

[Prof. Madhu Dandavate]

who feel that if there is Hindu-Muslim tension, the entire nation is rocked to its feet, but, when there are atrocities on the lower classes like the Harijans and the Backward Classes and the Scheduled Tribes in this country, the nation remains only a silent spectator to these atrocities against the Harijans and the Scheduled Tribes. Therefore, I demand that the Government come forward with a categorical statement. Though there is no call attention motion on this subject and there is no obligation on the part of the Government to make a statement, on behalf of those who suffered these indignities, I categorically demand that at some stage let the Government make a statement on these atrocities that have been perpetrated by certain political sections in the Punjab.

SHRI R. V. BADE (Khargone) : The Speaker has not allowed the Call Attention Motion.

12.49 hrs.

DEMANDS* FOR GRANTS, 1972-73 —
Contd.

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

MR. SPEAKER : Now, we take up items 7 and 8. Time allotted was six hours. We have already taken 4 hours 10 minutes. The balance is 1 hour 50 minutes.

How much time would you like to take, Prof Nurul Hasan ?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN) : I would like to take about 50 minutes, and another 10 minutes would be taken by my colleague, the Deputy Minister.

DR KAILAS (Bombay South) : There are 3 hours allotted for Science & Technology. These could be added, so 9 hours are available.

MR SPEAKER : That is a very good mathematical proposition. But actually, the total time was six hours.

So, almost one hour for the Members and one hour for the Government.

PROF. S. NURUL HASAN : If you like, I will reduce my speech, but I thought that members would like to have more information.

MR. SPEAKER : That does not depend on you. Members would be interested to have a reply. 50 minutes is not much for reply to the debate.

Now, we have ten minutes. You can start at 3.15 or 3 p m Mr. Barupal was on his legs.

Mr. Barupal.

श्री पन्नालाल बारपाल (गंगानगर) : माननीय अध्यक्ष महोदय, मैं कल शिक्षा और समाज-कल्याण की मांगों पर बