in the sphere of education and failure of the present education system.

A gloom has descended on the sphere of education and it would not be possible for the bureaucracy in Delhi to remove it with the brilliance of all the illumination in Delhi. The Ministry of Education has consistently been subjected to criticism but despite all these the Ministry has failed to wake up from its slumber and I do not know if the slumber of modern Rip Van Winkles will at all be broken.

For some time past we have been hearing that we have become a powerful nation. But I ask you Sir, does strength lie in constructing a few buildings a few factories here and there or in military strength? The real strength of a nation lies in education. It is in fact the back bone of a nation. If the backbone remains weak, it passes my comprehension how a nation can be strong. When the Britishers left our country, they imposed on us a system of education and even today, 25 years of independence, we are still carrying the burden of the British system of education and that backlog of illiteracy. For a long time we had retained a world record. It was in Hockey. The record has now been broken but we have created a new world record. It is the world record for illiteracy. We have the 50% of world's illiterates in our country and I am sure no other country would ever be able to take away the credit from us.

The Congress Government had given us an assurance that within 10 years of the promulgation of the Constitution, education will be made free and compulsory for students up to the age of 14. Twenty years have gone by but how much have we been able to achieve in this matter. During the days of elections, the Congress party, through their election manifesto promised to the people by 1975 they would be able to introduce compulsory primary education in the country. Sir, we have heard many such promises from this Government but nothing tangible has been done. Like the Judas kiss, the Government have no sincerity to implement their own promises. Far from implementing the promises they have taken steps which have, in fact, retarded the progress of education in the country. "Garibi Hatao" is a good slogan. But how can we better the lot of the masses when we are unable to remove illiteracy from our country? If the majority of the masses of our country remain illiterate, we cannot make any headway towards progress. The basic need for progress of a country is education but here we have not been able to do much. In Sanskrit there is a proverb that an educated man, even if he is sent to a Jungle, would be able to earn his livelihood.

*The Original speech was delivered in Bengali.

[Shri Jagadish Bhattacharyya]

Till to-date, we have not been able to evolve any national policy for education. We are still pursuing the decadent British system of education and we have tried to import some ideas from some foreign countries and are trying to follow them. The States are behaving in an "as-you-like-it" manner and the students have been reduced to an object of experiment in the educational laboratory of the country.

We have not been able to evolve a national wage policy for the teachers. Many Commissions were appointed by the Government. The Kothari Commission also made their recommendation in this regard. There may be some doubt about the adequacy or otherwise of the recommendation of the Kothari Commission but even these recommendations have not been implemented so far.

We the teachers of India, and particularly the teachers of West Bengal, through Nikhil Banga Sikshak Samiti, have been agitating for long for the nationalisation of text books. We have been urging upon the Government that books upto Secondary education should be supplied free. There is a great profiteering involved in the book trade. If this cannot be done, it should at least be ensured that books are supplied at a cheaper rates to the students. We have seen that in some States, books for the lower standards were printed by the State Government and in such cases their price was very low as compared to those published by the private publishers. I would, therefore, urge upon the Hon. Minister that he should take urgent steps to nationalise the book trade, supply cheap books to students and end profiteering by private publishers.

Another important aspect of the present problem is to provide a Job orientation to our system of education. Many things have been said about it but nothing concrete has emerged. Those who are at the helm of administration are continuing in their office since the British days and even after independence no change in their outlook has taken place. Instead of improvement, things have deteriorated.

The budget allocations for education, be it in the States or in the Centre, have never been upto the expectations or in keeping with the needs. More funds should be allocated for education. During the Second World War, in England, while allocations under different heads were reduced those education were not touched because the British people know that to win a war and to make a country strong, education was necessary.

The working of U G C. has also been criticised often. In this context, I would like to bring to the notice of the Hon. Education Minister that the developmental work of many Colleges in West Bengal is being hampered because of the introduction of new and whimsical rules introduced by the Officer of the U. G. C. who has been deputed to West Bengal.

I would like to submit to the Hon Minister that conditions regarding recruitment confirmation, promotion, grant of increments etc. to the teachers, professors under the Delhi Administration are far from satisfactory. An assurance was given to the Delhi teachers that their pay Scale would be revised as soon as the Bangla Dsh problem was over. Unfortunately, nothing has been done so far, even though the Bangla Dsh problem is now over. Whatever little that has been done, the authorities have paid no regard to experience of the teachers and, as a result, the experienced teachers have suffered in the deal.

I would also like to stress upon another point of importance. It pertains to the Sapru House Library. The Hon. Minister is no doubt aware of the fact that the Library is a very good centre for research and students and teachers from the different States of India and Universities and also from other countries come here to do their research work. But unfortunately, a conspiracy is being hatched to bifurcate this library and destroy its usefulness. No doubt the Hon. Minister can stop it and I feel he will take necessary steps to prevent bifurcation of the library which is rendering useful service to students and teachers. We have seen that Government had issued an ordinance a few

days before the commencement of the Parliament. If for other things, an Ordinance can be issued, why should the Government not show the same sense of urgency with regard to this matter ?

I have also to say something about the petroleum Engineering College, Dhanbad. The students of this College are agitating for the redressal of their grievances. I have talked to the students personally and from that I learn that the students, when they pass out from the College, are not given employment on the plea that they are given training in exploration only. This is far from true. The students are given training in refining and other branches of refining. No arrangement has been made for providing them with jobs. These boys spend five years and twelve to fourteen thousand rupees on their education and after completing their education they are left in the lurch. But the irony of the matter is that while the students of the College go a begging for jobs a new similar college has been set up in Baroda.

I would also say something about the state of anarchy prevailing in the system of education. Not a day passes when newspapers do not report about such incidents from one state or the other. A few days ago Shri Satyapriya Ray, the president of the Nikhil Banga Shikshak Samiti in a press conference had stated that more than 1000 teachers were being prevented from going to their schools and were threatened with dire consequences. In Kanchrapara, there is a Higher Secondary School for girls. The teachers and students of this school are being harassed and they are being told that they cannot go to school in red bordered saris. If this continues, perhaps very soon we will be told that the Bengali girls will not be permitted to marry in their traditional red sari and perhaps that has to be replaced by a tri-colour sari. Some people have developed some phobia for the red colour like a particular animal but we could never imagine that the phobia will take them to this extent.

Not only this, many college teachers and even a principal has been forced to sign their resignation letters. The matter was discussed in the College Teachers Conference that was held recently at Malda and they have drawn the attention of the Central and

State Governments to these occurrences. The Hon. minister has a good reputation as a teacher and I would request him to deal with this matter as a teacher. He is well known as an Educationist though he is yet to establish his reputation as a Minister; but I am afraid that he may not be able to achieve much in the Department which has been assigned to him, though I wish him all luck. I will say that either he may remove these difficulties or otherwise he may quit.

With these words, I conclude my speech Sir.

MR. SPEAKER : Now, Shri Sudhakar Pandey.

I have noted down Shri Ebrahim Sulaiman Sait's name. His party did not get chance to speak earlier. But this time he will get the chance.

SHRI SUDHAKAR PANDEY rose—

MR. SPEAKER : The hon. Member may start his speech after lunch.

The Lok Sabha adjourned for Lunch till Fourteen of the Clock.

The Lok-Sabha reassembled after Lunch at three minutes past Fourteen of the clock

[MR. DEPUTY-SPEAKER in the chair]

DEMANDS FOR GRANTS, 1972-73—
contd.

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

श्री सुधाकर पांडेय (बन्दीली) : उपाध्यक्ष महोदय, मैं प्रोफेसर नुसल हसन साहब का शिक्षा मंत्री के रूप में स्वागत करना चाहता हूँ। केवल इसलिए स्वागत नहीं करना चाहता हूँ कि वह शिक्षा मंत्री मात्र हैं। इसलिए स्वागत करता हूँ कि शिक्षा के क्षेत्र में उन्होंने अपना जीवन और अपने जीवन का उज्ज्वलतम पक्ष बिताया है और वहाँ पर यश प्राप्त किया है। अब से वह शिक्षा मंत्री हुए हैं इस बात का प्रयत्न कर रहे

[श्री सुधाकर पांडेय]

हैं कि सारी चीजों की जांच पड़ताल की जाय और उसके लिए अध्ययन मंडलों की स्थापना की है, रिव्यूइंग कमेटियों की स्थापना की है, स्वयं भी जानकारी हासिल करना चाहते हैं कि शिक्षा की प्रगति और उसका अभ्युदय किस प्रकार होगा और क्रिम तरह से 25 वर्षों में हमारी शिक्षा की गति का रथ रूक गया है, हमारी प्रगति की गति धीमी पड़ गई थी, उसे किस प्रकार गति दी जाय। यह सर्व विदित है कि हमारी शिक्षा नीति, राष्ट्रीय शिक्षा नीति स्थिर है। अब प्रश्न बस इस बात का है कि हम एक सकल्पनात्मक दृष्टि से और सकल्पनात्मक कार्य करें ताकि उन आदर्शों को, उन परिकल्पनाओं को और उन चीजों को हम पूरी कर सकें जो देश की आवश्यकता है। कोई भी देश बर्बा नहीं हो सकता और कोई भी देश अभ्युदयशाली नहीं हो सकता जहाँ पूर्ण शिक्षा न हो क्योंकि ज्ञान जिस गति से सत्सार में बढ़ रहा है और जिस गति से ज्ञान की गरिमा जीवन को अभ्युदय की ओर ले जाने के लिए अपेक्षित है आज के युग में, उस गति को देखने हुए यह आवश्यक है कि भारत जैसे महान् राष्ट्र को और महान् बनने के लिए शिक्षा की व्यवस्था में बराबर ओअरवी सुधार, परिष्कार किए जायें और जिन बातों की आकांक्षाएं हमारी हैं, जो हमारी परिकल्पनाएं हैं, जो राष्ट्र अपेक्षा करता है शिक्षा के क्षेत्र में उसे पूरा किया जाय।

यह सब को मालूम है कि कांग्रेस के चुनाव घोषणापत्र में हमने यह संकल्प रखा है कि सन् 1975 तक हम 11 वर्ष के संमस्त बच्चों को प्राइमरी शिक्षा देंगे और सन् 1980 तक निश्चित रूप से हम 14 वर्ष के बच्चों को अनिवार्य रूप से प्राथमिक शिक्षा देंगे। इस संकल्प की शर्त में कुछ स्थितिलता दिखाई पड़ रही है। अभी समाचार पत्रों में शिक्षा मंत्रालय की कमेटी की जो कुछ बातें आ रही हैं उन से

भाषा बंधी है, किन्तु शिक्षा मंत्री महोदय से मैं यह अप्रार्ह करूंगा कि इस कार्य को बड़ी गति से करें क्योंकि प्राइमरी स्कूलों को देखने का अवसर प्रायः हम लोगों को प्राप्त होता रहता है और उन स्कूलों की उस स्थिति की चर्चा मैं पहले भी सदन में कर चुका हूँ, इतनी दयनीय है, इतनी विपंग है, इतनी घृणास्पद है कि उस में आदमी क्या जानवर के बच्चे भी नहीं पड़ सकते। अच्छा यह ही रहा है कि प्रत्येक ब्लाक में और प्रत्येक जिले में क्रमशः प्रारंभिक एवं माध्यमिक एक माडेल स्कूलों की स्थापना करने की बात हो रही है। लेकिन हमका कार्यान्वयन शीघ्रातिशीघ्र होना चाहिए और इसके बीच में कोई वैधानिक या राज्य और सच के बीच का किसी प्रकार का मतभेद हो तो उन मतभेदों को समाप्त कर देना चाहिए क्योंकि हमारी प्रगति के अवरोध में बहुत सी चीजें तो ऐसी हैं जो आपस में विचार विनियम के द्वारा राज्य और केन्द्रीय सरकार तय कर सकती है। किन्तु दुर्भाग्य यह है कि कुछ लोगों ने यह मान रखा है कि शिक्षा नीति सीमित हो और उसके सम्बन्ध में राज्य और केन्द्र की लड़ाई का भी प्रश्न उठा दिया जाय, क्षेत्र का प्रश्न भी उठा दिया जाये। इसके कारण भी प्रगति में अवरोध हुआ है। अगर ऐसी अवरोध की स्थिति हो और निश्चित रूप से संविधान में संशोधन की आवश्यकता हो तो वह किया जाये या और कोई तरीका निकाला जाये जिससे इस क्षेत्र में किसी तरह का व्यवधान उपस्थित न होने पाए।

जहाँ तक उच्च शिक्षा की बात है यू० जी० सी० ने बड़ा अच्छा कार्य किया है और सारे विश्वविद्यालयों के लिए धन की व्यंजना उसने की है। केवल धन से शिक्षा में आराम की स्थापना नहीं हो सकती। उसका काम बहुत बढ़ गया है। उसके कारण मुझे ऐसा लगता है कि वह केवल धन के वितरण में ही अपनी

सारा समय गंवा देता है और उसे इतना अबकाश नहीं रह गया है कि शिक्षा के प्रति-मानीकरण का जो कार्य उसे भूलतः सौंपा गया था, उसे वह पूर्ण कर सके। तो या तो यू० जी० सी० का विस्तार होना चाहिए और यदि विस्तार नहीं होता है तो उसी प्रकार की किसी और एजेंसी को स्थापना शिक्षा मंत्री महोदय को करनी चाहिए जो कि ज्ञान की उच्चता को बढ़ा सके।

दूसरी बात विश्वविद्यालयों के सम्बन्ध में यह कहनी है कि राजनैतिक प्रभाव प्राप्त करने का यत्न तो राजनीतिज्ञ शिक्षा सस्थाओं में करते ही हैं, और लोग भी करते हैं, उनसे उन्हें मुक्ति दिखलाई जाये, किन्तु साथ जो देश के गुरु ह, कपिल ह, कणाद ह, विश्वामित्र ह, वशिष्ठ ह उनसे भी मैं आग्रह करना चाहूंगा कि समाजवाद में किसी की महन्तई नहीं चल सकती। यदि शिक्षा की प्रगति इस कारण नहीं हुई है कि राजनेताओं में वह योग्यता नहीं थी कि वह शिक्षा का संचालन कर सकें तो यह भी मानने से इनकार नहीं करना चाहिए इन वशिष्ठ और विश्वामित्रों को कि जितनी गन्दी राजनीति विश्वविद्यालयों में इन्होंने स्थापित की है और विभागाध्यक्षों ने जिस प्रकार की अपनी महन्तई स्थापित की है, उस महन्तई का जबाब भी इतिहास में बूढ़े नहीं मिलेगा। शिक्षा मंत्री महोदय को यह भी प्रयत्न करना होगा कि इन विश्वविद्यालयों में जो राजनैतिक गन्दी आ गई है अध्यापकों के कारण वह दूर हो क्योंकि एक बार जो अध्यापक हो जाता है वह जन्म-जन्मांतर के लिए अध्यापक हो जाता है और ज्ञान का जो विकास हो रहा है उसे ग्रहण करने की क्षमता उसमें नहीं रह जाती है। इसलिए मेरा तो यह कहना है कि इन अध्यापकों के लिए भी एक प्रकार की ट्रेनिंग की व्यवस्था करें क्योंकि इंटरमीडिएट तक तो आप ट्रेनिंग की व्यवस्था करते हैं अध्यापकों के लिए, किन्तु विश्वविद्यालयों में जिस दिन आदमी पी० एच० डी० हो जाता है और नीकरी मिल

जाती है, वह जैसा चाहता है वैसा लड़कों को पढ़ाता है, जैसे चाहता है वैसे पी० एच० डी० देता है, जैसे चाहता है वैसे लोगों को नीकरी का पुरस्कार बांटता है और यह सब होता है शिक्षा संस्थाओं की स्वायत्तता के नाम पर। ऐसी स्वायत्तता मृत्यु की उपासना करती है, देश को अगति की ओर ले जाती है ऐसी स्वायत्तता देश का सर्वनाश करती है। शिक्षा का सर्वनाश हो जायगा तो देश का सर्वनाश हो जाएगा, ऐसी स्वायत्तता के ऊपर अगर धुकुध भी लगाना पड़े शिक्षा मंत्री जी को तो उसका देश के लोग स्वागत करेंगे। दूसरी बात इन विश्व विद्यालयों के सम्बन्ध में मुझे यह कहनी है कि इन विश्वविद्यालयों में देश की गरीब जनता की कमाई का लाखों रुपया, करोड़ों रुपया व्यय होता है। इनके जो अनुसन्धान होते हैं, वे विश्वविद्यालयों के पुस्तकालयों में ही रह जाते हैं, उनका सदुपयोग जनता नहीं कर पाती। कृषि के क्षेत्र में कुछ काम हुआ, जनता ने उस का लाभ उठाया, लेकिन ज्ञान के अन्य क्षेत्रों में जो काम होता है, उसका जनता लाभ नहीं उठा पाती। जैसे एक बार पटवारी की भाषा कचहरी में बन गई, उसी तरह से विश्वविद्यालयों के खोज की अपनी भाषा बन गई जो साधारण जनता के काम नहीं आती। साधारण जनता की कमाई के रुपये से जो खोज की जाती है, वह उस भाषा में होती है जो साधारण जनता की समझ की भाषा से बाहर है। इसलिये आवश्यकता है कि देश की भाषा में ज्ञान का विकास हो।

मैं केन्द्रीय सरकार को बधाई देता हू कि उसने हर राज्य को एक करोड़ रुपया भारतीय भाषाओं में उच्च स्तर की साहित्य रचना के लिए दिया है, लेकिन उसकी क्या दुर्गति हो रही है, मैं जानता हूँ। मैं भी एक-आध जगह सदस्य हूँ और जानता हूँ कि उसकी क्या अवस्था है। इसके लिए शिक्षा मंत्रालय यह कह कर मुक्त होना चाहता है कि यह उनका उत्तरदायित्व

[श्री मधुकर पांडेय]

नहीं है, राज्य सरकारें इसके लिए उत्तरदायी हैं। उन्होंने कमीटी बना दी है, जिनमें वाइस चान्सेलर्स हैं, अच्छे लोगों को उनमें रखा गया है। लेकिन इतना कहकर शिक्षा मंत्रालय मुक्त नहीं हो सकता। बह देख रहा है कि जनता की कमाई लूटी जा रही है, साहित्य की रचना नहीं हो रही है, उस पर भ्रष्टव्यय किया जा रहा है, बन का दुरुपयोग किया जा रहा है, समय से काम नहीं हो पा रहा है और चुप है। भाजकल एक सिद्धान्त लोगों ने बना रखा है कि जब साहित्य रचना हो जायगी, तब भारतीय भाषाओं के माध्यम से उसकी पढाई हो जायगी। यह तो इस प्रकार की बात है कि पानी में तैरना सीखने नहीं देंगे, जब तैरना सीख जाओगे तो नदी में डकेल देंगे। कितने अधिक ज्ञान का विस्तार इन विश्वविद्यालयों में हो रहा है—मैं आपको बतलाता हूँ 30-35 साल पुराना जो ज्ञान है, वही आज भी पढ़ाया जा रहा है, जो आधुनिक अद्यतन ज्ञान है, वह नहीं पढ़ाया जा रहा है। शिक्षा के क्षेत्र में हायर-सैकण्डरी स्टेज पर विदेशों में जितना विकास हुआ है, उसके मुकाबले में आप अपने देश में देखिए वही यादव चन्द्र चक्रवर्ती की किताब हमारे पिता ने पढ़ी वही हमने पढ़ी, और उसी को कुछ उदाहरण बदल कर आज भी पढ़ाया जा रहा है।

नुरूल हसन साहब स्वयं एक शिक्षा शास्त्री हैं। मैं उनसे कहूँगा कि यदि शिक्षा के क्षेत्र में आप को क्रान्ति लाभी है तो टीचरो को पढ़ाने की व्यवस्था करे और तब तक बराबर पढ़ाते रहें जब तक उन्हें पूर्ण अद्यतन ज्ञान न हो, क्योंकि पढ़ाने के लिए टीचरों को पढ़ाने की व्यवस्था में कमी है। आज एक बार पढ़ने के बाद फिर पढ़ने की आवश्यकता टीचरों को नहीं पड़ती।

बहुत-सी एकाडमियां स्थापित हुई हैं जो कला का प्रसार करती हैं, साहित्य का प्रसार करती हैं। उनके ऊपर एक जांच समिति बँठी

हुई है—शोतला साहब के सभापतित्व से। दो-तीन साल उसको हो चुके हैं, लेकिन उसकी रिपोर्ट अभी तक नहीं आई, शायद दो साल के बाद रिपोर्ट आ जाये, उसके बाद दो-तीन साल तक शिक्षा मंत्रालय उस पर विचार करेगा, इस तरह सात-आठ साल का समय बीत जायगा। आज के विज्ञान के युग में जब कि सारी चीजें तेज गति से बढ़ रही हैं, इन अकाडमियों की तरफ शिक्षा मंत्रालय का ध्यान नहीं जाता है, यह अच्छी बात नहीं है। समाजवाद की स्थापना के लिये उसे साहित्य और संस्कृति के क्षेत्र में भी व्यापक कार्य करने होंगे और यह कार्य भी करना होगा जिससे आज के पढे-लिखे और भ्रष्ट लोगों के बीच जो एक बिलगाव की खाइ आ गई है, वह समाप्त हो सके। हमारी साहित्यिक सस्थायें, सांस्कृतिक सस्थायें, सामाजिक सस्थायें, जो बाहर हैं, सरकार के सरक्षण में नहीं हैं, जिन्होंने गुलामी के दिनों में बहुत सुन्दर काम किया है, उनकी सहायता होनी चाहिए। मैं भी एक ऐसी ही सस्था से सम्बन्ध रहा हूँ। काशी नागरी प्रचारणी सभा में हिन्दी विश्वकोष की रचना की है। शिक्षा मंत्रालय ने अगर इस काम को किया होता तो शायद आज तक वह रचना पूरी न हुई होती, उस पर बहुत ज्यादा लागत आती तथा जो भी रचना बनती वह इस ढग की न होती।

भाजकल एक बड़ी चर्चा सभ्र हाउस पुस्तकालय की चल रही है। बजाय इसके कि उस लाइब्रेरी का विकास हो, विस्तार हो, उसमें ऋगड़ा खड़ा हो गया है। जहाँ तक मेरी जानकारी है, वह दो सस्थाओं की सम्पत्ति है। उस ज्ञान राशि की रक्षा के बजाय शिक्षा मंत्रालय उसके ऋगड़े में पड़ेगा, तो वही स्थिति होगी जो हिन्दी साहित्य सम्मेलन के संबंध में हुई। 10-15 साल के बाद सरकार को कृष्ण-मुख होना पड़ा था। शिक्षा मंत्रालय प्रायः सारे मुकदमों द्वारा भी जाता है। इस लिए मैं कहना चाहता हूँ कि शिक्षा मंत्रालय मुकदमेबाजी के चक्कर में न पड़े,

बल्कि नव-निर्माण के चक्कर में पड़े और मुकदमेबाजों को कहे कि जनाब, हमारा पिण्ड छोड़िये ताकि शिक्षा का विकास और ज्ञान का संरक्षण हो सके।

मैं अन्त में प्रोफेसर साहब को धन्यवाद देता हूँ। धन्यवाद इस लिए देता हूँ कि उनसे पहले मौलाना आजाद से लेकर आज तक शिक्षा एक ऐसी खेती रही है जिस पर कोई ध्यान नहीं दिया गया है, लेकिन अब निश्चित रूप से प्रोफेसर साहब उस पर ध्यान देंगे, जिससे न केवल कांग्रेस दल का मुख उज्ज्वल होगा, बल्कि भारत का भी मुख उज्ज्वल होगा।

SHRI C. K. CHANDRAPPAN (Tellicherry) : Sir, Speaking on the budget of the Education Ministry, one will always be reminded of the sad plight of the education system in our country today. It is often said that the education that we have is a legacy of the old British past and Lord Macaulay fathered our education system. It may be argued from the other side that after independence so many attempts have been made to reform our education. It is a fact that government had appointed a series of commissions and committees, which began with the famous Redhakrishnan Committee. I do not know whether it has ended with the committee of Dr Gajendragadkar on the governance of universities. The process will continue. The question is how far the recommendations made by these committees and commissions, on which the tax-payers have spent enormous sums of money, have been implemented by the government. If you will examine all the reports you will find that there is frank admission in all the reports that the government have miserably failed in implementing the recommendations one after the other.

Here, I would invite the attention of the hon. Minister to a news item which appeared a few days ago in the newspapers. It appears that in Rajasthan the invigilators have been given protection of life insurance to be present in the examination hall, may be a feather in the cap of our education system. Dr Radhakrishnan said two decades back that one aspect of our education which needs

immediate attention is the reform of the examination system. Yet, till today nothing has been done in that direction. May be some piece-meal measures have been taken by the government but they did not bring about any tangible results.

What is the position in the universities today? Copying at the examination hall is a general phenomenon. Invigilators are afraid to meet the students in the examination hall. My hon. friend on the other side said that university administration has become bad because of politics. I do not agree with him. It is not because of political interference in the universities that these things are happening; it is because of the sad failure of the government to bring about meaningful reforms in the education system.

I wonder what prevents the government from adopting the open book method in the examination hall. I hope the Minister will not say that the present system is fool proof. Now you make a boy learn things by heart and call it an examination. It is only a memory test. What about the other aspects of education? In any developing society education is considered to be an effective instrument to be used for the social transformation.

Is our education serving any such purpose? Education has been the single factor which has been responsible for so many of the failings and so many sufferings of the people of this country after independence. Now that we would be celebrating the 25th anniversary of our independence within a few days after this budget session, I hope the Minister will agree that this country stands committed and dedicated to socialism.

In 1951, we had 298 million illiterate people; in 1971 their number is 386 million. With millions of people illiterate, I do not know what sort of socialism you will create in this country. You may create a socialism of darkness... (Interruption)

SHRI K. MANOHARAN (Madras North) : Political illiterates are more dangerous than ordinary illiterates.

SHRI C. K. CHANDRAPPAN : There is a contrasting picture. The public schools

[Shri C. K. Chandrappan]

are flourishing with their British tradition. They are creating snobs and bureaucrats. The Government might say that they were not responsible for that; they were just developing like that; they came from the blue. But they are being given all sorts of facilities by the Government. This Government has given land on nominal rates and financial assistance to public schools. This is an institution of shame which should be abolished, but the Government will not do that. All these 25 years they have failed to do that.

25 years after our independence, when we look back, we find that the young man, who was born on the day of independence and is today 25, is mostly unemployed. If he is educated, he is educated unemployed; if he is illiterate, he is a rural unemployed, maybe, his unemployment is disguised. But the fact remains that this system of education with the least manpower planning has produced a situation which is most explosive and which can create anarchic conditions in our society.

I am not a very big educationist; I am just a student, but all educationists always say that education is to impart certain high moral values. I fail to understand what moral value this sort of a system can impart to the students. Just now the PTI is giving out news from Kerala that the strike of the students of the TD Medical College, who were on strike from the last 23 days, is spreading in the city of Alleppey and the city is observing *hartal*. What is the reason? The reason is well known—capitation fee. Government knowingly or unknowingly, I do not know, is allowing the system of capitation fee to flourish. Often this problem was raised in this House but they conveniently said that it was a State subject. Whatever be the subject, there must be a policy of the Government with regard to it. I do not know on what basis the Medical Council passed judgment, but two years ago one gentleman from the Medical Council went there to investigate as to what was happening in that college. Within these two years so many developments took place but without taking those developments into consideration, the gentleman sitting in Delhi took a decision that the degree of the TD Medical College, Alleppey, will not be recognised. Who is responsible for all things? Are the students

responsible? Should they suffer for that? The Government must come out with a statement on this matter.

Then, we speak of the commitment of this nation. This nation is committed to socialism, secularism and democracy. What is the contribution of our education system towards all these things? Text books, which are so obsolete in their contents, which are so outdated and old-fashioned, which propagate ideals which were opposed by the national movement, are even today being taught to the students of our universities as well as schools. It will not be denied by the Minister when I say that the NCERT came out with a recommendation that 4 per cent of the textbooks being taught today should be summarily scrapped because they present such ideals, like the ideal of communalism, which go against democracy and socialism, and the ideals which we all cherish are all negated in these textbooks.

These text-books should be scrapped. That was a recommendation. I do not know how far it has been implemented. Again, they recommended that 20 per cent of the text-books which are today being taught should be immediately revised because of the same malady. But nothing much has been done. Whatever effort the N. C. E. R. T. has made with regard to the reform of education the State can refuse it also. They have that freedom. So, there should be some national policy with regard to it.

Coming to the problem of students' indiscipline about which we often hear, I do not think the hon. Minister, a good educationist having great experience in the field of education, will blame the students for their indiscipline. Students' indiscipline is part of the indiscipline which is existing in our society today. The Ministers are indisciplined; the Members of Parliament are indisciplined; the politicians are indisciplined. Indiscipline is part of our life. It has been elevated to that position during 25 years after Independence. We have to change the whole system if we want to bring about discipline in most spheres in our country.

Then, there are so many Academies, the Sangeet Natak Akademi, the Academy for Literature, etc. But their functioning is very

little because they have been given such a meagre amount and they have to do a big performance, I think, the Government should give some more money to them to make their function more effective.

Now, I would like to point out another thing and that is regarding libraries. There is a library movement in our country which deserves support and encouragement of the Government. But Government hardly looks to that side. I request the Government to do something more, to give more financial assistance, to the library movement in our country.

I know you, Sir, are looking towards me because my time is up ..

MR. DEPUTY SPEAKER : I ask you to keep discipline now by keeping to the time.

SHRI C. K. CHANDRAPAN : A little consideration.

There is a question of Sapru House Library which was raised here. My only request in regard to that is that the Government should not take a hasty decision on that matter. Before taking any decision, the Government should look into the facts. The previous Education Minister, Dr. V. K. R. V. Rao, had given certain assurances regarding the Library to keep it in the present form without bifurcating it. While taking a decision, I would request the hon. Minister to consider that aspect of the problem.

There is a strike today in the Indian school of the Mines, Dhanbad. The students who are qualified to work in the O. N. G. C. and the Indian Oil Corporation are denied employment opportunities. They are on strike. A hunger-strike is going on today. I would request the hon. Minister to look into that matter also sympathetically.

There is an old problem which we raise during every Budget discussion and that is a question of the employees of the National Physical Fitness Corps. Pandit Jawaharlal Nehru inspired those people. They are with the Government today. But they are told now to go back to their States without telling them what they should do there. While taking a decision on this matter, the Government should discuss the matter with the representatives of their Association.

Another problem is the problem of post-graduate teachers of the Delhi University, which has been raised by my friend from the Marxist Party. It is the question of their promotion which was done on an *ad hoc* basis from 1961 to 1970. The Departmental Promotion Committee had taken certain irregular decision which is now affecting the interests of the teachers. I would request the hon. Minister to look into this matter personally and take some decision.

One more request is this. Government is spending enormous money on many things. The people belonging to tribal areas should not be forgotten. In my place, for example, there are lakhs of tribals. I have seen how miserable is the condition of their schools which are financed by the Centre. Their condition should be raised.

Folk art and culture of our country which need the support of Government and which sometimes raise the prestige of our country, should be supported.

One specific thing which I would like to mention while dealing with sports is circus for which our State has got a very big tradition. Some training facilities for the circus people should be given. (*Interruption*) I am not doing any circus here ; I am only requesting the hon. Minister to provide training facilities and some assistance to the circus people.

I hope all these points will be considered by the Minister,

I am sorry, I cannot support the Demands for Grants.

SHRI P. ANTONY REDDI (Anantapur): It is most surprising to learn from the 1971 census reports that the literacy rate of percentage in 1971 is only 29 as compared to 30 in 1961. Instead of progressing and improving the percentage of literacy, we are going back. It is also surprising that in the Third Plan and in the beginning of the Fourth Plan, provision for 30,000 teachers was made, provision for enrolment of 19 million students was made and money was also provided, but the achievements have not been even 50 per cent; in the first two years of the Plan, they could not spend even one-third of the allotment. All these things show that there is something wrong

[Shri B. Antony Reddy]

somewhere in the working of the plan. The mistake may be in planning or it may be inefficiency in implementation. Because of faulty planning, there was inadequate expenditure. There are innumerable educated unemployed. There are thousands of trained teachers unemployed and it is a pity that the provision made for 30,000 teachers could not be utilised. Therefore, I suggest to the Minister that he should review the whole policy in the light of these shortfalls and see that efficiency is ensured hereafter at least. The Congress Party, in its election manifesto, had given us some guidelines, for implementing education policy. They have said that their aim is to see that, during the course of the next few years by 1975-76, all the students of age group 6 to 11 years, are enrolled in schools cent per cent

Again the manifesto said that the next aim is that by 1980-81, there should be cent per cent enrolment for the age group 11 to 14 years. If the Congress Ministry could only implement the policy laid by the manifesto and if they could adopt all the methods that are possible in order to achieve the aims of the manifesto, we are sure that we are on the right way to eradicate illiteracy in our country.

Again, any attempt to eradicate illiteracy should not forget the fact that there are 160 million illiterate adults in our country. According to the present Plan, the provision is only for teaching 6 million adults during the course of the Fourth Plan. If at this rate we go on, it will take not less than 100-120 years to make all these illiterate adults into literates. Do you think such a programme is in any way useful? Here, the Ministry has to revise their plan targets and see, if possible, that more funds are allotted for educating adult illiterates so that we may be able to eradicate illiteracy during the course of 20 years. Unless this is done, our plans will not be a success and our illiteracy rate will not improve.

Coming to secondary education, the achievements of the Ministry in this field are fairly satisfactory. But still a lot of things remain to be done. Now, the extent of the secondary course varies from State to State. In some States it is 10 plus 2 while in some other States it is 11 plus 1 and so on differing from States to States. If such state of things exists, it will be very hard

for employees of the Central Government to get admission if they are transferred from one State to another State. Here, the Ministry should try to see that all the States in the country adopt one extent for secondary school course, whether it is 10 plus 2 or 11 plus 1, and prevail upon the States to adopt one general pattern.

Again, in the matter of text-books, the state of affairs differs from State to State. I am not bothered much about language text-books. But science subjects which have some content throughout the world, whether it be Mathematics, Physics, Chemistry, Botany or Zoology, common text-books can be easily introduced throughout the country. In this the NCERT has brought out a few text-books. Why not the Minister try that the text-books written by the NCERT are adopted throughout the country? If this is done at least in the matter of sciences and Mathematics, there will be uniform standards throughout the country. If that is done, it will be a step forward in the education of our country.

But, Sir, to achieve the highest efficiency in the matter of elementary and secondary education, the greatest block is the Panchayati Raj institutions. We are actually sacrificing our elementary and secondary education on the scaffolds of the Panchayat Blocks and the Zilla Parishads. Very often the personnel who are in the charge of these Panchayati Raj institutions are ill-equipped, inefficient and are almost always power-mongers. These power-mongers are only interested in wanting to keep themselves in power. Whatever may happen to the rest, they are not bothered, as long as their position is not affected.

If our elementary education policy is to succeed, if our secondary education standards are to be raised, Government must seriously think of implementing the recommendations of the Education Commission.

The NCERT is doing good work but still I feel that it requires a lot of overhauling. The Nagchowdhury Review Committee had given some suggestions and I am told the Batu Singh Committee has submitted its report. They too would have given some good suggestions. Reorganise the NCERT in the light of the Committee's report. The NCERT will be the instrument to raise our standards and to establish uniform standards.

Lastly, I would like to talk about technical education. There seems to be something wrong in the matter of our technical education. Ours is a developing country needing the services of technician. But, how is it that thousands of our engineers, diploma-holders and technically-qualified people are unemployed? There is something wrong in the method of training given to these people. I was making enquiries about Don Bosco Industrial Schools. They have 20 to 30 industrial schools. We find that these schools maintain themselves with the work turned out by the trainees and about 90 to 95 per cent of the boys who come out of the schools are immediately employed. They are looked some time in the last year of their course, by the various industries and factories to take up employment immediately after the course is over. If the Don Bosco Industrial Schools are so successful, what is the reason that our Government schools are not at all successful? Therefore, I suggest that the Minister studies how these institutions are run; and if their methods are good, adopt those methods in the other Government institutions and make our technical training also efficient.

SHRI PHOOL CHAND VERMA : I beg to move :

"That the Demand under the Head Department of Social Welfare be reduced to Re. 1."

[Policy regarding charging of school and college fees from those S. C. & S. T. students who fail in the examination even once (5)].

"That the Demand under the Head Department of Social Welfare be reduced to Re. 1."

[Non-implementation of instructions regarding reservation of seats for Scheduled Castes and Scheduled Tribes at the time of initial recruitment in newly started services (6)].

"That the Demand under the Head Department of Social Welfare be reduced to Re. 1."

[Policy regarding introduction of system of committed expenditure in the matter of granting scholarships

to Scheduled Castes and Scheduled Tribes students (7)].

"That the Demand under the Head Department of Social Welfare be reduced to Re. 1".

[Policy regarding selection of candidates not belonging to Scheduled Castes and Scheduled Tribes against reserved posts (8)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to improve the economic condition of the Scheduled Castes and Scheduled Tribes (11)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to introduce adult education among the Scheduled Castes and Scheduled Tribes people (12)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to ensure employment of Scheduled Castes and Scheduled Tribes incumbents against all reserved posts in Government services (13)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs 100."

[Failure to ensure early payment of scholarships to Scheduled Castes and Scheduled Tribes students in various States (14)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to establish Legislature Committees in various States and Union territories for the Welfare of Scheduled Castes and Scheduled Tribes (15)].

"That the Demand under the Head

[Shri Bhogendre Jha]

Department of Social Welfare be reduced by Rs 100 "

[Failure to issue directive to the State Governments to distribute vacant cultivable land among Scheduled Castes and Scheduled Tribes and other backward classes (16)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to introduce principle of reservation of posts for S. C and S. T. in all public undertakings (17)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to start a financial corporation for Harijans to give the loan on easy terms and conditions (18)].

"That the Demand and the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to implement all the recommendations of the Parliamentary Committee for Scheduled Castes and Scheduled Tribes (19)]

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to implement all the recommendations of the Elayaperumal Committee (20)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100,"

[Failure to implement the various recommendations of the Commissioner for Scheduled Castes and Scheduled Tribes submitted annually to the Government (21)]

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to check the increasing atrocities upon and harassment of Scheduled Castes and Scheduled Tribes people in the country (22)].

SARI BHOGENDRA JHA (Jainagar) : I beg to move :

"That the Demand under the Head Education be reduced by Rs. 100,"

[Urgency of establishing a modern Mithila University at Darbhanga, (23)],

' That the Demand under the Head Education be reduced by Rs. 100."

[Necessity of ensuring free and compulsory primary education throughout the country (24)].

"That the Demand under the Head Education be reduced by Rs 100."

[Need for providing free secondary education for the whole country during the Fifth Five Year Plan (25)].

"That the Demand under the Head Education be reduced by Rs. 100,"

[Necessity of banning all private public schools (26)]

"That the Demand under the Head Education be reduced by Rs. 100."

[Need for taking over of all the private High schools and colleges throughout the country (27)]

"That the Demand under the Head Education be reduced by Rs. 100"

[Urgency of a drive to eliminate all communal writings and communal approach from text-books (28)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need for fixing financial disability of a family as the criteria for backwardness of students. (29)].

"That the Demand under the Head Education be reduced by Rs 100."

[Need for ensuring full free student-ship and stipends to all students whose family income is below Rs. 2000/-per annum. (30)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need for ensuring full free student-ship and stipends to all students belonging to Scheduled Castes and Scheduled Tribes. (31)]

"That the Demand under the Head Education be reduced by Rs. 100,"

[Urgency of evolving an alternative method of examination for ending favouritism and malpractices by students, guardians and examiners. (32)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need for replacing the present educational system by a system ensuring self-reliance, self employment and technical advancement among students (33)].

"That the Demand under the Head Education be reduced by Rs. 100".

[Need for ensuring minimum living salary and other facilities to all primary and secondary school teachers (34)].

SHRI RAMAVATAR SHASTRI (Patna) :
I beg to move :

"That the Demand under the Head Department of Education be reduced to Re. 1".

[Failure to introduce uniform standard of education in all the States. (37)].

"That the Demand under the Head Department of Education be reduced to Re. 1".

[Failure to lay down a common syllabus for all the States. (38)].

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to make education less expensive and within the reach of common man(39)].

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to check communal propaganda in educational institutions. (40)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Undue delay in re-constituting University Grants Commission.(41)].

"That the Demand under the Head Department of Education be reduced to Re 1."

[Need to increase the amounts of scholarships. (42)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to ban R.S.S. activities in educational institutions. (43)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Need to lay more emphasis on the propagation and development of Urdu language. (44)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to reorientate present education system to conform to the needs of the people. (45)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to make education employment-oriented. (46)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Need to set up at least one Central University in each State in the country. (47)]

"That the Demand under the Head Department of Education be reduced to Re. 1."

[Failure to check gradual deterioration in the standards of education. (48)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to check black marketing in text-books. (90)]

"That the Demand under the Head Department of Education be reduced by Rs 100."

[Shri Ramavatar Shashtri]

[Need to change the text books prepared by the Delhi Administration under the regime of Jan Sangh. (91)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to allocate special grant for the reconstruction of school buildings devastated by floods in Bihar. (92)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to grant dearness allowance to University teachers at Central Government rates. (93)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to give special grant to Patna University for the expansion of its Library. (94)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to place Patna Commerce College in the category of deficit grant College. (95)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to declare Patna University as a Central University. (96)]

"That the Demand under the Head Department of Education be reduced by Rs 100."

[Failure to increase the number of Central Schools. (117)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to provide land in Kankargh Colony for the Central School, Anisabad (Patna) for construction of

its own school building so as to enable it to shift to Kankargh Colony (118)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to increase the number of Central Schools in Bihar (119)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to check irregularities in matters of admission in Central Schools (120)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need to open a Central School at Smastipur in Darbhanga district for the children of railway employees and other employees (121)].

"That the Demand under the Head Department of Education be reduced by Rs 100."

[Failure to shift the R.S.S. office from Banaras Hindu University (122)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to ban the propaganda and organisation of R.S.S. in the Regional College of Education, Aimer (123)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Misuse of the grants given by University Grants Commission to Universities (124)].

"That the Demand under the Head Education be reduced by Rs. 100."

Need to give special financial assistance for improvement of the miserable condition of Patna University (125)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to allocate more funds to Patna University for the construction of hostel (126)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Undue delay in setting up a Central University at Darbhanga (127)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to take over private schools by Government (128)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to pay more attention to the expansion of technical education (129)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Need to raise the amount of scholarships admissible to the students of backward communities, scheduled Castes and Scheduled Tribes (130)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to make satisfactory arrangements for the rehabilitation of handicapped persons (131)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100"

[Need to provide more funds for scholarships to blind students (132)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to provide Government jobs to persons belonging to Scheduled Castes and Scheduled Tribes according to the prescribed quota. (133)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Failure to extend to all children the scheme for providing nutritious food (134)].

DR. LAXMINARAIN PANDEYA
(Mandsaur) : I beg to move.

"That the Demand under the Head Education be reduced by Rs. 100."

[Failure to check undue Government pressure in the working of universities (57)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to make universities more effective and competent (58)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Indifference for taking appropriate measures for the country-wide use of Hindi (59)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Failure to undertake research work in Sanskrit literature (60)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to change the education policy with a view to building national character (61)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Delay in making Hindi and other regional languages as medium of technical education (62)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Need to overhaul the educational policy thoroughly (63)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Failure to formulate a special educational policy and system with a view to imparting education to adult villagers and women (64)].

"That the Demand under the Head Education be reduced by Rs. 100."

[Failure to provide adequate financial assistance to Government and private recognised educational institutions in Madhya Pradesh (65)].

[Shri C. K. Chandrappan]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to mould the nature of educational system to meet the requirement of the country (66)].

SHRI C. K. CHANDRAPPAN :
(Tellicherry) : I beg to move.

"That the Demand under the head Department of Education be reduced to Re. 1"

[Decision to bifurcate the Sapru House library (69)].

"That the Demand under the head Department of Education be reduced to Re. 1"

[Permission given to teacher to join and work for R S S (70)].

"That the Demand under the head Department of Education be reduced to Re. 1"

[Non-regularisation and assigning superiority to the post graduate teachers of the Government schools in Delhi on the basis of their promotions as post graduate teachers. (71)].

"That the Demand under the head Department of Education be reduced to Re. 1"

[Failure to solve the problem of illiteracy (72)].

"That the Demand under the head Department of Education be reduced to Re 1".

[Policy of giving employment to highly qualified technical personnel resulting in increased brain drain (73)].

"That the Demand under the head Department of Education be reduced to Re 1".

[Keeping unscientific and obsolete contents in text-books (74)].

"That the Demand under the head Department of Education be reduced to Re 1".

[Non-implementation of the provision of compulsory primary education as stipulated in the Constitution (75)].

"That the Demand under the head Department of Education be reduced to Re 1".

[Failure to stop the running of public schools (76)]

"That the Demand under the head Department of Education be reduced to Re 1".

[Attitude towards traditional Indian arts and sports (77).]

"That the Demand under the head Department of Education be reduced to Re 1".

[Failure in providing students Unions with full democratic rights in all educational institutions (78)].

"That the Demand under the head Department of Education be reduced to Re. 1"

[Policy regarding appointment of Vice-Chancellors (79)]

"That the Demand under the Head Department of Education be reduced by Rs. 100"

[Urgency for the setting up of a Sanskrit University in Kerala (80)].

"That the Demand under the Head Department of Education be reduced by Rs. 100"

[Urgency of having a realistic policy in the field of sports (81)].

"That the Demand under the Head Department of Education be reduced by Rs. 100"

[Failure in implementing the policy of giving representation to students in the academic and administrative bodies of the universities (82)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Failure to get the building in campus of BHU vacated by R.S.S. (83)].

"That the Demand under the head Department of Education be reduced by Rs. 100."

[Necessity of having a comprehensive manpower planning in education with a view to fight unemployment (84)].

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need for providing more scholarships, better hostel facilities and other assistance to students belonging to Scheduled Castes and Scheduled Tribes. (85)]

"That the Demand under the Head Department of Education be reduced by Rs. 100."

[Need for bringing about basic changes in education so that it would reflect the need of the country today (86)].

"That the Demand under the Head Department of Education be reduced by Rs. 100".

[Urgency of making the mother tongue as the medium of instruction every where for all examinations. (-7)].

"That the Demand under the Head Department of Education be reduced by Rs. 100".

[Failure to give due encouragement to Urdu (88)]

"That the Demand under the Head Department of Education be reduced by Rs. 100".

[Failure in helping and assisting voluntary organisations in the field of education and culture (89)]

"That the Demand under the Head Department of Social Welfare be reduced to Re. 1"

Allotment of land and building colonies for the tribals in areas unsuitable for habitation (97)].

"That the Demand under the Head Department of Social Welfare be reduced by Rs. 100."

[Need for promoting the culture, education and health of the Tribals in India (98)].

Mr. DEPUTYSPEAKER : The cut-motions are also before the House.

*SHRI R. P. ULGANAMBI (Vellore) : Hon. Mr. Deputy Speaker, before I start speaking on the Demands for Grants of the Ministry of Education and Social Welfare and the Department of Culture which we

are discussing now, I would like to point out that till 5 P. M. yesterday the Annual Reports of the Department for the year 1971-72 were not made available to us. You will appreciate, Sir, how difficult it is for the Members of Parliament to participate in the debate on the Demands for Grants of these Departments without going through the activities of the Departments. I would request the hon. Minister of Education to explain why the Annual Reports could not be made available to us much earlier so that we could express our view-points on the basis of the achievements of the Departments.

The Mid-term Appraisal of the Fourth Plan candidly mentions that the percentage if literacy in our country is just 29% and in fact illiteracy is particularly high in the rural areas and among women. The appraisal also says that improvement of the quality of teacher education needs serious attention. The present programmes and the achievements are grossly inadequate. The achievements in this sphere have fallen short of the targets in the Plan. The book production programme has not made much leeway. There has been no uniform development in education.

While a miserable picture of failure has been painted by the mid-term appraisal, we find to our chag that the moneys allocated for educational schemes have not been spent in full. I will give some glaring examples.

Under Demand No. 106—Capital Outlay of Ministry of Education and Social Welfare the budget estimate in the year 1971-72 was Rs. 1,44,55,000 and the revised estimate shows a figure of Rs. 1,18,84,000. Similarly, under Demand No. 7—Education, the budget estimate for 1971-72 was Rs. 73,12,86,000 and the revised estimate is Rs. 70,37,11,000. For National Council of Educational Research and training, a sum of Rs. 3.15 crores was provided originally in 1971-72 budget, and the revised estimate is just Rs. 2.75 crores.

I have quoted these statistics to show that, when it is universally felt that the financial provision for Education is insufficient and inadequate, even these sums are not fully utilised for the development of

*The original speech was delivered in

Tamil.

[Shri R.P. Ulyanambri]

education. I would like the hon. Minister of Education to explain this paradox in his reply to the debate.

About 40 institutions, including some State Government Colleges are being assisted to offer facilities for about 154 courses for the end of IV Plan. The budget provision in 1971-72 was Rs. 40 lakhs and only a sum of Rs. 25 lakhs has been spent.

Sir, a scheme has been formulated for subsidising the publication in English of selected standard works in order to ensure that good Indian text-books do not have to face unfare competition from subsidised books published under the joint Indo-programmes with U K., U S. A. and the U. S. S. R. The budget provision in 1971-72 was Rs. 10 lakhs, and the utilisation of this allocation was only Rs. 5 lakhs. In the year 1967 an agreement with the U. S. A. was signed for acquiring modern scientific and technical equipment not manufactured in India. The total amount of this loan was 12 million dollars. This Agreement came to an end in the middle of 1971. I regret to point out that the entire amount of loan could not be availed of before the Agreement came to a close. I would request the hon. Minister of Education to explain the reasons for the non-utilisation of this loan in full.

The Central Government propose to set up two National Educational Resources Centre for documentation of imported books and for maintenance of a text books referred library. As you are aware, Sir, Madras has been the seat of learning for ages and I would urge upon the Minister that one Centre should be located in Madras.

We have also launched a new programme known as National Programme for non-student youth and an outlay of Rs. 500 lakhs has been proposed during the IV Plan period. This scheme is of far-reaching importance and though many schemes have been proposed under this programme, for the present only development of play fields and establishment of works centres have been taken up for implementation with an outlay of Rs. 115 lakhs. I would like to know how many Works Centres have been established under this programme and their location. I am really surprised to see a paltry provision of Rs. 25 lakhs for the year 1972-73 for implementing this highly efficacious programme.

Similarly, under a new scheme called

National Scholarships at the secondary stage for talented children from rural areas with a view to having greater equalisation of education opportunities and to providing a great fillip to the development of rural demands, two scholarships per community development block are to be awarded and the total number of scholarships proposed is 10,000 every year. I need not stress the importance of this programme for rural welfare. But, it is really surprising to see that a sum of Rs 15 lakhs remains unutilised from the budget provision of 1971-72. I am sure, Sir, you would like to know the reasons for the non-utilisation of the amount sanctioned for this programme.

It is common knowledge that there is no legislation at all in many States for the welfare of children. Even the Acts which are there in some States are not being implemented vigorously. The former Minister of Education, Shri Siddharth Shankar Ray, as soon as he assumed the Office of the Education Minister, announced on the floor of this House that a five-Year Plan for the welfare of children would be formulated. I do not know whether, after this solemn announcement, any concrete step was taken in this direction. I understand that in Bombay there are nearly 135 night schools in which more than 30,000 children of workers labourers and poorer people are getting education. These night schools have become very popular with different sections of the society there. I am sure, Sir, if such night schools are started throughout the country, they will be dream-come true for the children of weaker sections of our society. I would earnestly plead with the hon. Minister, who is an eminent educationist, to give his serious thought to this suggestion. I would suggest starting of night schools throughout the country in urban and semi-urban centres.

The Education Ministry is running Central Schools in many parts of the country in which Hindi, Sanskrit and English are taught. The regional language does not find a place in the Central Schools. When the students reading in the Central Schools were agitated as they had no opportunities to learn their mother-tongue or the language of region, the Government of Tamil Nadu wrote to the Ministry that arrangements might be made in the Central Schools for teaching the regional language also. The Central Government wrote back

stating that if sufficient number of students were forthcoming to learn the regional language and if the State Government agreed to meet 50% of the expenditure involved in that, they would provide for the facility. The Government of Tamil Nadu agreed to meet 50% of the expenditure and requested that in the 9 Central Schools in Tamil Nadu, the arrangement may be made for teaching the regional language. But still the Central Government have not implemented this assurance given to the State Government, inspite of the fact that the State Government has agreed to abide by the stipulated condition, I would request the hon. Minister of education to provide for this facility of teaching regional language in the 9 Central Schools in Tamil Nadu.

Sir, in the Eight Scheduled of our Constitution 15 languages have been enumerated as National languages. But the Central Government are spending enormous amounts on the development of Hindi and Sanskrit. An amount of Rs. 9 crores has been spent on the development of Hindi in 1971-62. Last week, there was a Sanskrit Conference convened in the capital and the UNESCO extended its financial assistance to this Conference. I am unable to appreciate the interest taken by the Centre in the development of a dead language. On the other hand, the development of the languages of the people is neglected. I would emphatically say that greater interest should be taken by the Centre in the development of 15 languages enumerated in the Constitution as national languages. I am strongly of the view that special status accorded to Hindi must be removed, if necessary even by amending the constitution.

I would never refer to another undesirable feature in the working of the Education Ministry. The voluntary educational institutions and organisations running primary schools, adult schools, hostels, infirmary homes etc. are getting grants directly from the Central Government though they are all located in different States. In para 83 of the Administrative Reforms Commission's Report, it has been pointed out that such grants should be routed through the concerned States Governments and the voluntary organisations should not be encouraged by direct assistance from the centre. Likewise, the University Grants Commission also gives financial assistance to private institutions

running hostels, libraries etc. In fact, such private institutions get more assistance than the Government-run institutions. The State Governments should be encouraged to set up State University Grant Commissions through which alone such financial assistance should be extended to the private organisations.

In regard to technical education, if the State Government wants to start new technical institutes or to start post-graduate courses in technical education the approval of the All India Council of Technical Education and the Government of India is to be obtained, I would request the hon. Minister of Education that it should be left to the State Governments who are in a better position to assess the needs and to take adequate steps in this direction. The approval of the All India Council of Technical Education and the Government of India should not insisted upon for starting new technical institutes or for starting post-graduate courses in technical education.

With a view to developing dravidian languages and to conducting researches in them, an International Institute of Tamil Studies has been registered under the Societies Registration Act on 27-10-1970, the head of which is the State Minister of Education. The Tamil Nadu Government have made available 25 acres of land for this Institute and during the years 1969-70 and 1970-71 a sum of Rs. 74,000 has been spent on this Institute. The estimate for this Institute was Rs. 86 lakhs. But, our Prime Minister, Shrimati Indira Gandhi, wrote to our Chief Minister, Dr. Kalaignar Karunanidhi that this estimate was very much on the high side and she desired that this should be reduced. In due deference to the wishes of the Prime Minister, our Chief Minister reduced it to 36 lakhs—a recurring expenditure of Rs. 15 lakhs and a non-recurring expenditure of Rs. 21 lakhs. So far, the Government of India have not initiated any action on this proposal and our Chief Minister, Dr. Kalaignar Karunanidhi, has also written to the Prime Minister, Shrimati Indira Gandhi in this connection. I would plead with the Minister of Education that he should expedite the sanction of this project.

I am constrained to point out that our whole educational system is obscurantist, deriving its vital source from Vedas, irre-

[Shri R. P. Ulganambri]

levant scriptures and hackneyed epics like Mahabharata. The stories from Mahabharata and Ramayana inspire the children in this scientific age, when rationalist approach is the cry of the hour. The children are made to believe in hell and heaven when man has reached the moon. This kind of syllabus is impeding the growth of children in this modern age. It is in fact turning out square pegs in round holes. It is of paramount importance that our educational syllabus should be rescued from the clutches of superstition and reorganised and re-oriented on modern scientific and rational lines, if we wish well for the country.

Under Demand No. 4, Department of Culture, there was a budget provision of Rs. 3,57,86,000 in 1971-72 and only a sum of Rs. 2,91,85,000 was spent. Similarly, under Demand No. 94-Archaeology though a sum of Rs. 2,11,86,000 has been budgeted during 1971-72 only a sum of Rs. 1,94,09,000 has been spent. This provision is meant for the maintenance of ancient and historical places and monuments. But even here the provision has not been utilised in full. If the Central Government are not able to utilise the budgeted provision, they can as well entrust this function to the State Governments and hand over the money to them. In fact, they are more intimately connected with these places and monuments of historical importance. For instance, in my Constituency Vellore there is an ancient Fort and a temple, which if not cared for immediately, will become extinct. This unutilised money could as well be spent on such important places of history. If the work is handed over to the State Government, it will naturally pay greater attention to this problem, the State Governments are also in day to day contact with the local people and their aspirations. They will be able to give better protection to the pride places of our history.

I will refer here to another minor issue which has caused greater irritation to the people of Tamil Nadu. There is the world-famous Brahadeswara Temple in Thanjavur. The people of Thanjavur wanted to commemorate the memory of the builder-King Raja Raja Chola by erecting his statue within the precincts of this temple. The Tamil Nadu Legislative Assembly, under the inspiring leadership of our Chief Minister, also passed a unanimous Resolution in support of the demand of the people of Tamil Nadu

and in particular the people of Thanjavur. It is bad enough for the State Government to seek the permission of the Central Government for the fulfilment of the aspirations of the local people, but it is worse enough on the part of the Central Government to refuse the permission. Before refusing permission, the Central Government could have at least deputed an archaeologist to find out whether the installation of the statue of Raja Raja Chola would in any way mar the archaeological beauty of the temple or would in any way cause damage to the structure. No, the Central Government would exercise their authority and refuse the permission by sitting here in Delhi. It is worth pointing out that the Centre can graciously leave such things to the State Government. I would suggest even the amendment of the Ancient Monuments and Archaeological Sites and Remains Act, 1958 for empowering the State Governments to protect and maintain such ancient monuments. It will greatly reduce the unnecessary friction between the Centre and the States.

In conclusion, I would briefly refer to the problems of Scheduled castes and scheduled tribes. We have got, the Commissioner for Scheduled Castes, and Scheduled Tribes, the Director-General of Backward Classes, the Parliamentary Committee for Scheduled Castes and Scheduled Tribes. We talk so much about the welfare of scheduled castes and scheduled tribes. We pass Resolutions in this House. While speaking on this last year in this House, I referred in detail to the problems faced by the Scheduled Castes and Scheduled Tribes and the hon. Minister of Education assured that steps would be taken to ameliorate the living conditions of these people. I would just mention here that the Tamil Nadu Government have set up the Slum Clearance Board and have also passed social welfare legislations like the Archakas Act. The Government of Tamil Nadu have also taken up vigorously the Beggars Rehabilitation Programme, if such worthwhile social welfare measures are implemented on all-India level, naturally and really there will be great relief for the people in great distress.

The President in his Address has referred to the urgency of implementing social welfare measures. The Prime Minister repeatedly echoes the same sentiments. The Finance Minister of the Government of India talks in the same vein. But when the ques-

tion of concrete measures and tangible steps come, we find that nothing worthwhile has been done so far. I would request the hon. Minister of Education to translate such solemn professions into practice. I would also like to know from the hon. Minister of Education whether the assurances given by his predecessor in replying to my speech on the Demands for Grants of this Ministry last year have been implemented.

With these words, I conclude.

SHRI JAGANNATH MISHRA (Madhubani) : Mr. Deputy-Speaker, Sir, a study of the demands reveals that about Rs. 70 crores were spent in the previous year, and the amount proposed for 1972-73 is Rs. 79 crores, that is, Rs. 9 crores more. Of the increased amount, Rs. 3.30 crores are earmarked for the University Grants Commission ; Rs. 20 lakhs for quality improvement programmes ; Rs. 18.5 lakhs for the School of Planning and Architecture; Rs. 13.18 lakhs to local bodies; Rs. 12.7 lakhs for graduate courses ; and Rs. 10 lakhs for P. G. But if we carefully study the demands, we would come to know that lesser amount has been allocated than the preceding year on the spread of technical education. No amount has been earmarked for students of scheduled castes and scheduled tribes for their foreign studies. This will be detrimental to the students of such communities, because they cannot stand at par with the caste Hindus. On the contrary, a provision has been made to spend Rs. 34,96,000 more on public schools. The sad treatment given to scheduled castes and scheduled tribes students and incentive to the wards of the rich peoples studying in public schools does not tally with the slogan of "Socialistic Pattern of Society" of the Government. I appeal to the Minister of Education that the proposed increased expenditure on public schools may be transferred to studies abroad of scheduled caste and scheduled tribe students.

15.00 hrs.

However, the proposals for increased expenditure on physical education, sports, youth welfare and social education are appreciable. But there seems to be no enthusiasm in the Government for the spread of Hindi and other regional languages, opening of Rural Institutes etc, as the proposed amounts are too short to meet the growing demands.

All of us are aware that unemployment amongst educated persons in India is spread-

ding like an epidemic. This must be checked immediately. Since the Government has expressed its inability to introduce unemployment insurance, we must make drastic changes in our present day system of education which produces book-worms only. We must learn a lesson from countries like Japan, Switzerland, West Germany, etc., which have solved this problem to a great extent by introducing mixed education system, i.e. book study and vocational training. Crimes, right from pick-pocketing to dacoity are bound to occur, unless we eradicate the evil of unemployment. This system is also responsible for student unrest.

Let us also deal at this stage with the growing indiscipline amongst the students, specially in degree and post-graduate classes. In this connection, I would say that we must include the students, representatives also in the management of colleges and universities. We must not hesitate to accept their genuine demands.

It is known to everybody that the standard of education differs from State to State and from university to university. According to the statement made by the Vice-Chancellor of Meerut University at Ghaziabad on the 9th instant on the eve of the Convocation Address of the local M. M. H. College, Meerut University stands second according to the result of the successful candidates in the Central Services though the UPSC. On the other hand, there are several universities which could hardly find a place on such lists.

The difference in standards can only be removed when the syllabus of all the universities is uniform and the answer books are sent mostly out of the State. But all this can be done only when education is taken over by the Centre. This is also necessary in view of the heavy expenditure which the State Governments cannot shoulder due to poor financial resources. We have never given the subject of education its due place. It is as important for a nation as defence is. We must remember that we are bound to be in trouble until and unless we give importance to education. In this context, I would request the Minister of education to introduce a Constitution (Amendment) Bill in the current session of Parliament to make education a central subject.

One word about Bihar. The state of affairs in the schools, colleges and universities

in Bihar is deplorable. There is a big zero in the name of teaching there and the same fate is there with regard to the examinations. Examinations are not held in time nor is efficiency maintained. There is a great loot in the name of examinations. The less said about it, the better, it is. What I mean to say is, Bihar Government is not competent to cope with the deteriorating situation and hence sooner education in Bihar is nationalised, the better it is.

The question of Mithila University in Darbhanga in Bihar is hanging in suspense since long. This needs immediate recognition to fulfil the long-felt demand of the lakhs of people there. It will be very kind of the hon. minister to make an announcement in this respect and for this, he will deserve our praise.

The burning question now in Delhi is about the Sapru House Library. It goes without saying that it has a collection of useful books and is rendering useful service. To our utter despair, it is heard that this library is going to be bifurcated soon. I would request the Minister to see even at this stage that in the interest of the library and lakhs of its users, the bifurcation is not allowed to take place.

श्री शंकर लाल बेरवा (कोटा): उपाध्यक्ष महोदय, शिक्षा मंत्रालय और समाज कल्याण विभाग को एक कर दिया गया है और कल्चर को भी उनके साथ लगा दिया गया है। इनके लिए समय भी एक कर दिया गया है। इन मंत्रालयों को अलग-अलग रखना चाहिए था। अगर इनपर अलग-अलग विवाद होता, तो शायद कुछ और रहस्य निकल सकते थे।

ये मंत्रालय अनाथ से दीखते हैं। यह सरकार न शिक्षा को कोई महत्व देती है और न समाज कल्याण विभाग को। कभी कभी इन पर इस सदन में वाद-विवाद भी नहीं होता है। तीन चार साल इसको बैसे ही छोड़ दिया गया है। इसकी परामर्शदात्री समिति की मीटिंग भी साल में एक दफा बुलाई जाती है। शिक्षा का यह हाल है कि जब तक श्री सिद्धार्थ शंकर राय इसके मंत्री रहे, तब तक उन्होंने इस तरफ कोई ध्यान नहीं दिया, बल्कि यह संभव की

थीफ मिनिस्ट्री के चक्कर में फिरते रहे और शिक्षा के प्रति कौर अन्याय होता रहा।

1967 में एक समिति गठित की गई, लेकिन उसकी सिफारिशों पर कोई ध्यान नहीं दिया गया। इसी तरह कोठारी कमीशन की रिपोर्ट पर भी कोई ध्यान नहीं दिया गया। शिक्षा का हाल बेहाल हो रहा है।

ईरान और मलेशिया जैसे आर्थिक दृष्टि से पिछड़े हुए देशों में 70, 80 प्रतिशत तक विद्यार्थी कोर्स को पास करके निकलते हैं। जापान में शत-प्रतिशत विद्यार्थी अपना कोर्स पास करके निकलते हैं। लेकिन इस देश का दुर्भाग्य है कि यहां शिक्षा और विद्यार्थियों पर कोई ध्यान नहीं दिया जाता है।

हमने आज के पेपर में पढ़ा है कि दिल्ली के शिक्षकों की औषधी वेतन-वृद्धि 5 सितम्बर, 1971 को तय हुई थी, उसके बारे में बीच में यह कह दिया गया कि बंगला देश के कारण उत्पन्न आर्थिक स्थिति में वह वेतन-वृद्धि नहीं की जा सकती है, लेकिन अब मंत्री महोदय ने कहा है कि हम दो महीने के अन्दर दे देंगे। जब ये लोग दौरा करते हैं, तो भट अपने भस्ते का विल पेश कर देते हैं, लेकिन उन शिक्षकों का क्या होगा, जो वेतन-वृद्धि से महकूम हैं?

उन चेचारों को टेम्पोरेरी घोषित कर रखा है, उनके परामर्श नहीं किया जाता और उनके इनक्र्रीमेंट रोक लिये जाते हैं।

शिक्षा का विषय राज्य सरकारों को दे रखा है, लेकिन राज्यों के पास पैसा नहीं है। राजस्वान में 75 प्रतिशत ऐसे स्कूल मिलेंगे जिन पर छत नहीं है। कोई अड्डा बना पड़ा है। क्या बताएं उनका हाल बेहाल है। बताएँ लड़के कहाँ पढ़ें? राज्य सरकार ध्यान नहीं देती है और हम कहते हैं कि हम शिक्षा का प्रसार और सुधार करना चाहते हैं। सुधार क्या करना चाहते हैं? मास्टर स्कूलों में बैठे बैठे बीड़ी सिगरेट पीया करते हैं तो लड़के उनके क्या सीखेंगे? कहते हैं बड़ी आधुनिक

[श्री अशंकरलाल बेरवा]

हीनता हो रही है। जब मास्टर ही ऐसा काम करेगा तो और क्या करेगे? जितने विषय-विद्यालय हैं उनके प्रबन्ध के अन्दर उनके नुमाइन्दों को नहीं लिया जाता है। अगर उनके नुमाइन्दों को लिया जाय तो वह यह समझ सकते हैं कि जो कुछ किया जा रहा है विभवविद्यालय के लिए वह सब सही है। लेकिन उनको नहीं लेते। नहीं लेते तो उनका रोष प्रकट होता है और हड़तालें होती हैं। विभवविद्यालय बन्द हो जाते हैं और फिर पुलिस की गोलियां चलती हैं। यही हालत कलकत्ते में देख लीजिए और दूसरी जगहों में देख लीजिए। तिब्बिया कालेज में हड़तालें हो रहीं हैं। तो ऐसा क्यों है? यह गलती हमारी है।

हमने कोई राष्ट्रीय नीति नहीं अपनाई, राष्ट्रीय नीति की विद्या नहीं दी अगर राष्ट्रीय नीति की विद्या देते तो आज अलग-अलग राज्यों में अलग-अलग भाषाओं का प्रचार नहीं होता। तामिलनाडू के भाई कहते हैं कि हमी हैं जो हैं। पंजाब के कहते हैं कि हमी है। अगर कोई अन्नपड़ भादमी चला जाय, आप बोडों को देखें, तो उसको पता ही नहीं चलेगा कि सड़क कहाँ जा रही है। अगर राष्ट्रीय नीति अपनाना चाहते तो एक भाषा का प्रचार होता लेकिन आप राष्ट्रीय नीति अपनाना नहीं चाहते हैं। आप यह चाहते ही नहीं कि राष्ट्र का सिफाही बनकर राष्ट्र की नीति को कोई समझे। आप तो चाहते हैं कि प्रान्तीय भाषाओं का फलान हो और राष्ट्रीय नीति का फलान बिसकुल ही नहीं हो। 9 करोड़ रुपये हिन्दी पर खर्च किये, हिन्दी का विकास कुछ भी नहीं हुआ। आन्ध्र देश में हिन्दी का प्रचार और प्रसार हो जाता, अगर हिन्दी पर खर्च दिया जाता। त्रिभाषा फार्मूला बनाया, वह कहाँ उड़ गया। कुछ भी नहीं हुआ। आज हम राज्यों की तरफ देख रहे हैं, कौन इसका सुझाव देगा, कौन इसको मान लेगा, लेकिन हमारी कोई राष्ट्रीय नीति नहीं है, क्योंकि हमने राष्ट्रीय नीति की शिक्षा ही नहीं की। इसलिए मैं निबंधन करना

चाहता हूँ कि अगर हिन्दी का प्रचार और प्रसार करना है तो हिन्दी को आगे बढ़ाना चाहिये, 9 करोड़ या 7 करोड़ खर्च कर दिये तो इतना सा क्या है।

रहा पढ़ाई का सवाल। जो छोटे-छोटे बच्चे हैं, एक तरफ उन्हें तराजू में रख लें और दूसरी तरफ उनकी किताबों को रख दें, दोनों का वजन बराबर रहेगा। इतनी किताबें उसको दे-वी कि वह सासभर में उनको देख नहीं सकता पढ़ना तो दूर रहा। अगर वह दिन भर पन्नों को उल्टे-पल्टे तो शाम तक तस्वीर ही देखता रह जायगा। यह हालत है। क्या यह पढ़ाई है? पढ़ाई ऐसी होनी चाहिये जिसका खर्च कम हो और गरीब को शिक्षा मिल जाय। लेकिन आज पढ़ाई ऐसी नहीं है। उठाकर किसी कमीशन एजेन्ट से कह दिया कि तुम किताबें छाप दो, उच कुलपति से कह दिया कि तुम किताबें बनवा दो। उन्होंने दो लाख-तीन लाख किताब बनवा दी, कुछ-कमीशन यह खा गये, कुछ कमीशन वह खा गये। और बच्चों के सिर पर थोप दिया कि तुम्हें यह पढ़ना है। पढ़ाई राष्ट्रीय नीति के अनुकूल होनी चाहिये। पढ़ाई की नीति ऐसी होनी चाहिये कि जिसमें खर्च कम हो, गरीब आदमी को शिक्षा मिल सके, लेकिन आज बड़े-बड़े भादमियों के बच्चे ही पढ़ सकते हैं। गरीबों के बच्चे नहीं पढ़ सकते।

मैं आप को केन्द्रीय स्कूल, कोटा का हाल सुनाऊँ। वहाँ पर केन्द्रीय सरकार के कर्मचारियों के बच्चों के लिए एक स्कूल बनाया गया है। उसमें चाहिये तो वह कि 30 परसेन्ट बाहर से लिये जाय और 70 परसेन्ट केन्द्रीय कर्मचारियों के बच्चे लिये जाय, लेकिन उलटा हो रहा है। 70 परसेन्ट बाहर से लेते हैं और 30 परसेन्ट केन्द्रीय कर्मचारियों के बच्चे लेते हैं। हमने कहा कि ऐसा क्यों है? कहा गया कि बच्चे नहीं मिलते। हमने कहा कि अगर सारे भरना चाहा तो सेन्ट-पर-सेन्ट केन्द्रीय कर्मचारियों के बच्चे मिल सकते हैं।

आज हालत यह है कि टेन्टों में बच्चे पढ़ते हैं। हमने कहा कि दो शिफ्ट होनी चाहिये, जैसे दूसरे कालेजों और स्कूलों में होती है। लेकिन नहीं, ऐसी गर्मी में बच्चे टेन्ट के अन्दर बैठे जाते हैं, क्योंकि प्रिन्सिपल महोदया दो शिफ्ट के अन्दर बैठ नहीं सकती। वह तो 10 बजे आई, इधर उधर किया और 11 बजे चली गई।

बच्चा को कंभे पास किया जाता है—यह देखने के लिये आप यहां से किसी ऐसे गुप्तचर विभाग को भेजें जो जाकर उसका पता लगाये। कलेंक्टर का लड़का फेल होते हुए भी पास कर दिया जाता है। कमाण्डर का लड़का फेल होते हुए भी पास कर दिया गया। इन्जीनियर भटनागर का लड़का फेल होते हुए भी पास कर दिया गया। क्या यह घर की धर्मशाला है? यानी बड़ों-बड़ों के लड़कों को तो फेल होते हुए भी पास कर दिया गया और गरीबों को फेल कर दिया। उनसे जो फीस ली जाती है, गरीबों की फीस तो रख ली और बड़ों-बड़ों की वापस कर दी, इस लिए कि रिचैकिंग की जायगी। रिचैकिंग के नाम से उनकी फीस को हड़प कर गये। केन्द्रीय स्कूल का इतना बुरा हाल हो रहा है कि निर्माण कार्य के अन्दर जितना फर्नीचर आया, हमारे प्रोफेसरो के घर में लगा हुआ है। क्या यह तरीका है केन्द्रीय कर्मचारियों के बच्चों को पढ़ाने का?

इसलिए मैं निवेदन करना चाहता हूँ या तो स्कूल खोले ही नहीं, अगर खोल दिया तो उसकी देखभाल की जाय। बस चलाई जा रही है, उसके सेल्ज टैक्स की जिम्मेदारी नहीं ली। महावीर ट्रांसप्रोटै कम्पनी की बस थी। बस वाला उनके सिर हो गया, उसने बस बन्द कर दी, बच्चे घर में बैठे रहे। इस तरह आपस के झगड़े होते हैं। प्रिन्सिपल महोदय कहते हैं कि ये तो साम्प्रदायिकता फैलाते हैं और उन्होंने कपूर साहब को ऐसे ही निकाल दिया। अरे हम निकाशते हैं? हम तो और रखते हैं। लेकिन आप बच्चों को पढ़ाओ तो सही। विविड बनाई,

उसमें हजारों खा गये, क्योंकि उनकी देखरेख में थी।

इसलिए मैं निवेदन करता हूँ—पढ़ाई तो इतनी सस्ती होनी चाहिये कि गरीब का बच्चा भी पढ़ सके। अनुसामनहीनता नहीं होनी चाहिये।

दूसरे—इसके साथ समाज कल्याण विभाग लगा दिया है। इसके बारे में थोड़ा सा आपको बतलाता हूँ। समाज कल्याण में शिडयूल्ड कास्ट और शिडयूल्ड ट्राइब्स के बच्चे विदेशों में नहीं पढ़ सकते। उनके लिए वही कोटा तैयार है जो 6 लड़के बाहर भेजे। आज 1966 से लेकर 1972 तक यही हाल चला आ रहा है। उममे वृद्धि बिल्कुल नहीं हुई है। छात्रवृत्तियां दी जाती हैं, वह वही, 27 रुपये और होस्टल का खर्चा 75 रुपये है। आज कितनी मंहगई है लेकिन उनको 27 रुपये स्कालरशिप के मिलते हैं और 75 रुपये बोर्डिंग का खर्च मिलता है। बोर्डिंग हाउस का हाल देखे तो उसमें खटमल और मच्छर इतने पैदा कर रखे हैं कि आप दो मिनट वहा खड़े नहीं हो सकते। इतने गन्दे हैं और ऐसे आदमियों को ठंका दे रखा है—आवल चाहिये गुड क्वालिटी का लाते हैं बंड क्वालिटी देवता कौन है। जली भुनी रोटियां होती है। कभी आपने होस्टलो का निरीक्षण किया है, जरा करके देखे। शिडयूल्ड कास्ट और शिडयूल्ड ट्राइब्स के होस्टलों की क्या दगा है।

कहते हैं योग्य व्यक्ति नहीं मिलने। मैं आप को बताऊँ इन मत्रालयों के अन्दर एक भी जगह ऐसी नहीं है जिसमें फस्ट ग्रेड का आदमी हो या सैकण्ड ग्रेड का आदमी हो। थर्ड ग्रेड के आदमी तो काफी ले रखे हैं। इतने पर भी कह दिया कि राष्ट्रपति भवन में जो फोटो खींचने वाला आदमी चाहिये वह भी शिडयूल्ड कास्ट का अनुपलब्ध है। आर्मी हैड-क्वार्टर के लिए चौकीदार तक शिडयूल्ड कास्ट के नहीं मिलने। इस रिपोर्ट के अन्दर ऐसा मैंने देखा। यह भेदभाव क्यों है। चौकीदार आप हजार ले खींचिये शिडयूल्ड कास्ट के। लेकिन

[श्री श्रीकारलाल बेरवा]

उन्होंने कह दिया कि नहीं मिलते। वह अपनी आंखों से देख रहे हैं, दुनिया की आंख से नहीं देख रहे हैं। मैं निवेदन करना चाहता हूँ कि आप जरा उधारा के मामले को देखें। इस रिपोर्ट के अन्दर ऐसा लिखा है—हमने अस्पृश्यता निवारण के किस पकड़े हैं, वह माल भर में 3 यानी 13 केम पकड़े हैं। जब कि 8-10 तो हम लाग रोजाना पेपर में पढ़ते हैं अभी जालन्धर के कोठरी गांव में एक हरिजन लडकी को नंगी करके धुमाया गया। क्या यह अस्पृश्यता निवारण का किस नहीं बनना। नंगी धुमाया गया और यही हालत रोजाना है। कूए बनान की हालत देखें—गजस्थान में। शर्म है ऐसी सरकार को जो पानी तक नहीं दे सकती, शेडयूल्ड कास्ट के बच्चे-बच्चियों को। तीन-तीन चार-चार मील में पानी लाना पड़ता है। कहते हैं कि हम विकास कर रहे हैं। और यह समाज कल्याण है या कांग्रेस कल्याण है? यह क्या है? वह तो वोट की खातिर उन का नाम लेते हैं। भुग्गी भोपड़ीवालों को कभी कह दिया—80 गज देगे, कभी कह दिया 20 गज देंगे और गन्दी बस्तियों में जा कर देखें—या हालत है। वोट के दिनों में तो वहाँ झण्डे लगा देते हैं, उन को मक्खन खिलाते हैं और फिर ज्वार के दाने भी नहीं देते। यह हरिजन कल्याण है या समाज कल्याण है। समाज के उत्थान के लिए शेडयूल्ड कास्ट और शेडयूल्ड ट्राइब्स को जब तक प्राण नहीं बढ़ायेगे तब तक समाज कल्याण नहीं हो सकता। लेकिन आप तो अपना कल्याण समझते हैं।

मैंने छात्रवृत्तियों के बारे में बतलाया, होस्टल के बारे में बतलाया नौकरियों के बारे में बतलाया। अब मैं मकानों के बारे में बतलाना चाहता हूँ। इनक मकान के खिसे सात सौ रुपये से बारह सौ रुपये तक कर दिये हैं। इसके लिये आपने एक समिति बनाने के लिए कहा था, लेकिन आज तक वह समिति गठित नहीं की गई, कुछ पता नहीं कि कितने

मकान बने, कहा बने, क्या हरिजन उत्थान हुआ। 1200 रुपये में तो मकान बनाने के "केबल डण्डे" भी नहीं प्राप्त, कैसे मकान बनेगा। बस कहते हैं कि पाच सौ मकान हरिजनों के लिये इधर बना दिये 500 उधर बना दिये।

हरिजन के उत्थान के लिये तीन करोड़ रुपया रखा है, शर्म भ्रानी चाहिये इस सरकार को। जो हरिजन आज भी मैला सिर पर ढोता है, उसके लिये एक ठेला गाड़ी भी नहीं बना सकते उसके लिये तीन करोड़ रुपया किस चीज में खर्च किया? फ्लश सिस्टम बनाने का आर्डर निकाल दिया, पहले फ्लश सिस्टम चाहिये लेकिन वह आर्डर तक पर धरा रखा है, हरिजन आज भी सिर पर मैला उठाकर गुजरान कर रहा है। कहा जाता है कि 193 करोड़ रुपया खर्च करने की व्यवस्था की गई है, लेकिन उसे भी पूरा खर्च नहीं कर सकते, मैं पूछता हूँ क्यों खर्च नहीं कर सके, क्या आप का किसी ने हाथ पकड़ लिया था। क्योंकि यह रुपया शेडयूल्ड कास्ट के लिये है, इसलिए खर्च नहीं कर सकते। राज्यों को जो पैसा दिया जाता है, वह भी खर्च नहीं होता है, कहा दिया जाता है आप के चुनाव में दिया जाता है।

राजस्थान के अकाल सहायता कार्य में 75 करोड़ रुपया राजस्थान सरकार ने खर्च किया और कह दिया कि हम ने ग्राम विकास के लिये 2600 मील लम्बी सड़क बना दी है, लेकिन आप जा कर देखेंगे तो 6 मील लम्बी सड़क भी नहीं है, सब झूठे फर्जी बिल बन गये। यह हरिजन उत्थान हुआ है। उनके लडकों के लिये मैट्रिक तक मुफ्त शिक्षा होनी चाहिये, पीपुलिक आहार मिलना चाहिये, लेकिन सब खा जाते हैं। यहाँ तक कि धमरीका और कंनेडा से हमारे बच्चों के लिये दाल-दलिया आता है, वह भी खा जाते हैं। क्योंकि वह खाने में ताकत देता है, इसलिए आप लोग उसे भी बट्ट कर जाते हो। हमारे यहाँ मछली देते हैं—आदि-

बासी बच्चों को, लेकिन वहाँ मछली का नाम भी नहीं है, सब मछली मीलाम हो जाती है। इस तरह से हरिजन सुधार के लिये जितना खर्चा जाता है, वह खर्च नहीं किया जाता है।

मैं निवेदन करता हूँ कि हरिजनों के लिये जितना खर्चा मिले वह खर्च किया जाये, उन की अवस्था को सुधारा जाये, उनके लिए मकान बनाये जायें, उनके लड़कों को विदेशों में इंजीनियरिंग और दूसरे विषयों की शिक्षा प्राप्त करने के लिये भेजा जाये।

उपाध्यक्ष महोदय—शिक्षा की बात आई—हमने कई बार कहा है कि कोटा में मेडिकल कालिज होना चाहिये, कृषि कालिज होना चाहिये, इन्जीनियरिंग कालिज होना चाहिये, लेकिन कुछ नहीं खोला गया। कहां बनायेंगे—मद्रास में, बंगलौर में, लेकिन राजस्थान का नाम उस में नहीं आता। अगर बनाना है तो राजस्थान को चमन बनाइये, कृषि कालिज, मेडिकल कालिज, इन्जीनियरिंग कालिज कोटा में खुल सकते हैं लेकिन आप खोलना नहीं चाहते, दिल्ली से बम्बई की तरफ निकल जाते हैं।

मेरा अनुरोध है कि जिन बातों के मैंने सुझाव दिये हैं, आप उन पर विचार करें।

श्री गंगाधरराव बोधित (लखनऊ) : उपाध्यक्ष महोदय, शिक्षा किसी भी देश की आधुनिकता की और उसके सामाजिक मूल्यों की प्रतीक हुआ करती है और आर्थिक विकास की प्रक्रिया में भी उसकी बड़ी भूमिका रहती है। यदि हमें आज की हमारी शिक्षा प्रणाली को इन बातों की कसौटी पर कसे तो हमें देखा जा सकता है कि क्या यह शिक्षा प्रणाली खरी उतरती है, इन कसौटियों पर कस कर देखें। क्या आज की शिक्षा प्रणाली सामान्य जनता के निरक्षर करने के हमारे दृष्टिकोण को व्यापक करती है? क्या आज की शिक्षा विशेष क्षमता प्रदान करती है और कुशल समाजिक पूंजी का निर्माण करती है? क्या

आज की शिक्षा प्रणाली तकनीकी ज्ञान का विकास कर के रोजगार के अवसर प्रदान करने का कोई प्रयत्न करती है? क्या आज की वर्तमान शिक्षा आर्थिक विकास और आयोजन के विकास की तरफ कोई दृष्टिकोण का विस्तार करती है? क्या आज की शिक्षा विशिष्ट कानूनों का ज्ञान प्रदान करती है और हमारे कार्तकार या हमारे नागरिकों की इतना ज्ञान प्रदान करती है कि सामाजिक उच्छ्रलता और कुरीतियों का उन्मूलन कर के वे समाज उत्थान का कार्य करें? क्या आज की शिक्षा सामाजिक कुरीतियों का विनाश कर के समाज को ऊंची दिशा दिखाती है? क्या आज की शिक्षा राष्ट्रीय विकास की तरफ कटिबद्ध करने की कोई योजना राष्ट्र के सामने रखती है? क्या आज की शिक्षा इस बात का प्रयत्न करती है कि मानव की भौतिक पूंजी के साथ-साथ मानवीय पूंजी की तरफ भी हमारा ध्यान जाये? यदि इन उद्देश्यों की कसौटी पर आज की शिक्षा को कसा जाये तो मुझे अफसोस के साथ कहना पड़ता है कि वह सोलह आने खरी इन कसौटियों पर नहीं उतरती। यदि हम आज की उपलब्धियों का आंकलन करते हैं तो मानवीय चातुर्य और उस के साथ प्रशिक्षित कल्पना शक्ति की और हमारा ध्यान बिलकुल नहीं जाता। जब हम अपनी उपलब्धियों का आंकलन करते हैं तो उसके साथ हम केवल इस बात का ही ध्यान करते हैं कि उपलब्धियों के लिए धन की ही आवश्यकता है हम इस बात का ध्यान नहीं करते कि धन का उत्पादन करनेवाले, विकास को बनाने वाले कहां तक मानवीय दक्षता प्राप्त करते हैं? इन बातों पर हमें ध्यान देना, विचार करना होगा।

आज की परीक्षा प्रणाली क्या इस संघ की नहीं है कि हम आज को चुनौती देते हैं और यह कहते हैं कि हम देखेंगे कि हमें क्या पड़ा है। हमें देखना यह चाहिये कि उसने प्रगति कितनी की है। हमें यह नहीं देखना चाहिये, वह चुनौती निवारकों को नहीं देनी चाहिये

[श्री भंगाचरण दीक्षित]

कि तू ने क्या पढा है, हम साल में एक बार तेरी परीक्षा लेकर देखेंगे। चुनौती विद्यार्थियों को न दी जाये। शिक्षा बोर्ड को दी जाये, शिक्षा शास्त्रियों को दी जाये, जिन्होंने परीक्षा का भूत विद्यार्थियों के मस्तिष्क पर दिन-रात सवार कर रखा है। आज केवल किताबी शिक्षा का ज्ञान रह गया है। अगर किसी पुस्तक में होली का पाठ पहले है और दीवाली का अन्त में है, तो जब दीवाली आयेगी तो होली का पाठ पढ़ायेगे और जब होली का प्रवसर आयेगा तो दीवाली का पाठ पढ़ाया जायेगा। बंगाल के नृशस हत्या काण्ड और उसके फलस्वरूप यदि लड़ाई हुई तो समाज का हर वर्ग, समाज की हर दीवारें, समाज का हर कण-कण इस बात से ध्वनित हो चुका था कि लड़ाई हो रही है, लेकिन किताबी स्वप्न में घुमनेवाले पाठक मीरा का भजन गा और पढ़ा रहे थे। बुनियादी शिक्षा के निर्माताओं ने बार-बार हमारा ध्यान दिलाया कि विद्यार्थियों को आस-पास के समाज का ज्ञान कराया जाये, आस-पास के वातावरण से परिचित कराया जाये आञ्च-बाञ्च की भौगोलिक परिस्थिति का ज्ञान कराया जाये, लेकिन देखा यह जाता है कि आस-पास की भौगोलिक परिस्थिति का ज्ञान नहीं हो पाता। उनको यह ज्ञान नहीं हो पाता कि हमारे आञ्च-बाञ्च का सामाजिक वातावरण क्या है। आज केवल भारतवर्ष की निरक्षरता का ही सवाल नहीं है। यह बड़ी भारी विडम्बना है कि एक तरफ हम साक्षरता की दुहाई दें और यह कहें कि निरक्षरता है, दूसरी तरफ प्रशिक्षित लोग घर-घर भीख मांगते फिरें। यह भारतवर्ष के साथ बड़ी विडम्बना है कि प्रशिक्षित वर्ग दर-दर शिक्षामुं देखि का पात्र लेकर घूमे और दूसरी तरफ हम कहने फिरें कि निरक्षरता है। इसका कारण यह है कि जो शिक्षा दी जा रही है वह अनुपयोगी है। आज जापान में अगर मैं मे चावल बोया जाता है तो वह अणुस्त में काट लिया जाता है, सितम्बर तक रफ्तार की जड़

नहीं रहती है। उसका कारण यह है कि वहाँ पर 1946 में भूमि सुधार का जो कानून बनाया गया उसको समझने वाले दस में से 9 काश्तकार थे। लेकिन भारतवर्ष में शायद दस में से एक भी काश्तकार ऐसा नहीं होगा जिसमें, उसके लाभ के लिए जो कानून बनाये जायें उनको समझ सकने की क्षमता हो। उसके लाभ के लिए जो भी कानून बनाये जाते हैं उनको वह नहीं समझ सकने हैं लेकिन जापान में यह बात नहीं है। आज वहाँ पर 90 प्रतिशत बल्कि शत प्रतिशत लोग जो स्कूल में भर्ती होते हैं उनका जव-तक कोर्स पूरा नहीं हो जाता स्कूल नहीं छोड़ते। लेकिन हमारे यहाँ क्या स्थिति है? मैं मध्य प्रदेश का जिरू करना चाहता हूँ। प्रथम साल जो लड़के भर्ती कराये जाते हैं, वे पूरा कोर्स नहीं करते हैं, जब साढ़े 6 लाख लड़के भर्ती कराये जाते हैं तो पांचवी कक्षा तक वे डेढ़ लाख ही रह जाते हैं। यदि पहली कक्षा में साढ़े 6 लाख थे तो दूसरी कक्षा में साढ़े तीन लाख से भी ज्यादा नहीं जाते। इसका कारण क्या है कि एक बार जो प्रवेश पाता है वह दोबारा वापिस नहीं आता? मैं समझता हूँ हमें उनके लिए आकर्षण पैदा करना होगा। हमें उनके लिए स्कूल नहीं बल्कि एक दूसरा घर सा बनाना होगा जिसकी ओर उनका स्वयं ही आकर्षण पैदा हो जाये। स्कूल ऐसी जगह नहीं होनी चाहिए जहाँ उनको किसी प्रकार का भय आ आतंक का आभास हो। वहाँ पर उनको एक हमदर्द शिक्षक देना पड़ेगा जो कि उनके कार्यक्रमों का रात दिन ध्यान रखे और उनके मस्तिष्क को सुधारने की तरफ पूरा ध्यान दे। जब तक इन बातों की ओर बच्चे का ध्यान आकर्षित करने के लिए हमारा ध्यान नहीं जायेगा तब तक बच्चे का ध्यान भी स्कूल से हट कर अपने घर और समाज की तरफ चला जायेगा।

SHRI S. P. BHATTACHARYYA (ulberia): Sir, there is no quorum in the House.

[Shri Baljibhai Parmar]

MR. DEPUTY-SPEAKER : The bell is being rung.

Now there is quorum The hon Member may continue.

श्री गंगा चरण बीक्षित : उपाध्यक्ष महोदय, आज का विद्यार्थी जीवन की दहली पर खड़ा हृष्या है जहा अज्ञेय भविष्य और अलभ्य अतीत परस्पर आलिंगन कर रहे हैं। आज वह भूत के बोझ से और भविष्य के भय से मुक्त है। उसका हृदय मुक्त है और मस्तिष्क स्वतंत्र है। विश्वविद्यालय मे उसके चरित्र वा गठन होता है और विश्वविद्यालय रूढ़ियां ही विद्यार्थी के चरित्र का गठन करने में सहायता करती है। भारतवर्ष की रूपरेखा बनाने मे नालदा और तक्षशिला ने जो काम किया था वह किसी और ने नहीं किया था। तक्षशिला और नालदा ने भारतवर्ष की रूपरेखा खींची थी। उस समय के शिक्षा शास्त्रियों में रूपरेखा खींची थी। उस समय वहा जो विद्वान् गुरु थे उन्होने भारतवर्ष की रूपरेखा का निर्माण किया था। परन्तु आज विश्वविद्यालयो के पाठ्यक्रम की क्या दशा है ? हमारे विश्वविद्यालयों के पाठ्यक्रम तो ऐसे होने चाहिए जो समाज के स्फूर्त आदर्शों और स्फूर्त आस्थाओं को अपनाने की प्रेरणा ही नहीं दें उनको केवल बाणी ही न दें बल्कि विद्यार्थी के मानस मे उनकी जड़े भी मजबूत जमाने की कोशिश करें। तो हमें अपने यहां एक विशेष प्रकार का पाठ्यक्रम बनाना चाहिए। हमारे शिक्षा शास्त्रियों को यह मोचना पड़ेगा कि शिक्षा का पाठ्यक्रम कैसा हो। यदि राष्ट्रीयकरण करके हम ग—गणेश की जगह ग—गधे का कह सकते हैं केवल इसलिए कि ग—गणेश में सम्प्रदायवाद की गंध आती है तो मुझे बड़ा अचरज मालूम पड़ता है। अगर ग—गणेश का कहें तो हमें हम सम्प्रदायवाद की गंध पायें और ग—गणेश का न कह कर 'ग—गधे का' कहें तो क्या बराबर 'ग—गधे' का कहने से बालक के मस्तिष्क में उसके सामने गणेश की जगह गधा नहीं दीवेगा।

तो मैं आप से प्रार्थना करता हूँ कि आज हमारे आर्थिक विकास में हमने इस प्रकार की कोशिश की कि आर्थिक विकास हो लेकिन जो मूल आधार शिक्षा का है उसकी तरफ हमारे शासन का उतना ध्यान नहीं जाता जितना कि ध्यान जाना चाहिए।

SHRI BHALJIBHAI PARMAR(Dohad) : I am very much thankful to you for giving me time to speak on the Demands for Grants under the control of the Ministry of Education and Social Welfare. In view of the limited time at my disposal, I would like to make my speech as brief as possible.

As mentioned in article 46 of the Constitution :

"The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

In the light of this provision, I would like to review the progress so far achieved in the edcountry. The Scheduled Castes, Scheduled Tribes, denotified tribes, nomadic tribes and semi-nomadic tribes and other backward classes come to about one-fifth of the population. The amount spent on their welfare during the First, Second and Third Plans comes to Rs. 375 crores on non-plan and plan programmes during the three plan periods. What is now provided for them in the Fourth plan is Rs. 142 crores for plan expenditure and Rs. 35 crores on non-plan budget for their welfare. It is further stated in the report that Rs. 30 crores per annum will also be spent on the welfare of backward classes from the non-plan budget. I would like to know the *per capita* expenditure incurred on the welfare of the various categories of backward classes including Scheduled Castes and Scheduled Tribes, denotified tribes, nomadic tribes and semi-nomadic tribes. The population of the Scheduled Castes is 6.44 crores and that of the Scheduled Tribes is 3.02 crores according to the 1961 census. The population figures in regard to the denotified, nomadic and semi-nomadic tribes are not contained in the report. These figures may be made available according to the 1971 census. Therefore,

I would request that these figures along with the *per capita* expenditure incurred so far may be mentioned, so that this House can realise the *seriousness with which the welfare work programme is carried on in the country.*

The Adibasis and Harijans were allowed to form co-operative housing societies in the State of Gujarat under the P.W.R. Scheme 219. But now it is learnt that it has been discontinued, and the progress in the matter has come to a standstill. I would, therefore, request that this scheme for the benefit of the Scheduled Castes and Scheduled Tribes may be revived for the whole country. This scheme should be sponsored by the Central Government with 50 per cent contribution from them and 50 per cent contribution from the States, so that the Adibasis and Harijans can form co-operative housing societies and get good housing accommodation. Therefore, I would like to suggest that at least 25 per cent of the amount may be provided as subsidy. If this is not possible, an interest-free loan may be granted to these societies for a period of 25 years so that the Scheduled Castes and Scheduled Tribes could repay it in easy instalments.

The Life Members scheme granted for workers among the Adivasis of India may be revived as the old and enthusiastic workers who possess missionary zeal and vigour can be encouraged to do wholehearted work in the distant rural areas covered generally by forests. The scheme may be implemented through the Bhartiya Adim Jati Sevak Sangh, as was done in the past.

With regard to imparting education to Adivasi children in primary standards, I humbly suggest that only opening of Ashram schools in the tribal areas will serve the purpose. Looking to the poverty of the Adivasi people, suitable village groups be formed and Ashram schools be opened. The present village-wise schools in tribal areas should be abolished and replaced by Ashram schools so that these schools can serve as real cultural centres and good and able-bodied citizens bred and brought up for the service of the country. The education given in the Ashram schools must be job-oriented so that the children stand on their own legs and may not wander in search of jobs after completion of their course of studies.

I am sorry to say that even after 25 years of independence Government have failed to remove slums from big cities like Bombay, Delhi, Ahmedabad and Calcutta and have also not been able to remove segregation of houses of Scheduled Castes and Scheduled Tribes. These houses are generally situated on the outskirts of the villages in the country, which is quite deplorable.

Government should be very vigilant and see that the proper percentage of Adivasis in employment in public sector undertakings is maintained. It is painful to note that the percentage of Scheduled Castes and Scheduled Tribes in such employment is not maintained. During our visits, the Committee on Welfare of Scheduled Castes and Scheduled Tribes found that only a very negligible percentage of them is employed in these undertakings. This should be looked into. The recommendations of the Committee in this regard should be taken seriously and implemented so that the welfare of this community is properly attended to and their emancipation achieved very soon.

I would like to suggest that the welfare programmes of Scheduled Castes and Scheduled Tribes should be implemented on a war footing as we did in the case of Bangla Desh so that their rehabilitation is brought about speedily.

As for the removal of untouchability, I am sorry to say that this evil which has been continuing for thousands of years still continues. This should be rooted out of the country lock, stock and barrel.

During my tour of Ahmedabad, I noticed one instance which I would like to cite here. There was a clash among the students of the B.D. Medical college. The Scheduled Caste students were harassed by the Caste Hindu students. Since the Scheduled Caste students could not get any protection, they had to leave the hostel.

Still, they are outside and are not given due protection to remain in the hostel. I request the hon. Minister to look into this matter and see that the Harijan students stay in the hostel peacefully.

MR. DEPUTY-SPEAKER : The hon. Member's time is up.

[Shri Sakti Kumar Sarkar]

SHRI BHALJIBHAI PARMAR : Further, I request that the Untouchability offences Act, 1955 may be suitably amended so that the provisions of the Act can be made very tight and the work of the removal of untouchability can be done effectively.

MR. DEPUTY-SPEAKER : That will do. Now, Shri Sakti Kumar Sarkar.

SHRI SAKTI KUMAR SARKAR (Joynagar) : Mr Deputy Speaker, Sir, I want to speak in Bengali and I request the hon. Minister to pay his kind attention to the problems which I want to point out.

* I rise to support the demands for grants of the Ministry. It has been accepted that education should be the first investment for national development but I have found that there is an inherent defect in our present system of education. If this is not handled correctly at this stage, then the future is very bleak. The structure of prosperity that we dream of constructing the country will be nullified. Why do we need education ? We need education for making good citizens. Citizens with creative faculties and disciplined mind. But the chaos that we find today in the field of education, the way the educated people are using their learning cannot be called real education. Only today I have read in the newspapers that the Vice-Chancellor of the Calcutta University was 'gheraoed' for six hours. This is not an isolated incident occurring today only. We have come across many such incidents over the past one year. Such incidents have been repeated elsewhere also. The degree of education cannot certainly be gauged by some figures and statistics and through increasing budget. If an increase in budget were an index of the spread of real education then we could certainly say that we are spreading education. But unfortunately it is not so. We have increased the allocation on education progressively over the years but but we have failed to impart real education. The form that education has taken today can only be termed as explosive. Not only explosive it is also suffocating. There is terrible unrest today among the educated youth which has generated out of educated unemployment. What all the educated unemployed do ? Will they tear off their dress at the University Convocation ? Will they try to murder the Vice-Chancellor of the University in broad

day-light ? If this be the measuring rod of our education today, then certainly we will have to do some rethinking. We have constituted many Committees and Commissions to go into the maladies of the present system of education but where is the implementation of their recommendations ? Merely appointment of Committees and Commissions is not going to solve the colossal problems facing up in this field of education. There have been the Gajendragadkar Committee, the Radhakrishnan Committee etc. Committee after Committee and Commission after Commission have been appointed but no tangible results have been achieved. We have not tried to reach the roots of the malady. We have tried to effect certain structural changes only. Where from came the idea that the deeprooted problems can be solved by effective certain structural changes only. What is the basic difference between our system of education and the western system of education ? We will have to examine whether the western system of education is beneficial for our country or not. If that system was beneficial to us then how did the 'Naxalites' emerge in our country ? Why did the brilliant students of the Calcutta University turn 'Naxalites' ? We will have to examine where the fault lies in our educational system. If our education does not teach respect for human values then where is the usefulness of such education ? Education should not teach us disrespect and violence. If we cannot find a solution to this, then all our efforts will meet with failure. It will be a colossal wastage. Education, as is understood by the three Rs, does not cover even 29% to 30% of our population. This is a matter of shame and sorrow. If the higher strata of the educated today turn violent then we should have to rethink where lies the flaw in our present system. I will request the hon. Minister to think on this. Unemployment will always be there. Our ambitions and interests can never find a meeting ground with our resources. There will always be a disparity between the two. It is not enough to compare our system of education with those obtaining in the affluent countries like America and Europe and raise a hue and cry over it. What is the aim of our education ? Our planning Commission has presented us with a large volume. They have mentioned therein education and manpower. They have tried to translate educa-

* The Original speech was delivered in Bengali.

tion in terms of manpower. What is manpower? Is it specialisation to create specialists? I feel that the creation of expertise and specialists will not be beneficial to the country. We have got many institutions for producing expertise and specialists, but what have we seen there? We have seen that in the scientific, engineering and medical institutions, there is maximum unrest. Ours is a poor and socialist society. Therefore, there is expression of unrest. The western society is an affluent society. But there also, we find discontentment. If affluence is the sole ambition of the people then why are the people of those countries today going out of their society as 'hippies'? I do not believe that plenty and prosperity is the sole solution and remedy of all these problems. I feel that a time has come when we should think of changing our education system entirely. And with that end in view I want to place a few suggestions. Due to the present system of mass media in the country, the students and the people are trying today to find an economic solution of all the problems. Everything is being tied in terms of economics. It is a very sorry affair that our thinking is diverted in terms of economic prosperity,

Today our economists are dictating everything. What should be scale of education, how much progress will be there, all are being devised by the economists. We should be alive to this situation. The violent attitude is spreading fast. We should be on the alert. Only a few days ago we saw that the 'Yuva Shakti' in West Bengal stopped the running of all trains on a flimsy ground resulting in a loss of about Rs. 2 crores.

SHRI JYOTIRMOY BOSU : It is a quarrel or factional fight between the two sections.

MR DEPUTY SPEAKER : I do not think students have anything to do with it.

SHRI JYOTIRMOY BOSU : The Chhathra Parishad is there.

MR. DEPUTY-SPEAKER : It is only in name.

SHRI SAKTI KUMAR SARKAR : The student community in western countries want a speedy solution to all their problems and they are also turning restless. The social scientists there have started rethinking. Even those students living in prosperity are craving for more and more. They want motor cars for dating their girl-friends. They

are also not satisfied though living in the midst of plenty and prosperity. There is no reason why we should also rush towards economic prosperity. We need a system of education that will generate character in the students. The sort of character that will make one respectful towards others. The system that will make one humble. Stress should be laid on character building. I have gone through every line of the Report but have failed to find any stress being laid on the character building and character moulding aspect of education. More stress should be laid on the character building aspect. Character is the backbone of an individual and ultimately of the nation. (Interruption—)

I will like to point out that the stipends that are given to postmatriculate students belonging S.C. & S.T. Committees is wholly inadequate in the context of present high cost of living. The amount of the stipends have remained stationary over a number of years whereas the cost of living has gone up beyond all proportions. There is a paramount need to raise the amount of these stipends. Another thing I want to say, Sir, and that is about the I. A. S. training institution for the Scheduled Castes and Tribes. There is one such institution, I understand, in Allahabad. But in the Eastern region, i.e. in Assam, Bengal, Orissa, Manipur, Tripura etc. there is no such institution. Therefore, I would request that one such institution may be started in Calcutta or somewhere else in the Eastern region for imparting training to the Scheduled Caste candidates. One more thing I will say that the Scheduled Caste (Order) Bill was brought before this House in 1967, which suggested certain drastic changes. The Fourth Lok Sabha was dissolved prematurely, and consequently that Bill lapsed. That was a very good Bill and I will, therefore, request the Government to bring forth that Bill again in the present Lok Sabha.

In conclusion, I will say, Sir, that the Budget presented before us is hopeful but it does not fulfil all our aspirations and expectations. I had expected something more. I support the Budget proposals and with that, Sir, I conclude my speech.

श्री शिव कुमार शास्त्री (झलौगढ़) :
उपाध्यक्ष महोदय शिक्षा का वर्तमान ढांचा लाईं मैकाले का तैयार किया हुआ है। उस का उद्देश्य भारतीयों को शिक्षा देना नहीं था

[श्री शिवकुमार शास्त्री]

अपितु उद्देश्य यह था कि अंग्रेज सरकार का काम काज चलाने के लिये उन की भाषाओं से परिचित कुछ व्यक्ति मिल जायें जो काम-काज चला सकें। मैंने लार्ड मैकाले का वह पत्र पढ़ा है जो उन्होंने अपने पिता को लिखा था। मैं अंग्रेजी अच्छी नहीं जानता लेकिन काम चला सकता हूँ। मैं पत्र का कुछ अर्थ उद्धृत करना चाहता हूँ जिस में आप को पता चल जाय कि मैंने पत्र को पढ़ा है। वह लिखते हैं :

"We must do our best to form a Class who may be interpreters between us and millions of whom we govern, a class of persons India in blood and colour but English in taste"

आगे भी उन्होंने कहा है कि हमें प्रयत्न यह करना चाहिये कि हम ऐसी अंग्रेजी भारतीयों में तैयार कर दें जो रंग रूप से तो भारतीय हों लेकिन उसके सोचने और समझने का ढंग अंग्रेजियत का हो। यद्यपि जो ढांचा उन्होंने तैयार किया था कुछ घटा बढ़ी के साथ अब तक वही ढांचा चला आ रहा है। दुर्भाग्य यह है कि स्वतन्त्रता प्राप्ति के बाद से लेकर आज तक जितने भी उच्च कोटि के विचारक भारतवर्ष में हुए हैं उन सब का कहना रहा है कि शिक्षा के ढांचे में परिवर्तन होना चाहिये। प्रथम राष्ट्रपति डॉ० राजेन्द्र प्रसाद ने कहा, डॉ० राधाकृष्णन ने कहा, दूसरे शिक्षा शास्त्रियों ने कहा लेकिन दुर्भाग्य यह है कि इस विभाग ने इस तरफ उसको जितना ध्यान देना चाहिये था उतना नहीं दिया। आज जो नया भारत दिखाई देता है यह सब आपकी शिक्षा के उत्पादन का अर्थ है, यह आपका प्रोडक्शन है और इस में यदि कोई खराबी है तो इसके लिये आप से उचित रूप में जबाब तलब किया जा सकता है।

16 hrs.

SHRI JYOTIRMOY BOSU (Diamond Harbour) : On a point of order, Sir There is not a single person from the Ministry of Education.

THE DEPUTY MINISTER IN THE DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI KEDAR NATH SINGH) : Shri Ramaswamy is there.

SHRI JYOTIRMOY BOSU . Is he no longer in Home ? Has he shifted ? AN HON. MEMBER : Yes.

SHRI JYOTIRMOY BOSU I plead my ignorance It is a fast changing world !

श्री शिव कुमार शास्त्री : यह समय मेरे हिसाब में न लगाए।

मैं यह कह रहा था कि कुछ घटाबढ़ी के साथ यह ढांचा वैसे का वैसे चला आ रहा है। शिक्षा का उद्देश्य वास्तव में यह है कि मनुष्य के मस्तिष्क का विकास हो, शरीर का विकास हो और इस प्रकार की शिक्षा जिस समाज में व्यक्ति को दी जाती है उस समाज का विकास अपने आप हो जाता है। यदि आज हम इस प्रकार के मानव भारत में तैयार नहीं कर सकते हैं तो बजा तौर पर शिक्षा मन्त्रालय से जबाब तलब किया जाना चाहिये। यह उत्पादन इनका है। और यदि यह खराब है तो इसका दोष भी इन पर ही है। इस वास्ते इस में सुधार की आवश्यकता है। यदि आप इस दृष्टि से देखेंगे तो हमारी शिक्षा में वे तत्व हैं ही नहीं जो मनुष्य को मनुष्य बनाए, आदमी को आदमी बनाएं आदमीयत और शय है इत्म है कुछ और चीज लाख तोते को पढाया पर वह हँवा ही रहा।

अक्षर ज्ञान और चीज है, निरक्षर को अक्षर ज्ञान कराना और चीज है लेकिन मानवता और इसाबियत वास्तव में एक दूसरी चीज है। जो शिक्षा इसानियत और मानवता सिखाती है, उसी का नाम वास्तविक शिक्षा है। यदि वह नहीं है तो शिक्षा शिक्षा नहीं है। इस समय यदि आप देखें तो इस प्रकार की शिक्षा हमारे विद्यालयों में दी ही नहीं जाती है। चाहिये तो यह था कि हम अपने प्रचीन ढांचे के आधार पर, जो सामिया आ गई हैं, उनको हटाते। पुराने जमाने में गुरु को यह

अधिकार था कि वह परीक्षा करे कि विद्यार्थियों में से कौन से विद्यार्थी ऐसे हैं जो शिक्षा के पात्र हैं। अक्षर शिक्षा का अधिकार सब को है लेकिन उच्च शिक्षा प्राप्त करने के लिये कुछ पात्रता चाहिये, कुछ सात्विकता चाहिये, कुछ इंसानियत चाहिये। इसीलिए आचार्य यास्क जो बहुत बड़े वेद के भाष्यकार हुए हैं, उन्होंने कहा है : विद्या ह्यं ब्राह्मणमाजगय भोपाय मा शेषधिन्नेऽ हम्मिम् । असुयकायानृजवेऽ यताय

विद्या ब्राह्मण के पास गई और अपने कहा कि मैं तेरे खजाने की चाभी हूँ, ऐसे श्रद्धालु-को चाभी मत पकड़ा देना जो सारे के सारे तेरे खजाने को उजाड़ कर रख दे। जो ठीक तरह से चल सके, जो अपने कर्तव्य का पालन कर सके, इस खजाने को उसको देना, किमी दूसरे को मत देना। यह अधिकार हम समय अध्यापकों को प्राप्त होना चाहिये। हमने शास्त्रों में पढ़ा है कि तीन प्रकार विद्या प्राप्ति के थे, चौथा नहीं था।

गुरु श्रुषया विद्या पुष्कलेन घनेन वा श्रथवा विद्यया विद्या चतुर्थम् नोपलभ्यते

तीन प्रकार से विद्या प्राप्त होती है। या तो गुरु की सेवा में विद्या प्राप्त होती है। बहुत पुराने समय में ऋषियों की गीए चराते चराते और बीच के समय में गुरु के पैर दबा कर या मस्जिदों में मुल्लाओं की चिलपें भरते भरते, उनकी कृपा से विद्या प्राप्त होती थी। दूसरे पुष्कलेन घनेन वा। या बहुत ध्यादा पैसा हुआ और किसी विद्वान की गर्ज पूरी करके वह विद्वान विद्या दे देता था जैसे द्रोणाचार्य को रख लिया गया था और उन्होंने कौरवों और पांडवों को शिक्षा दी थी।

श्रथवा विद्यया विद्या

तीसरा प्रकार यह है कि मुझे एक विद्या माती है, आपको दूसरी माती है और आपने मुझे पढ़ा दिया और मैंने आपको पढ़ा

दिया। चतुर्थम् नोपलभ्यते। विद्या का चौथा प्रकार नहीं है। फिर चौथा प्रकार अगर आपकी देखना है तो आज आज्ञादी के बाद देख लीजिये। चौथा प्रकार डंडे का है। प्रिंसिपल के सिर पर डंडा। पास करेगा या नहीं? उसको पास करना पड़ेगा। दाखिला करेगा या नहीं? उसको दाखिल करना पड़ेगा। मैं ऐसे विद्यार्थियों को जानता हूँ जो डंडे के बल पर बी० और बीए० एड० में एडमिट हुए हैं, जिन्होंने अपने नम्बर बढ़वाए हैं। कल परसों की बात है। हमारी और आपकी नाक के तीचे तिविवया कालेज के प्रिंसिपल की जो इडिडियां तोड़ी गई, वह हमारे और आपके सामने की बात है। शिक्षा मंत्री जी चले गए हैं, नहीं तो मैं उनको अलीगढ़ का उदाहरण देता। प्रिंसिपल गर्ग की हत्या धर्म समाज कालेज के मैदान में वहां के छात्रों ने स्वतंत्रता के बाद की। अलीगढ़ मुस्लिम विश्वविद्यालय के वाइस चांसलर पर हमला किया गया, उनको पीटा गया। वह बच गए, दूसरी बात है। उन्होंने चागला साहब को जो पत्र लिखा था वह मैंने पढ़ा था। जो चौथी प्रकार पहने नहीं था वह आज दिखाई दे रहा है। इसलिए शिक्षा में यह सुधार करना चाहिये कि गुरु के लिये आदर भाव और श्रद्धा हमारी शिक्षा के ढांचे में आए।

कुछ संघम और तप की बात भी हमारे विद्यार्थियों में आनी चाहिये। भोग की भूख अगर बढ़ा दी गई तो हजार नारे लगाते रहें कि हम गरीबी दूर करेंगे लेकिन वह दूर नहीं हो सकेगा। प्रधान मंत्री ने ठीक कहा था अपने एक भाषण में कि गरीबी का स्वरूप बदलता जा रहा है। जहां पर सड़क नहीं है, वहां पर इस नाम से सड़क की मांग की जा रही है। दिल्ली में एक और नारा लगाया गया है कि ठर्रा पीने से कुछ लोग मर गए, इस पर एक आदमी ने मुझे कहा कि क्योंकि

गरीबी है इसलिए बढिया शराब नहीं पी सकते हैं, अगर शमीर हो जाए तो बढिया पीने को मिले । इमका नाम शिक्षा नहीं है, शिक्षा का अर्थ संयम है, इंद्रियों को वश में करना है ।

प्रथमे बयसि यः शान्तः सशान्तः इति
मे मतिः ।

घातुषु क्षीयमारोषु शमः कस्य न जायते ॥

उठती उम्र में जबानी के दिनों में जाँ आदमी अपने ऊपर कंट्रोल करता है, नियंत्रण करता है वही वास्तव में शिक्षा है, और शिक्षा नहीं ।

मजा है जबानी में पारसाई का ।

नाखुदा बो है जो किस्ती को बचाए
तूफ़ां से ।

जबानी में जो नियंत्रण नहीं रख सकता, संयम नहीं रख सकता, जिस समय कसौटी का समय आएगा तब वह व्यक्ति उस पर खरा नहीं उतरेगा । इस वास्ते शिक्षा मे इम प्रकार का परिवर्तन होना चाहिए ताकि संयम और और तप का भाव छात्रों में जागृत हो ।

एक और आवश्यक बात भी है । स्मृति शास्त्र समय समय पर बढ़ते रहे हैं । स्वतंत्रता के बाद एक नये धर्म की आवश्यकता है और वह है सर्व धर्म समता भाव । संक्युलरिषम शब्द का क्या अर्थ है, मैं नहीं कह सकता हूँ । लेकिन इसका जो अनुवाद हिन्दी में प्रचलित है वह धर्म निरपेक्षता है । मेरी समझ में यह अनुवाद बिल्कुल गलत है । धर्म वह शब्द है जिसका अनुवाद हो ही नहीं सकता । मैं एक वाक्य बोलता हूँ । "अग्नि का धर्म जलन है ।" क्या वहाँ पर आप रिलिजन शब्द का प्रयोग करेंगे ? हाँगिज नहीं करेंगे । संक्युलरिषम का अर्थ मत निरपेक्षता तो हो सकता है जिसमें मत और पन्थ किसी का फर्क नहीं किया जाता, चाहे कोई न्याय पके, पूजा करे, इबन करे, किसी प्रकार

का बंधन नहीं है, लेकिन धर्म का वह स्वरूप जिसको इंसानियत और मानवता कहते हैं, जब तक वह शिक्षा में नहीं आएगा, तब तक मनुष्य मनुष्य नहीं बनेगा और जो आपका उद्देश्य है, वह पूरा नहीं होगा । इसलिए ऐसी स्मृति बननी चाहिये कुछ विद्वानों को लगाकर जो मुसलमानों के भी उदार भावों को इकट्ठा करे । क्या हाकिज जालंधरी मुसलमान नहीं था जिसने ब्राह्मण को कहा था ।

ओ बिरहमन नालये नाकूस मस्जिद तक
भी पहुँचा दे ।

बुरा क्या है मुअज्जन भी अगर बेदार हो
जाए ।

ऐसे जोर से शंख बजा दे ओ ब्राह्मण, कि उसकी आवाज मस्जिद तक पहुँच जाए और शंख की आवाज सुनकर अगर मुसलमान भी जग जाए भक्ति करने के लिए तो इसमें बुरा क्या है ?

मुसलमानों, हिन्दुओं और ईसाइयों के उदार विचार आये और उनके आधार पर हमारे शिक्षणालयों में पाठ्य-पुस्तकें तैयार हों । तब उस भारत का निर्माण होगा, जिसको हम सब बनाना चाहते हैं ।

किभाषा फार्मूले में संस्कृत बुरी तरह से पिस्त रही है । यह हमारे देश की पुरानी धाती है, जिसकी सरकार को रक्षा करनी है । हमारा यह दुर्भाग्य है कि आकाशवाणी से संस्कृत भाषा का कोई प्रसारण नहीं होता है, लेकिन जर्मनी में सबसे संस्कृत में प्रसारित की जाती हैं । इसलिए मैं शिक्षा मंत्री से अनुरोध करूँगा कि वह संस्कृत को संरक्षण दें, जो उसे और किसी प्रकार से प्राप्त नहीं है, जो उनसे ही प्राप्त हो सकता है ।

इन शब्दों के साथ मैं आपका धन्यवाद करता हूँ ।

SHRI RAJA RAM SHASTRI (Varanasi) : Mr. Deputy-Speaker, Sir, in supporting the Demands for Grants of the Ministry of Education and Social Welfare, I would like to refer to the national policy on education as enunciated by the Government of India. It says:

"The educational system must produce young men and women of character and ability to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture and strength ening national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage as unique potentialities."

In our own Congress Party manifesto also similar sentiments are expressed. A promise has been made to the electorate. I would refer to it.

"Education is a major instrument for the achievement of our social objectives and to generate self-confidence among the people in accordance with national culture and tasks. Among the major task facing education is the inculcation of new social values, promotion of secular State and national integration and the spreading of humane, rational and self-reliant outlook. It must enable the fuller developments of the students' personality and equip them to face the challenges of a fast-changing world."

These sentiments call for certain observations. I have a feeling that there are loopholes in our follow-up of these policies. I would just refer to one instance. In the very matter of our most ancient classics like Sanskrit, Prakrit and Pali, our personality, national personality, is split because it is generally supposed that Sanskrit is the concern of the Hindus, particularly of the Brahmins; Prakrit is the concern of the Jains; and Pali is the concern of the Buddhists. This sort of bifurcation or trifurcation has created a split culture in our heritage and we have lost a great deal due to this dichotomy or trichotomy. Many robust, rationalistic and revolutionary traditions have been lost to us because we have neglected the very radical and very revolutionary trends in Buddhist philosophy and Jain philosophy and segregated our-

selves from those trends. We say that our national heritage is one stream. But the stream, it seems, runs apart and there is no effort at integration.

Because of lack of time, I would be very scrappy in my suggestions. I would suggest that at least one Institute in Delhi should be established by the Ministry of Education in which all these three classics can be taken together.

The courses may be so arranged that certain papers from different classics are studied by every student, and taken together, this rich culture and tradition should be brought down into our modern languages. Such an Institute does not exist in India at present. In Benaras there is university devoted to the study of Sanskrit. The Jains, in their own institutions, teach Prakrit language with their own religion and sub-culture. The Buddhists teach Pali language and literature with Buddhist philosophy. They have nothing to do with each other. Each one is hostile to the other resisting the incoming of knowledge from any source other than their own. Now, there is an ancient story. A *Guru* was trying to teach something. Although he was a Hindu, he said some thing which was also enunciated in the Buddhist scriptures and when he was referring to this matter the disciple asked, 'Well, Sir, that day when I quoted something from Buddhist cauous you said that it was a Buddhist saying and hence should not be followed. But, now you say the same thing as the Buddhists scriptures say.' The teacher said, 'The vessel also counts, not only the milk'. This was the sort of segregation we had come to from the beginning of our deterioration. Now, in ancient India, this was not the case. So, I would suggest that some integrated courses of these classical languages institutions should be there to bring them down into the modern languages. Because there is a lot of talk of translating works from European languages into Indian languages and *vice versa*, but nobody thinks of translating from and to our own heritage which is so rich rationally and revolutionarily. There is a great rational tradition in Buddhism and Jainism which we have completely lost sight of. This should be recaptured and integrated in our cultural stream. This is one of my suggestions.

While on this point of integration and secularism which has been enunciated in our national policy and also in our Congress

Manifesto, I see that there is a lot of talk about which is a communal Party and who is a communal person and who is a national person and which is a national Party. There is a lot of confusion and nothing has come out of it. But, I think, the problem is not so difficult. There are certain ways in which the thing can be defined. For instance, I would suggest that those Parties which do not say anything against the caste system in their manifestos, and in their doctrines, are clearly communal. In the same way, those Parties which do not distinguish between Indian culture as a whole and Indian religion or religions in plural, those people who do not make any distinction between Indian culture, the composite Indian culture, and this religion and that religion belonging to India, are clearly communal. I think it is high time that the Education Ministry should set up some body or some committee to look into these matters, because who else will do it? The politicians mostly talk explicitly or overtly in terms of behaviour. Then who will find out the doctrinal bases which produce the poison? It is only the educationists and intellectuals who could do that. I would request the Ministry of Education to employ somebody on this assignment to go into these matters for a very practical reason so that the text-books may be corrected and no confusion may remain regarding communal matter which creeps into our text-books and spoils the minds of our children who inherit the split personality of our culture.

One thing more I would say when I am on the subject of text-books. Sir, the personality of our children cannot be complete without knowing the other heritage, the heritage of sacrifice and struggle that we have made in winning our independence and which we are still making in reconstructing our society. The text-book, I suggest, should be compiled and written in a very artistic style. It may be a small thing, but it should give the national struggle right from the basic reformers and thinkers' movements to the national struggle and after that, the sacrifices that we are still making in reconstructing our society on a new basis.

This text-book should be a 'must' for every student. No student should be certified as having been educated, without having gone through this text-book at some stage of his education or other.

There is lot of talk about employment-

oriented education. It seems to me, this term is a misnomer. It suggests that employment is there and you have only to orient education towards it, but that is not the position with regard to employment. We should be more careful with regard to the motivations and objectives of our educational policy. Our education has to be not just employment-oriented, but also employment creative. From this point of view, I would not like retrenchment or reduction in training and research programmes, or higher technical training in any field whatsoever. Although it may seem that they just increase educated unemployment, because they are not getting jobs to the extent that they are trained, I do not want to reduce their numbers because it for them to create opportunities, to create situations, with their knowledge and skill, which should ultimately result in increasing employment potential.

I would like to refer to Social Welfare within the few minutes that I have. Social Welfare must not be considered only as ameliorative or reformits; it is not to be taken as just a matter of distributing some doles to the under-privileged. It should better be taken in a revolutionary sense, as it has great scope and potentialities. I would give one illustration. There is a particular situation these days: Harijans and other people are being murdered, molested, or being tyrannised over in so many villages. One of the main reasons is that some traditional modes of occupation, traditional services that were handed down to some persons by inheritance are out-of-date now. They are not the order of the day. People are not ready to do those things. They are not ready to take to those assignments and duties compulsorily. You cannot compel people now to take to those assignments because they are born to them. If these people are compelled to carry the washings of the new-born baby or carry the dead animals, a very oppressive situation arises, and questions of law and order and social Justice come to the forefront in a very violent form. On the other hand if these services are not performed, what will happen to the hygiene of the village or of the family? So, what I feel is that this gap in social services must be made up. If Government is anxious to make up this gap, they should institute modern services on voluntary basis to replace those traditional services.

SHRI M. RAM GOPAL REDDY
(Nizamabad): Quarrels are not on account

of that ; they are due to property and lands and so on. He is mistaken.

SHRI RAJA RAM SHASTRI : I have my own experience. It is not only that. I have myself been a social worker for 50 years. As I was saying, Sir, Government should fill up the gap by instituting modern services, to replace the traditional services, on a voluntary basis just as modern midwives have replaced the additional midwives or *dhais* in the field of health services, so that these questions of social justice and law and order may not arise. Lot of trouble can be avoided if social welfare work is taken up in a revolutionary sense. This is not appreciated. That was what I meant.

I have some more points to make, but since, Sir, you have rung the bell, I shall conclude my speech now.

SHRI EBRAHIM SULAIMAN SAIT (Kozhikode) : Mr. Deputy-Speaker, Sir, I am grateful to you for having give this opportunity to speak on the Demands of the Education Ministry.

16 26 hrs.

SHRI K. N. TIWARY (in the chair)

Sir None can deny the importance of having a proper national policy for the education of the younger generation at all levels. For the economic development, industrial efficiency and for the growth of secularism and democracy, what we essentially need is a proper educational system. But, unfortunately we neither have a healthy and proper educational policy nor is the allocation of funds sufficient for this gigantic task. Even primary education has not been made compulsory and free in many States in India, not to speak of secondary education. After 25 years of Independence, only 30 per cent of the people can just read and write. Actually, our educational system continues to be defective. In fact, it is an extension and continuation of traditional policies of colonial education formulated by the British Government. I am afraid that nothing substantial has been done for the last 25 years to improve the pattern of our educational system.

Several commissions have been appointed for the Purpose of bringing about changes in our educational system. As we know, we have had the Radhakrishnan Commission, the Kothari Commission and then recently we had the Gajendragadkar Commission. Their reports are all there. But they are never implemented. The plea is lack of funds

or the argument is that educations is a State subject.

With the laudable purpose of promoting communal harmony and national integration, the Saiyadin Committee was appointed to review the text-books prescribed in schools and colleges, because we have such text books as create hatred between different communities and present a distorted version of history and also give a wrong account of of various religions and go against the aspirit of secularism in our country. Government had received the report long back, but those recommendations also have unfortunately not been implemented.

In short, we have no purposeful and meaningful educational policy which would reflect our cultural heritage and which will help in the healthy growth of the nation on socialistic lines. Sir, I feel that the standard of secondary education must be raised and must be made job-oriented and university education must be for advanced studies and research.

A defective system of education creates frustration among the younger generations, which is dangerous to the progress of the country. Many education Ministers have come and gone and have made repeated promises to improve the educational pattern but nothing has been done. I hope that at least now the Congress Government which has such a big majority in the States as well as the Centre would do something substantial to evolve a proper system of education which will go a long way in solving the problems facing our country, and developing the personality of our youngman add women.

SHRI PILOO MODY (Godhra) : Education Hatao !

SHRI EBRAHIM SULAIMAN SAIT : Coming to the problem of Aligarh Muslim University concerning in particular, here also we have been fed on promises and promises alone for the last so many years by people in authority. As the House might remember, the late-lamented Lal Bahadur Shastri, the present Prime Minister Shrimati Indira Gandhi, the former Education Ministers Dr: V. K. R.V Rao Shri Siddhartha Shankar Ray all have been promising that the minority character of the Aligarh Muslim University would be retained and a satisfactory Bill would be brought forward as soon as possible for this purpose. But such a Bill has not so far seen the light of the day.

[Shr Ebrahim Sulaiman Sait]

In April, 1970, replying to the debate on the Demands of the Education Ministry, Dr. V. K. R. V. Rao said on the floor of this House :

"I took the matter to the Cabinet and I have decided to introduce the Aligarh Muslim University Bill as early as possible. I will try to introduce this Bill during this session or otherwise it will be introduced definitely in the next session." But nothing was done even after that. Then came Shri Siddhartha Shankar Ray. When I pressed the matter again, he also said while replying to the debate on the Demands of the Education Ministry last year :

"With regard to the Aligarh Muslim University, Shri Sait has referred to the delay in the introduction of the Aligarh Muslim University Bill. While there has been some delay in the matter, this has been entirely due to our efforts to have a consensus in the matter. Meanwhile, the Gajendragadkar Committee has submitted its report on the governance of the universities, which has been considered by the University Grants Commission. The recommendations of the Committee are under examination by the Ministry and in no long time 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."

SHRI SHASHI BHUSHAN (South Delhi) : The Bill is coming this session.

SHRI EBRAHIM SULAIMAN SAIT : For the last seven years promises have been made by Education Ministers. This promise has been made in the election manifesto of the Congress also. I want to demand again that this Bill be brought forward as early possible, a Bill that will satisfy the aspirations of the Muslim minority in the true sense of the word.

I fail to understand this lame excuse and delay. The House might remember that Shri F. A. Ahmad was deputed by the Prime Minister to find a solution about the future of the Aligarh Muslim University. He had appointed a committee of eminent jurists and educationists known as the Beg Committee for examining the various proposals and making recommendations. The Committee submitted its report in 1968. Four years

and passed. The report has been welcomed with approval by all important Muslim organisations, the Aligarh Muslim University Old Boys' Convention, the Aligarh Muslim University Union and The Muslim Members of Parliament. But still nothing has been done.

I have to emphasise there that the Aligarh Muslim University is an endearing monument of the culture of the Muslims of the country, raised, created and founded by the labour and great sacrifice of the Muslim community and cherished by it as a trust and bequeathed to the future generations. What we demand is that its minority and residential character should be retained and protected. The University is being run under an Ordinance which was later converted into an Act. All the members of the Court and the Council are appointed, not elected. Thus the University is run in a dictatorial manner. We want that there should be autonomy for the University. There should be an Elected Council and a Court which will administer the affairs of the University. I want to point out that any attempt to change the basic Muslim character of the University will only create a feeling of frustration in the Muslim minority and also shake its confidence in democracy. I would like to point out to the Education Minister and to my friends in Parliament belonging to the ruling party that the pledge given in the election manifesto of the Congress at the time of the mid-term poll in 1971 is as follows :

"Secularism is one of the tenets of the Constitution. In accordance with the constitutional imperative, the Congress will strive to ensure that minorities have full freedom to establish, manage and run educational and other institutions. The Congress will strive to ensure the democratic functioning and protect the autonomous character of educational institutions including those at the instance and for the benefit of the minorities".

SHRI PILGO MODY : He got fooled by it.

SHRI EBRAHIM SULAIMAN SAIT : It is high time Government understood that justice delayed is justice denied, I hope there will be no further delay in acting up to the promise made and pledge given several times in the past.

While speaking on this subject, I cannot but refer to the refusal of the Prime Minister to

meet students of the Aligarh Muslim University who were demonstrating before her residence on the 23rd of last month. Some of the students were also arrested, though they conducted themselves in a very peaceful manner and raised no objectionable slogans. This attitude to the students was not only unwise and undemocratic but sorrowful and shameful. Anyway the present Education Minister, has once again given an assurance of the A.M.U. that the basic character of the University will not be altered. I hope that the promise would be kept at least this time.

AN HON. MEMBER : What about Banaras ?

SHRI EBRAHIM SULAIMAN SAIT : That is a majority University.

SHRI M. RAMGOPAL REDDY : Even after 25 years of partition, some people are talking in the same vein. We are very sorry about this.

SHRI EBRAHIM SULAIMAN SAIT : There is nothing wrong in the view. It is in the Constitution. The ruling party has stated it in its selection manifesto. What be Demand is just implementation of that, nothing more, nothing less. I hope the present Education Minister who was riding watch eoucnetaad with the A. M. U. will keep up the promises made by Government and by the Prime Minister and Education Ministers so that his name will be remembered as one who kept his promise, not as an Education Minister who also went on breaking promises, as has been done in the past by others.

SHRI K. PRADHANI (Nowrangpur): Mr. Chairman, Sir, in supporting the demands under the control of the Ministry of Education and the Department of Social Welfare, I submit before the House that on calculation I find that about 23 per cent of the total population of our country belongs to Scheduled Castes and Scheduled Tribes. In my State of Orissa, 24 per cent of the total population of the State belongs to Scheduled Tribes, and another 16 per cent to the Scheduled Castes, making up a total of 40 per cent, among whom the most backward people, for example, are tribes known as Bonda Paraja, Koya, Gadava and Soura. They are so backward that the five year Plans have brought no noticeable change in them.

I am happy that during this period, that is, the fourth Plan period, the Government have decided to give a distinct and special treatment to the most backward tribes. I would like to put forth some important points, before this House, which affects the economy and bars the progress of the most backward people of our society. As most of the Scheduled Caste people do not possess land, they are deprived of any assistance by these banks and co-operative societies. Only 10 per cent of the population of Scheduled Castes and Scheduled Tribes are assisted by these banks and co-operative societies, and that too after not during the agricultural season, but after the agricultural season. If during the month of October, the co-operative societies give them loan it is of no use to the cultivator, and that is why many tribal cultivators approach the private money-lenders and take the loan at very high rates of interest. When the repayment time comes, the cultivator repays the amount either by selling his landed property or some other property which he has. In this way, the faulty running of co-operative societies, especially in the Koraput district of my State which is in the main Adivasi belt of Orissa, harms the Scheduled Caste and Scheduled Tribes instead of helping them.

Money-lenders and liquor-vendors are the main exploiters, of the tribal people in my state and these tribals, Scheduled Castes and Scheduled Tribes, under pressure, approach the private money-lenders and take the loans promising to give high rates of interest. At the time of repayment, they have to pay several times more than the money they had taken. Thus, the money-lenders taking advantage of the tribal people, oppress them at the time of realisation, and it so happened that in my constituency, sometime back—about seven years back—one tribal person sold two of his children for Rs. 32 to repay the loan.

MR. CHAIRMAN : You are supposed to speak on education and social welfare.

SHRI K. PRADHANI : Sir, I am not speaking on education. I am speaking on social welfare. So, I suggest to the Government, to the Minister in charge of the social welfare department, to open the Tribal Corporation to put end to the exploitation of the Scheduled Castes and Scheduled Tribes by these money-lenders.

I wish to put forth another important point regarding the pushing up of the sale of liquor. According to social custom, there is no restriction on the drinking habit among the Scheduled Castes and Scheduled Tribes and so this pushing up of the sale of liquor tends them more to drinking and they get addicted to it. There are several instances in my place of scheduled cast and scheduled tribe people having sold their landed property either to repay the loan or buying liquor for drinking. So it is my earnest request to the House to introduce compulsory prohibition through-out the scheduled castes and tribes belts in the country.

As I said, most scheduled castes people do not possess land and that is why they are deprived of financial assistance by the cooperative societies, etc. Those who do not possess land are in the habit of cutting the forests for *podu* cultivation for their livelihood, The Government prosecute them and fine them or put them in jail. My suggestion is that there is plenty of cultivable land available in jungles. There people can be colonised and established in colonies. We will achieve two objects of a time. We can stop the destruction of forests by tribals and secondly, we can establish these landless people in colonies.

It has been decided by Government not to open any tribal development blocks during the fourth plan period. But there are a number of blocks in the country which satisfy the criteria for becoming tribal development blocks. They have more than 66 per cent of tribal population. But they have not been declared as tribal development blocks. During this plan, the tribal development blocks are financed with Rs 10 lakhs each. But other blocks are deprived of any assistance because they are not declared as tribal development blocks. There is thus a great disparity. I request the minister to make alternative arrangements to release funds for these blocks which are not declared as tribal development blocks.

Coming to education, I submit that poverty prevents the scheduled castes and tribes people from educating their children in the schools. Their children are engaged in earning their livelihood and they do not attend schools. So, residential type of schools are best suited to them. But the number of such schools is very limited to accommodate them. I suggest that as many residential schools as possible should be

opened for the benefit of the children of the down-trodden people of our society.

Coming to services, 16 and 7½ per cent of Government vacancies are reserved for scheduled castes and scheduled tribes respectively and every year lakhs of rupees are being spent for the pre-examination year training of these candidates. But actually only a few vacancies are filled by the SCST candidates. The explanation given is, sufficient number of SCST candidates with the required minimum qualification did not turn up at the examination. In my opinion, it is an admitted fact that the SCST people are not as efficient as the general people and hence the reservation system is there. If sufficient facilities are given to the scheduled castes and tribes people having sufficient academic qualifications, I am sure all these vacancies can be filled every year.

श्री अनन्त प्रसाद घूसिया (बस्ती) : सभापति महोदय, मैंने अपने पूर्व कई वक्तव्यों के माध्याम सुने। इन्होंने शिक्षा के विषय में अपने विचार व्यक्त किये। महोदय, हमारी वर्तमान शिक्षा पद्धति के विषय में जब मैं मोक्षता हूँ तो मुझे बड़ी निराशा होती है। निराशा इसलिए होती है कि हम लोग बात और आवाज बहुत ऊँची करते हैं, परन्तु जब काम करने का समय आता है तो हम लोग उदासीन हो जाते हैं।

सभापति महोदय, प्रति वर्ष इसी पार्लियामेंट में शिक्षा के बजट के सम्बन्ध में बहस होती है।

प्रति वर्ष शिक्षा की उन्नति के विषय पर यहाँ बहस होती है और सुझाव दिये जाते हैं। सुझाव के साथ साथ कमेटियाँ और सब कमेटियाँ बनती हैं तथा कमिश्नों की रिपोर्ट्स भी आती हैं। परन्तु शासन और शिक्षा विभाग के अधिकारियों की तरफ से क्या किया जाता है? उनको सुन लिया जाता है और सुनकर उत्तर दे दिया जाता है और यही से मामला खत्म हो जाता है।

प्रति वर्ष शिक्षा सम्बन्धी रिपोर्ट प्रेषित सुझाव जो दिये जाते हैं इनके विषय में क्या

विचार किया जाता है। साइकालोजिस्ट्म और एजुकेशनिस्ट्स की इसके विषय में क्या राय है, उन पर कौन कौन से एक्सपेरिमेंट किये गये, क्या सुझाव इस पर मांगे गये और कितने कार्यान्वित हुए, प्रास्पेक्टस सिस्टम और सञ्जेक्टस में क्या परिवर्तन और परिवर्द्धन हुए, इन सब विषयों पर कुछ भी नहीं किया गया। शिक्षा को किस तरह से डाइनेमिक बनाया जाय, इस पर कुछ नहीं किया गया। मेरा शिक्षा मंत्री महोदय से निवेदन है कि वे इस पर ध्यान दें।

शासन और शिक्षा विभाग की इस प्रकार की उपेक्षा के कारण जन-साधारण में शिक्षा के प्रति कोई जागरूकता नहीं आई और देश की शिक्षा चौपट हो गई। शिक्षा विभाग में विद्वानों की कमी नहीं है। वहाँ पर बड़े बड़े विद्वान, रिसर्च स्कालर्स, ऐडमिनिस्ट्रेटर्स, साइकालोजिस्ट्म और एजुकेशनिस्ट्स रहते हैं, परन्तु इन विद्वानों ने शिक्षा विभाग को क्या दिया? क्या उन्होंने अपनी विद्वता से अपने जीवकोपार्जन के अलावा समाज के लिये कोई कल्याणकारी कार्य किया? इस चीज को शासन और शिक्षा विभाग को देखना चाहिए।

अभी तक जो परम्परा यहाँ पर कायम रही है उससे तो बड़ी ही निराशा हो रही है। जब हम दूसरे मुल्कों की शिक्षा के विषय में, विशेषकर जर्मनी, जापान और स्विटजरलैंड के विषय में पढ़ते हैं तो हमारे हृदय में एक टीस या पीड़ा होती है। मन में यह प्रश्न उठता है कि कौन सा वह सौभाग्यवाली दिन होगा जब जैसी शिक्षा वहाँ पर दी जाती है वैसी शिक्षा यहाँ के समाज के अनुरूप दी जायेगी। वहाँ के एजुकेशनिस्ट्स और साइकालोजिस्ट्स की निगाह हमेशा समाज की शिक्षा के ऊपर रहती है। वह वहाँ के विचारशील सुझाव और वहाँ की एजुकेशन की बुराइयों का मनोवैज्ञानिक विश्लेषण करके एक्सपेरिमेंट करते हैं और अपने वाले समय के लिए किस तरह से उसको मोड़

कर ठीक किया जाये, किस तरह से शिक्षा का समाज के अनुकूल बनाया जाय, इसको देखते हैं। बिल्कुल उसी तरह से जब तक हमारे देश में शिक्षा नहीं दी जायेगी तब तक हमारे देश का निर्माण नहीं हो सकता।

हमारे देश में मौशलिज्म लाने की बात की जा रही है, परन्तु जब तक शिक्षा में परिवर्तन नहीं होगा तब तक देश में सोशलिज्म नहीं आयेगा और उस समय तक देश के निर्माण की बात सोचना व्यर्थ है।

इसके अलावा मैं निवेदन करना चाहता हूँ कि सन् 1946 के पहले हमारे विद्यालयों में या हमारे शिक्षा विभाग में अनैतिकता और रिश्वतखोरी नहीं थी।

परन्तु इस जमाने में क्या चीज चल रही है इसको मुन लीजिये। रिश्वतखोरी, बेईमानी, जातीयता, गुटबन्दी आदि का बोलबाला है इन इंस्टीट्यूशंस में। इतना ही नहीं, जो ग्रांट्स इन विद्यालयों को और लोकल बाडीज को और आटोनोमस बाडीज को दी जा रही है उनका खर्च भी बड़े अनैतिक ढंग से हो रहा है। परिणाम यह हो रहा है कि हर जगह अशांति है। मैं इसकी एक मिसाल आपको दिल्ली यूनिवर्सिटी की दे रहा हूँ जो हमारी नाक के नीचे है। यहाँ पर शिक्षा विभाग में सफेद हाथी भी पाले जा रहे हैं। इन सफेद हाथियों में से एक सफेद हाथी है काउंसिल आफ सोशल साइंस एंड रिसर्च। साठ लाख रुपया सालाना इस इंस्टीट्यूशन पर खर्च हो रहा है और यह रुपया बिल्कुल धानी की तरह बहाया जा रहा है। मैं चाहता हूँ कि इस खर्च को रिश्कू किया जाए और वहाँ जितनी भी डिस्क्रीप्सीज हैं, उनको देखा जाय और गड़बड़ी पर रोक लगाई जाए। जबतक इस तरह के चीजों पर रोक नहीं लगेगी तब तक शिक्षा का असली प्रसार होना असम्भव है। यही कारण है कि देश के विद्यालयों में इतनी अशांति है और पैसे की बोरी, गुटबन्दी

[श्री अनन्तराम घुसिया]

तथा जातीयता चलनी है। बनारस, बलनऊ, इलाहाबाद, कलकत्ता और पटना विश्वविद्यालय की हालत बिगड़ती चली जा रही है। अब आप इसके मूल कारण को देखें तो आप पाएंगे कि यही बुराईयां हैं जिनकी वजह से इनकी हालत बिगड़ती चली जा रही है। इस वास्ते इन बुराईयों की तत्काल रोका जाना चाहिये।

शिक्षा के क्षेत्र में कुछ उपलब्धियां भी हुई हैं। लिट्रैसी कुछ बढ़ी है और साथ-ही-साथ साइंस की रिसर्चिज भी हुई है और इसके लिए शासन और शिक्षा मंत्रालय धन्यवाद का पात्र है।

अब मैं सोशल वेलफेयर के बारे में कुछ निवेदन करना चाहता हूँ। भारतवर्ष में ऐसा कोई गांव नहीं है जिसमें शैड्यूल्ड कास्ट और शैड्यूल्ड ट्राइब के लोग न हों। हर गांव में करीब-करीब वे लोग पाए जाते हैं और गायद संसार की सतह पर इतनी दुर्दशा किसी की नहीं होती है जितनी इनकी होती है। मैंने स्वयं छः गांवों का सर्वे किया था। उस सर्वे में मुझे एक ऐसी घटना देखने को मिली जो कि शायद बहुत ही कम लोगों को मालूम है। जिस बर्तन में सूअर पानी पीता है उसी बर्तन में इंसान भी पानी पीता है। शायद ऐसी चीज संसार के किसी कोने में नहीं हुई होगी। जब उनकी ऐसी हालत है तो उन बेचारों को शिक्षा देने का क्या अर्थ है? उनको शिक्षा देने के लिए चार आने, आठ आने, एक रुपया, दो रुपये का बेट दिया जाता है और उनको स्कूल भेजा जाता है। उनको जितनी फैसिलिटीज दी गई हैं वह सब पोलिटिकल बेट है। इसमें कोई स्पॉटेनियटी नहीं है। अगर यह पोलिटिकल बेट न होती तो शायद 26 साल हो गए हैं, अब तक उनकी हालत सुधर जाती। मुझे तो ऐसा लग रहा है कि उनकी हालत बंद से बंदतर होती चली जा रही है। कोई गांव आज ऐसा नहीं है जहाँ पर शैड्यूल्ड कास्ट और ट्राइबज के लोगों के पास अगर दो भंगुल जमीन है तो गांव भर लिपटकर उन लोगों को गांव से उजाड़ने की कोशिश में न हो। इसका सबूत यह है कि यहाँ

पर हर रोज अलबारों में ऐसी खबरें छपती हैं कि कहीं शैड्यूल्ड कास्ट की औरतों को, बहनों को और लड़कियों को कोई नंगा नचा रहा है। कोई उनको गोली से मार रहा है, कोई उजाड़ रहा है, कोई गिकाल रहा है। लेकिन गवर्नमेंट कुछ नहीं कर रही है और अगर कर भी रही है, तो वह दिखाने के लिए है। इसका कारण क्या है? गवर्नमेंट की मशीनरी में ज्यादातर वही लोग हैं, जो शैड्यूल्ड कास्ट्स के विरुद्ध हैं, जो उनसे घृणा करते हैं। ये सब लोग मिलकर शैड्यूल्ड कास्ट के लोगों के विरुद्ध हीनस फ्राइम करते हैं, उन गरीबों को विक्रिमाइज करते हैं। क्या यही समाज कल्याण की निशानी है?

अभी एक माननीय सदस्य ने शैड्यूल्ड कास्ट्स की नोकरीयों के विषय में कहा है। मैं खुद भी एक एड्जुकेशन आफिसर रहा हूँ। जब कभी इन गरीबों के लिए किसी नौकरी का, एक चपरासी की नौकरी का भी, मौका आता है, तो जैसे लोगों पर पहाड़ टूट पड़ता है। पचास हिकमत्तों की जाती है कि किसी को चपरासी की नौकरी भी न मिले। शैड्यूल्ड कास्ट्स के लोगों के प्रति एक प्रिजुडिस हैं। उनके बारे में सोचा जाता है कि बेसी व ही रहें, जैसे कि वे हैं।

मैं आपको अपना एक इनस्टांस बताना चाहता हूँ। मेरे यहाँ चपरासियों की दो जगहें खाली थीं। मैंने सोच लिया था कि मैं उन दोनों जगहों पर शैड्यूल्ड कास्ट्स के आदमियों को रखूंगा। लेकिन एक मिनिस्टर ने मुझे लिखा—शायद अभी भी वह चिट्ठी मेरे पास हो—कि उस जगह पर अमुक व्यक्ति को रख लिया जाय इस स्थिति में इन गरीबों को नौकरी कैसे मिलेगी?

मैं यूनिवर्सिटी पब्लिक सर्विस कमीशन के एक मेम्बर की बात आपको बताना चाहता हूँ। मैं उसका नाम नहीं बताना चाहता हूँ। आप देखिए कि किस तरह से लोग गरीबों को ब्रेकराइज करते हैं। यूनिवर्सिटी पब्लिक सर्विस कमीशन का

वह मेम्बर खुद शिङ्गुलड कास्ट्स का आदमी था। जब कोई शिङ्गुलड कास्ट्स का उम्मीदवार वहाँ पर इन्टरव्यू के लिए जाता था, तो दूसरे मेम्बर उससे कुछ क्वेश्चन करते थे और कहते थे, "ओह, ही इज ए शिङ्गुलड कास्ट्स मैन"। लेकिन शिङ्गुलड कास्ट्स का मेम्बर वही क्वेश्चन दूसरे उम्मीदवारों से पूछता था और कहता था, "आर दे शिङ्गुलड कास्ट्स मैन?" जब टाप से बाटम तक शिङ्गुलड कास्ट्स के लोगों के प्रति प्रेजुडिस भरा पड़ा है, तो फिर इन गरीबों का कल्याण कैसे होगा?

17.00 hrs

पिछले वर्षों में इसी गवर्नमेंट में यह तय हुआ था कि शिङ्गुलड कास्ट्स या शिङ्गुलड ट्राइब्स का आदमी ही कमिश्नर के पद पर नियुक्त किया जायेगा। शिङ्गुलड कास्ट के बेस्ट पासिवल कंडीटेंट्स, बाइसचांसलर तक, मौजूद थे, लेकिन यह जगह उनमें से किसी को न दे कर एक दूसरे आदमी को दे दी गई, जिसको शिङ्गुलड कास्ट्स के साथ कोई हमदर्दी नहीं है।

इतना ही नहीं, सोशल वेल्फेयर डिपार्टमेंट में शिङ्गुलड कास्ट्स के कितने आदमी हैं? उस में एक ही आफिसर है और मुझे मासूम हुआ है कि उसको भी निकालने की कोशिश की जा रही है। क्या यही समाज कल्याण के लक्षण हैं?

एक निवेदन मुझे और करना है कि जब तक सेंटर में सोशल एजुकेशन की अलग मिनिस्ट्री नहीं होगी और जब तक फोर्सिबली डिपार्टमेंट प्वाइंट पर शिङ्गुलड कास्ट्स और शिङ्गुलड ट्राइब्स के आदमी नहीं रखे जाएंगे तब तक इन लोगों का कल्याण नहीं होगा। इसके लिए एक सबूत मैं दे रहा हूँ। देखिए, अनटचेबिलिटी जापान में भी थी, अमेरिका में भी थी, और मारीशस में भी थी। लेकिन इन तीनों में कैसे अनटचेबिलिटी खत्म हुई इसका एक थोड़ा सा उदाहरण देता हूँ। जापान में वहाँ के किंग यह आर्डर किया था कि अगर कोई आदमी

किसी के साथ डिस्क्रिमिनेशन करता है तो शूट हिम डाउन। मैं यही निवेदन करूँगा कि वहाँ कि अनटचेबिलिटी एक हफ्ते में खत्म हो गई। अमेरिका की जो नीग्रो प्राइम है, वहाँ पर इस वक्त कितनी अक्छरी निग्रोज की प्रोग्रेस हो रही है जिसके कारण मैं मैं जाऊँ तो ज्यादा समय लग जायगा। वही केम मारीशस का है। मारीशस में लोअर स्ट्रेटा के ही आदमी ज्यादातर हैं। उनमें पूर्वी उत्तर प्रदेश बिहार, तामिलनाडु वगैरह के आदमी हैं। लेकिन वहाँ की अनटचेबिलिटी खत्म हो गई। मगर हिन्दुस्तान की अनटचेबिलिटी जो हजारों वर्षों से चली आ रही है अभी तक वैसी की वैसी ही है और बंद से बदतर होती चली जा रही है। मेरा यही आप से निवेदन है कि यह जितनी जल्दी खत्म हो सके अनटचेबिलिटी, प्रीजुडिसेज और जितने खराब शोशल कस्टम्स हैं, इनको खत्म करें। इनको खत्म करने में ही देश का कल्याण है।

SHRI KARTIK ORAON (Lohardaga) : Mr. Chairman, Sir, I rise to support the Demands for Grants of the Ministry of Education and Social welfare. But I would like to say something which perhaps not many members have said. Because you are very particular about time, may I request that you may not press the bell in my case very often...

MR. CHAIRMAN : I am giving the hon. Member only ten minutes.

SHRI KARTIK ORAON : I do not know what I can say within these ten minutes; I am feeling nervous, what I should say and what I should not.

Whenever we discuss the department of Social Welfare, we think that it is only a question of Scheduled Castes and Scheduled Tribes, this question is being discussed and in that context the welfare of Scheduled Castes and Scheduled Tribes for the last 25 years.

In this very House we have discussed on many occasions about the injustice done to the Scheduled Castes and Scheduled Tribes—burning, looting and exploitation. In the case of Scheduled Castes, it is the stigma of untouchability. In the case of Scheduled Tribes, it is a question of economic exploitat-

[Shri Kartik Oraon]

tion. As you know, in the case of but Scheduled Tribes, they had landed properties they have been robbed of all lands legally all over the country. Even now we are getting reports from here and there that their lands are still being exploited; they are illegally alienated by nontribals

It is not a question of Scheduled Castes and Scheduled Tribes. It is a national issue, and we should have taken this in that spirit. Therefore, whatever we are supposed to get, we must get. We must get all that is due. My point is that these lootings, burnings and exploitation of Scheduled Castes and Scheduled Tribes should become things of the past. Why do I say, Sir, that they should become things of the past? We have solved much bigger problems in, perhaps, a very smart way and in a very short time.

Now, due to the unique popularity of our Prime Minister and the heavy mandate from the people in this country and an able steward like Babuji Shri Jagjivan Ram heading the Defence Ministry, we have been able to create a history, a history that is not to be found anywhere in the world, that a war has been fought and a country liberated in fourteen days. I don't think the problem of Scheduled Castes and Scheduled Tribes is bigger than the problem of Bangla Desh. But it has not been sorted out. Why? I personally think that a ruthless decision with determination and good intention is lacking in the case of the Scheduled Castes and the Scheduled Tribes. I must say 'lacking'. Otherwise, there is no problem. I don't think there can be any problem like the Scheduled Castes and Scheduled Tribes anywhere in the world. There are also other people who are exploited. Sir, I hate to be called a Scheduled Caste or a Scheduled Tribe; I wish to be called only as an Indian citizen. Those who exploit them, those who burn them, those who perpetrate atrocities against them, must be severely punished. I would like to ask one thing: When we can solve the problem like Bangla Desh in 8 months and we have spent Rs. 530 crores, where did this money come from? It is a good intention on the part of our Government to find this sum of Rs. 530 crores for one crore of refugees. If I work it out at that rate, then, in that case, for eleven crores of Scheduled Castes and Scheduled Tribes, Government have to make an allotment of Rs. 10,000 crores. You

have to get it. I don't believe that you cannot get the money. Only thing that is wanting is a good intention to help these people. Now, Bangla Desh is liberated. You are putting an extra five paise refugee relief stamp over and above the normal postage. Is it impossible for this Government to come forward with similar measures? With measures like this, you have to sort this out. I don't know how you get it. If the Government really have some good intention to solve the problem of the Scheduled Castes and the Scheduled Tribes in a very short time—according to our promise, this is to be done within three years and this is a very heavy task—you have to get Rs 10,000 crores—help the tribals to retain their land. Otherwise, merely allocating a hundred or fifty crores of ruppees in twenty years and thinking that you are thereby helping the tribes, will not solve the problem. I will urge upon the Government to bring some radical measures to wipe out the Scheduled Cast and Scheduled Tribe terminology itself from the surface of India. That is what is required to-day.

In this context, I want to say that there are other types of exploitation also which most people do not know. I would like to say one thing. So far as the Scheduled Castes are concerned, Art. 341 of the Constitution has expressly defined who is a Scheduled Caste. "Such castes, races or tribes or part of or groups within such castes or races or tribes."

Again, "Notwithstanding anything contained in para 2, no person who professes a religion different from the Hindu and Sikh religion shall be deemed to be a member of a Scheduled Caste." In the case of Scheduled Tribes who are the Scheduled Tribes? According to article 342 of the constitution "Tribes or tribal communities, parts of or groups within such tribes or tribal communities". So it is defined. According to the Constitution, you will appreciate that nobody has the authority to make or unmake Scheduled Castes or Scheduled Tribes. In order to determine whether or not a particular tribe is a tribe under Art. 342 it shall be necessary to look to the public notification issued by the President as provided in clause (1) of this Article. Now, it shall not be open for anybody to lead evidence to establish if one is a Scheduled Caste or Scheduled

Tribe or not. It is not within the competence of any court of law to pronounce judgment as to whether one is a Scheduled Tribe or not. It is even outside the competence of the Supreme Court or any Court of law, but things of this nature have been done, particularly, in the case of Scheduled Tribes. It is only Parliament which is competent to pronounce a judgment or to say who should be included or who should be excluded, who should be treated as a scheduled caste or a scheduled tribe; by amending of the Scheduled Caste and Scheduled Tribe Order they can say, this is a scheduled tribe, this is not a scheduled tribe, etc. For becoming a scheduled tribe, one must be a tribe, 100 per cent tribes are not necessarily scheduled tribes. We know that all tribes are not scheduled tribes. What is happening is this. Some people have taken upon themselves the right to say that they are scheduled tribes. If necessary they go to the court of law. You can produce any number of false and fabricated affidavits if you have got plenty of money. That sort of thing is happening. In practice we have seen this.

Sir, a non-tribal woman marrying a tribal man becomes a scheduled tribe. A tribal woman marries a non-tribal and still remains a scheduled tribe. A non-tribal man marrying a tribal woman becomes a scheduled tribe. A Scheduled Caste Christian is also a Scheduled Tribe because he is not allowed to enjoy the privileges meant for the scheduled castes. An Anglo-Indian, marrying or keeping a scheduled tribe woman becomes a scheduled tribe. That is the position. Thus everybody is presumed to be a scheduled tribe, unless 'otherwise proved.' That is what is happening. But that is not correct, that is entirely wrong. This is a thing on which the Government should keep a vigilant eye. I know there is a matriarchal society in tribes. There is also a patriarchal society. But I have never come across a "husbandiarchal" or a "wifearchal" society. Tribal characteristics cannot be acquired by the above processes and therefore this is a wrong way of thrusting themselves as scheduled tribes by backdoor methods and take undue advantage as members of the scheduled tribes. I would suggest that the Government should bring about some sort of legislation to stop this sort of circumventive designs to exploit the scheduled tribes.

This problem of the scheduled castes and scheduled tribes must be fought on a war footing. Then only Government can solve the problem. This problem of the scheduled castes and scheduled tribes should not be allowed to linger on for an indefinite period. The Prime Minister said that we should take about three years or so to eradicate poverty and unemployment. What I wish to submit is that we should be able to do it within that period.

Now, I want to come to Education. There are huge statistics on each and every item. But, we should not go by the statistics alone, but, we should go by the human problems involved. So, Scheduled Castes and Scheduled Tribes should not be taken as Scheduled Castes and Scheduled Tribes but as one section of society, namely a weaker section of society in our country, that is, as a weaker section of Indian citizens, and they should be liberated just like Bangla Desh.

I personally think that education is the most important factor in our country. This is a great moving force and education alone can bring about a revolutionary change in our country, and if we neglect education, we neglect everything, and all that we say just does not mean anything and it is all negative in character. Therefore, I personally think that the system of education in our country needs reorientation and it needs a very serious thinking on the subject.

When we talk of self-reliance, it should not be confined to the big projects and things like that only. According to me, self-reliance not only means cutting down imports and increase exports, but it can also be extended to the field of education. We must be self-reliant and self-sufficient so far as education is concerned as well. We must have the technical know-how, and we must have all the talented chaps in different disciplines in our country.

MR. CHAIRMAN : Now, the hon. Member should conclude. He has already taken more than 13 minutes.

SHRI KARTIK ORAON : I hope you will give me some time at least to highlight certain points

What I mean to say is that education in our country must be nationalised. At present, there are so many differences in

[Shri M. M. Joseph]

educational standard in our country; for instance, some students are not able to have even Rs 5 per month for expenditure, but some students have Rs. 200 to 300 per month for their expenditure.

AN HON MEMBER : Rs. 200 to 300 per day.

SHRI KARTIK ORAON : The latter type of students has achieved a certain standard. When we ask them to sit for a common examination for recruitment, how can we expect all the students to perform equally well? What type of socialism this is? Certainly, there would be an alarming difference between the standards of the two types of students, and nobody can deny this. Therefore, there must be nationalisation of the educational system in our country. I say that the standard of education must be uniform, and everywhere it must be uniform. At present, what we find is that when the students go to the examination hall, they go with knives in their hands, and at the point of the knife, they pass the examinations. This is a very serious problem. So, if we want to bring about a revolutionary social change in the country, then we must attach sufficient importance to the system of education. The system of education should be such that through one gate we shall be sending Hindus, Muslims, Sikhs and Christians etc and through the other gate Indians will come out. That is the only type of education which will bring about a change in the country.

For this, we must have a net work of educational institutions. In every village, there must be a primary school or schools. Every gram panchayat must have a middle school; in every block, there must be high school or schools, and at the district level there should be colleges, and in the commissioner's divisions, there must be a university. There is no point in having mushroom growth of schools and colleges and universities because that would lead to an enormous difference in standards. In Bihar, one chap had come for an interview. At the interview, he was asked 'you have secured 93 per cent marks, and so, you have got a very good position; I think you must be the first', and the chap replied 'No, Sir, I am the last'. He had secured 93 per cent and yet he was the last. How can we expect uniformity with such a system? Another point which has struck me just now is this,

and this is in regard to the demand by some people for having UPSC examinations through the media of regional languages. I do not see any wisdom in that. Possibly, I may be wrong, but I personally do not see any wisdom in this for the following reason: If we conduct UPSC Examinations through the media of regional languages, then what will happen is this. The answer papers in Bengali would have to be sent to a professor of Bengali, similarly those of Madras students would have to be sent to a Madras professor, those of Punjabi students would have to be examined by a Punjabi professor and so on. Every Professor will compete to try and get the maximum benefit for students of his State. It will be Madrasis, Bengalis, Biharis and so on. This will bring about alarming differences in the standard of education. Not only that. It will bring about the Balkanisation of the country. All states like Madras, Punjab, Bihar, Bengal, etc. will be small countries like France, Germany, Switzerland, Italy, etc and the East European countries. This is a very dangerous move on the part of Government. I may be wrong. But I foresee in this the seeds of disintegration of the country. If we persist in this move, the Balkanisation process will start, each State thinking in terms of its own interest on the basis of language. Therefore, this is a dangerous move and Government should seriously rethink about the repercussions is likely to have on our national unity and integrity.

SHRI M.M. JOSEPH (Peermade) : Mr. Chairman, Sir, I will speak in my mother tongue—Malayalam. After attainment of Independence India has made tremendous progress in the field of education. In the matter of number of students studying and the number of educational institutions in existence India has the third place in the world.

Both in the villages and cities of India there are six crores of students studying in primary and secondary schools. We can see the same progress made in the field of higher education also. There are altogether 94 universities and 3200 colleges in this country and 30 lakh students are studying in these colleges.

We have the University Grants Commission in Delhi to supervise the functioning of these educational institutions. To quote the words of the Vice-Chancellor of Cochin

The original speech was delivered in Malayalam.

University, SHRI JOSEPH MUNDASSERY, this is "almost an expansion explosion". What we need today is not quantitative expansion but qualitative expansion.

The main objective of the Fourth Five Year Plan is the over all development of higher education. By giving scholarships and freeships the Government is trying to improve education in the country. 88 per cent of the students are studying in affiliated and private colleges. There is provision in the Fourth Five Year Plan to give financial assistance to them.

We should see what progress has been made in achieving these objectives. The University Grants Commission was modelled on the lives of the British University Grants Commission. In Britain they have only ten universities and 300 colleges, whereas we have a hundred universities, three thousand colleges and thirty lakh students. Therefore, the set-up of our University Grants Commission has to be changed thoroughly. Sir, it is a pitiable sight to see teachers and principals from far-off States like Kerala coming to Delhi and going from pillar to post to get their things done. I have seen it with my own eyes. As in the case of the Food Corporation and the Department of Railways the University Grants Commission also should have its branches in the States. It is high time that such branches are established as otherwise the work in the University Grants Commission will get confused and no progress will be made. As they say : "something is rotten in Denmark" people in the States says : "something is rotten in the University Grants Commission". Even eminent scholars and educationists like Dr. Kothari who has headed this Commission are not satisfied with the working of the Commission. Is it not a fact that Dr. Kothari, out of frustration, expressed his desire to resign ? We have seen reports to this effect in our Press.

In this connection, Sir, I want to bring one specific point to the notice of the hon. Minister. According to the U.G.C. Report of 1969-70, 47 colleges in Delhi were given Rs. 3 crores by way of grants and only Rs. 3.5 crores were given to the remaining 3200 colleges. This is a strange thing to be done in a socialist country. There are some black panthers sitting in the Commission who are manipulating things as they like. I would, therefore, request the hon.

Minister to institute, a thorough probe into these matters.

For buildings, equipments and laboratories the educational institutions are given grants. It is a good thing. But along with that our standard of education also has to progress. The teachers should be given all possible facilities to improve their knowledge. Science is making rapid progress. Great progress has been made in technical education in the world. Yesterday knowledge becomes old today. Today's technique will become outmoded tomorrow. The teachers who got their education ten or twenty years ago will not be able to coach the students of the modern world. If a battery is not recharged you cannot get light out of it. Just like that to bring the teachers up-to-date in their knowledge of technical matters the Government should hold country wide seminars and refresher courses. Also, I would request that at least Rs. 500 should be given to the teachers every year to purchase new books so that they can keep themselves up-to-date with the developments that are taking place.

The University Grants Commission in the Fourth Plan lays stress on standardisation of education. Why is it that each State wants to introduce its regional language as the medium of instruction ? This move will entail the decline of standard of education. This will weaken the very fabric of national unity and preclude the standardisation of education. Either English should be allowed to continue or our national language Hindi should be the medium of education in all the colleges. To achieve this, Sir, primary and secondary education should be kept under State Governments and higher education should be brought under the complete control of Central Government. The States do not have the resources for taking up higher education also.

Finally, before I conclude, I would like to say that art and culture should be given encouragement. An attempt is sought to be made in the Fourth Plan. As far as Malayalam is concerned the attitude of the Central Government is one of neglect and indifference. In the National Book Trust you can see many books that are yet to be translated into Malayalam. Several posts connected with translation work in Malayalam are not filled up so far. Is not that a proof of

[Shri Dharamrao Afzal purkhar]

neglect of Kerala by the Central Government ?

Archaeological excavations are done in many States. Kerala which is considered to be the home of Dravidian culture has not been touched. Sir, India is a socialist country. The educational set up should be reorganised in conformity with the socialist ideals. I hope in the field of education and culture th Ministry will make every attempt to keep the country together.

SHRI DHARAMRAO AFZALPURKAR (Gulbarga) : Sir, I am grateful to you for giving me an opportunity to express my views on the Demands of the Education Ministry. First, I want to welcome and congratulate the Minister, who has dedicated his life to the cause of education. I hope education is safe in his hands and I expect he will bring many reforms and rectify many drawbacks and improve the quality of education.

We take pride in calling ourselves a democratic country where adults above 21 years have got the right to vote and elect their representatives to form government in the Centre and the States. We have to consider whether democracy and illiteracy can go together. Similarly, we have to consider whether illiteracy and progress can go together. Only when illiteracy is removed, progress is possible and our democracy can be based on literacy. Unless our people are literate, it is difficult to achieve our goal of social development, agricultural development, industrial development, economic development and also self-reliance.

Illiteracy has reached such an extent that it has created an awful scene. It is now 71 per cent. According to the mid-term appraisal of the fourth plan. in 1969, our literacy percentage was 33. In 1971 it came down to 29 per cent with the growth of population. The Planning Commission must realise that our population is growing and the plan must be prepared in such a way that in spite of the growing population, we must eradicate illiteracy and achieve our goal. I 1901 the literacy percentage was 6.2, in 1969 we reached 33 per cent. In 1951 we had 598 million illiterates. In 1972 we have 386 million illiterates. In the interim report, about adult education, it is clearly mentioned that part-time teachers on an honorarium of

Rs. 60 per month should be appointed to teach a class of 35 illiterates. The course will be of a duration of 6 months. Thus, each teacher will cover 70 illiterates in a year in other words I can say that he can produce 70 literates every year.

In the same paragraph it is stated.

“This modest programme should be able to cover during the next two years about four million illiterates.”

In the year of 1971 the number of illiterates is about 386 million. So, at this rate, in order to achieve complete literacy we will take about 193 years. Comparing this with our neighbouring countries, Thailand reached a percentage of 70.8 within ten years. Burma attained 57 per cent within ten years. So far as we are concerned, within 25 years we have come down from 33 per cent to 29 per cent. This is our progress.

We have promised our voters that we will bring socialism, we will have a secular State, we will establish democracy and nationalism. Is it possible under the existing circumstances with the present rate of literacy ? Under the decentralisation theory every village which has got a population of 1,500, or a group of villages which have got a population of 1,500, must have one gram panchayat, one co-operative society and also a primary school. The primary school will come under the supervision of the panchayat. In the magazine *Yojana* there appeared a story on the 24th November, 1968 that out of the 13 members of the village panchayat committee 12 members were illiterate and only the Chairman knew how to sign his name. The secretary was all in all and he manipulated the proceedings of the Panchayat according to his sweet will and pleasure. So, we have given powers to panchayat under decentralisation of power theory without imparting education to the members of the panchayat as to how to run the village administration and develop the economy of the village or run the primary school. Hence we are not getting any fruitful results.

The present system of education, which is known as the Macaulay system of education, which was introduced by the Britisners to serve their own purpose, should go because this will only produce millions of clerks every year, adding to our unemployment problem, especially of the educated un-

employed. We have already 65,000 unemployed engineers and the problem will be aggravated if we continue this system of education.

Also, how can we achieve socialism and secularism with the present system of education? The object of education is to develop the attitude, approach and personality of the student to enable him to earn his livelihood on his own so that he will not be a drag on the society and knock at the door of the Government. The teaching must fully align to our objectives to which we stand and are dedicated. The money that we have spent on education will be a waste unless we change our methods of education. The Midterm Appraisal on the Fourth Plan has revealed a great shortfall in expenditure. We have spent so far only 37.7 per cent of the total outlay leaving 147 crores for the remaining two years of the fourth plan. Whether it is possible to spend it, is now the question. But that is not peculiar to one department. In almost all the departments the allotted amount was not spent so far. The reason is simple that the officers would not take interest and spend the amount allocated to the departments. Therefore we will not reach our goal. This must be considered at all levels and seen that the amount to be spent for the cause.

Regarding medical and technical education, I would request, through you, Sir, to the hon. Minister that it should not be given to private agencies under any circumstances at any cost.

DR. KAILAS (Bombay South) : Medical education is not under Education Ministry.

SHRI DHARAMRAO AFZALPURKAR : I know, medical education is under the Health Ministry but the Education Minister has to have a say. Technical education and medical education have become commercial education. Those persons who are running the colleges have opened the commission agents' shops. The UGC is not at all having any supervision and is not taking any effective steps about money i.e. aid given to the colleges, whether it was properly used or not. That is why my submission is that technical education and

medical education should not be given to private agencies.

Regarding the Sapru House Library, the Reddy Committee's recommendations were submitted in 1969 when Dr. V.K.R.V. Rao was the Minister. He had given the assurance that the Sapru House Library would not be partitioned. When there is an agitation and all the students are making efforts to see that there is no division of the library.. (Interruption)

श्री प्रोफ़ेसर लाल बेरवा : समापति महोदय, सदन में कोरम होना चाहिये। शिक्षा और समाज कल्याण में क्या सदस्यों की इतनी भी रुचि नहीं है।

MR. CHAIRMAN : The bell is being rung.... Now there is quorum. He may continue his speech.

SHRI DHARAMRAO AFZALPURKAR : Regarding the Sapru House Library, when a delegation had met the then Minister, Dr. V. K. R. V. Rao, "Dr. Rao had agreed with the Reddy Committee's recommendation that to maintain the integrity of the joint library of the School of International Studies and the Indian Council of World Affairs, the joint library at Sapru House should not be divided" So, my submission is that when there is an agitation and all the students are making efforts that they want to study at one place, the Library should not be divided. This cry from the people that, "our boys have eyes, but they are blind," is the real picture of our country.

MR. CHAIRMAN : You need not repeat it ; you have said that.

SHRI DHARAMRAO AFZALPURKAR : With these words, I request the hon. Minister to consider all the points that I have made.

श्री अरविन्द केदार (कांकर) : समापति महोदय, मैं समाज कल्याण मंत्री से केवल अपने जिन्ने के सम्बन्ध में चींटा बहुत कहना चाहूंगा। मैं सभ्य प्रदेश के आदिवासी शिक्षा क्लरर से

घाता हूँ जहाँ पर 90 प्रतिशत आदिवासी रहते हैं। आज वहाँ की वन सम्पदा के कारण भविष्य में औद्योगिक विकास की बहुत कुछ सम्भावनाएँ हैं। इस औद्योगिक विकास की सम्भावना के कारण उस जिले में आदिवासी समाज को जो कुपरिणाम भुगटना पड़ रहा है उसके सम्बन्ध में मैं थोड़ा बहुत कहना चाहूँगा। केन्द्रीय सरकार ने बेलाडीला ग्रायरन-ओर प्रोजेक्ट दिया जो एशिया का सबसे बड़ा ग्रायरन-ओर प्रोजेक्ट है। उसके कारण वहाँ पर कितनी बड़ी समस्या आज आदिवासी समाज के लिए खड़ी हो गई है वह मैं कहना चाहूँगा। आज बेलाडीला प्रोजेक्ट में करीब 0 हजार कर्मचारी हैं। आपको सुनकर ताज्जुब होगा कि उस प्रोजेक्ट के खुलन के बाद से उन कर्मचारियों का करीब 500 आदिवासी लड़कियों से अनैतिक सम्बन्ध रहा।

सभापति महोदय : क्या आप एडुकेशन पर बोल रहे हैं ?... (व्यवधान)...

श्री अरविन्द नेताम : मैं ने पहले ही कहा था कि मैं सोशल वेलफेयर के बारे में बोलूँगा।... (व्यवधान)...

तो आज 500 लड़कियाँ गैर आदिवासियों की वासना का शिकार हुईं जिसका परिणाम बस्तर के आदिवासी समाज को भुगतना पड़ रहा है। उनमें से अधिकांश के अर्बुद बच्चे हुए हैं। उन अर्बुद बच्चों का कौन जिम्मेदार होगा। यह भारत सरकार के लिए एक बहुत महत्वपूर्ण प्रश्न है। 200 लड़कियाँ अभी भी बस्तर जिले से लापता हैं। उनका कोई भी पता नहीं है। दिक्कत तो यह है कि उधर तो कहते हैं कि कानून रखा करेगा संविधान में भी उल्लेख है पर आज वहाँ के आदिवासी पुलिस थाने भी नहीं जा सकते इसलिए कि वहाँ भी जायें तो शिवसे फरियाद करें? उन्हें उतरा डाट पड़ी

है। इस स्थिति को देखते हुए वहाँ के आदिवासी समाज ने उन गैर-आदिवासियों से शादी करने को कहा और वहाँ की पंचायत ने करीब 152 लड़कियों को उनसे शादी कराई। मैं भूतपूर्व कलक्टर डा० ब्रह्मदेव शर्मा को बन्धुवाद देता हूँ कि इस मामले में उन्होंने महत्वपूर्ण योगदान दिया। यह भी आपको जानकर ताज्जुब होगा कि उनमें से दस लड़कियाँ ऐसी भी हैं जो दस साल से भी कम हैं, जिनके अर्बुद बच्चे हुए और आज बस्तर में घूम रहे हैं। इनकी देखरेख के लिए न राज्य सरकार ने कोई इतजाम किया और न केन्द्र सरकार ने। मुझे ताज्जुब होता है कि राज्य सरकार के एक भी अधिकारी या सार्वजनिक नेता ने यह नहीं कहा कि अनायास हो रहा है आदिवासियों के प्रति। वहाँ आदिवासी पंचायत आश्रम खुला, वहाँ पर अभी भी 24 लड़कियाँ रहती हैं। आपको यह जानकर ताज्जुब होगा, सभापति महोदय, कि भूतपूर्व कलक्टर डा० ब्रह्मदेव शर्मा ने थोड़ा बहुत किया तो वहाँ के गैर-आदिवासी उसके खिलाफ हो गये। जिस दिन उनका तबादला हुआ, 5 नवम्बर को, उस दिन 12 साल की एक लड़की से बलात्कार किया गया और आज उसकी स्थिति यह है कि वह अपनी याददास्त खो बैठी और पागल हो गई और गर्भवती है और अस्पताल में पड़ी हुई है। मैं केन्द्र सरकार का ध्यान इस ओर आकर्षित करना चाहता हूँ कि बस्तर में आज यह स्थिति है, उसको देखें।

दूसरी बात, सभापति महोदय, मैं कहना चाहूँगा कि वहाँ जितने भी बाहर से लोग आये, सब का एकमात्र लक्ष्य रहा शोषण करना। बस्तर में आप देखेंगे कि सब बाहर के लोग बसे और आदिवासियों का शोषण किया गया। इसलिए आदिवासी सड़कों को छोड़कर दूर जगलों में जा बसे। वहाँ भी उनको नहीं छोड़ा गया, उनकी जमीन खरीदी गई, लकड़ी खरीदी गई, इमारती लकड़ी के नाम से उनकी जमीन

खरीदी गई और इस प्रकार से उनका शोषण हो रहा है। कर्पोरेशन भी उनको नहीं देते हैं।

एक बात और कहना चाहता हूँ कि केन्द्र सरकार ने आदिवासियों के वृहत विकास के लिए तीन करोड़ की योजना, पाइलेट प्रोजेक्ट की स्वीकृति दी है। उसके लिए हम केन्द्रीय सरकार को धन्यवाद देते हैं और यह तीन करोड़ दो साल में खर्च होना है। यह भी आप को जानकर ताज्जुब होगा कि अभी तक प्रोजेक्ट आफिसर एक ही नियुक्त किया गया है। न उसके पास कोई स्टाफ है, न आफिसर है, न कोई वहाँ पर व्यवस्था है। यह मेरी समझ में नहीं आता कि यह आदिवासियों का विकास दो साल में किस ढंग से होगा। एक आई. ए. एस. आफिसर जो नये-नये हैं, वह समझ नहीं पा रहे हैं कि यह पाइलेट प्रोजेक्ट क्या है। न उनको राज्य शासन से कोई सहयोग मिल रहा है, न केन्द्र शासन से। इसके लिए मैं केन्द्रीय शासन को आगाह कर देना चाहता हूँ कि तीन करोड़ रुपये का दुर्गुपयोग होगा और अभी से केन्द्रीय सरकार इसकी तरफ ध्यान दे।

समापति महोदय, मध्य प्रदेश में ट्राइबल कोऑपरेटिव डेवलपमेंट कारपोरेशन है जो कि आदिवासियों की वन उपज की खरीद करता है। इसमें ढाई करोड़ रुपया लगा है, केन्द्रीय सरकार के समाज कल्याण विभाग का इसमें प्राधा हिस्सा है। सन् 1969-70 में करीब ढेढ़ करोड़ रुपये का घाटा हुआ और मुझे आज तक समझ में नहीं आया कि राज्य सरकार अभी तक किसी आफिसर के ऊपर जिम्मेदारी थोप नहीं पायी है। कौन जिम्मेदार है, इसका अभी तक फैसला नहीं हो सका। तो जनता के पैसे का इस तरह से दुर्गुपयोग हो रहा है, यह बहुत गलत बात है।

दूसरी बात में कारपोरेशन के बारे में

कहना चाहता हूँ कि स्वयं भापाल केन्द्र है इस कारपोरेशन का और बहा भी घाटा हुआ है। अब तो पीने दो करोड़ रुपये का घाटा होने जा रहा है। इसके पहले चार महीने के लिये करीब 700 रु० महीने किराये पर जो आफिसर रक्खा गया उसके लिये बगला लिया गया। बाद में 900 रु० का अलग आफिसर लिया गया। इस तरह से कारपोरेशन दिवालिया होता रहा। अब मार्च के महीने में इस कारपोरेशन के लिये 1500 रु० महीने किराये पर बिल्डिंग ली गई है। आप तो ताज्जुब होगा कि ट्राइबल विभाग के आफिसर के बगलों को 1,500 रु० के किराये पर लिया गया है। इस तरह से आदिवासियों के नाम से पैसा बरामद किया जा रहा है। यह बहुत गलत बात है। मैं चाहता हूँ कि केन्द्रीय सरकार इस ओर ध्यान दे।

श्री रामाबतार शास्त्री (पटना) : महापति महोदय, मैं केवल एक वार्ता की ओर मंत्री महोदय का ध्यान आकर्षित करना चाहता हूँ और वह है पटना विश्वविद्यालय की दुबस्था और दयनीय स्थिति के सम्बन्ध में। जा भी लोग बहा के अखबार पढ़ते हैं उन्हें यह मालूम होगा कि बहा के विद्यार्थियों, अध्यापकों और उप-कुलपति से किसी भी प्रकार का सत्याग या सेल नहीं है, जिसकी वजह से बहा कभी-कभी बड़े हंगामे भी हो जाते हैं। आप ने यह भी सुना होगा कि वहाँ के छात्रों और उप-कुलपति के बीच में भी कुछ दुर्व्यवहार हुआ और इस को लेकर वहाँ की शिक्षा के स्तर में गिरावट आई है और लिखाई पढ़ाई नहीं हो पाती है। जो सचपं हो रहा है उसमें जनता का कोई भी फायदा नहीं हो पा रहा है।

यह स्थिति आज उस पटना विश्वविद्यालय की है जिस का उस पांच विश्वविद्यालयों में बड़ा महत्त्वपूर्ण स्थान था जो सब से पहले देश में कायम किये गये थे। आज वहाँ हर मामले में,

चाहे विज्ञान की पढाई हो चाहे कला की पढाई हो, विश्वविद्यालय का स्तर गिरता जा रहा है। वहाँ पर जो साइंस कॉलेज है जो और बड़े पुराने कॉलेजों में से है, वहाँ पर वैज्ञानिक आपरेटस तक नहीं है जिससे प्रयोगशालाओं में विद्यार्थी जा कर अध्ययन कर सके। वहाँ के पुस्तकालय के अन्दर किताबों की भी बड़ी कमी है और छात्रावासों की भी कमी है, जब कि छात्रों की संख्या बराबर बढ़ती जा रही है। लेकिन उनकी समस्याओं के ऊपर ध्यान नहीं दिया जा रहा है जिससे असन्तोष का बढ़ना स्वाभाविक है। और कालिजों के जो भवन हैं उनकी मरम्मत तक नहीं होती। कहने का मतलब यह है कि वहाँ बड़ा ही गम्भीर स्थिति है और इस गम्भीर स्थिति को वहाँ के मुख्य मंत्री ने भी बिहार विधान सभा में स्वीकार किया है। इसके कारण वहाँ पर स्थिति बड़ी तनावपूर्ण होती जा रहा है। मेरा तो यही निवेदन होगा कि इतना बड़ा यूनिवर्सिटी की रक्षा केन्द्रीय सरकार को करनी चाहिये।

वहाँ का जो शिक्षक संघ है उसके प्रतिनिधि और वहाँ के छात्र जो पहले मुख्य मंत्री श्री दारोगा प्रसाद राय थे उनसे मिले थे। उसके बाद उन्होंने केन्द्रीय सरकार से निवेदन किया था कि वह विश्वविद्यालय बरामद हो रहा है और भारत सरकार उसको अपन हाथ

में ले ले ताकि उसकी दुर्बस्था को सुधार कर सही मानो में उसका काम सुचारु रूप से चल सके और बिहार की मदद ही सके। लेकिन इस पर भी सरकार ने ध्यान नहीं दिया। मैं पुनः उस बात का निवेदन करूँगा कि सरकार उसको अपने हाथ में ले ले। अगर किसी बजट से उसको न ले सके तो ज्यादा से ज्यादा अनुदान दे कर अपने पाव पर खड़ा कर वहाँ पर जो झंटाबार और जातिवाद है, क्षुणित परिस्थिति है, उसको समाप्त करके सही मानो में उसको बढाने का काम करे।

मुझे विश्वास है कि मंत्री महोदय का ध्यान पटना विश्वविद्यालय की इस दुर्बस्था को सुधारने की तरफ अविलम्ब जायेगा।

श्री पन्नालाल बाबूपाल (गगानगर) :
सभापति महोदय, आप ने मुझ को शिक्षा तथा समाज-कल्याण मंत्रालय के अनुदानों पर बोलने का जो अवसर दिया उसके लिये आप को धन्यवाद देता हूँ।

MR. CHAIRMAN : The hon. Member may continue tomorrow.

1P 00 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Thursday, April 13, 1972
Chaura 24, 1894 (Saka).*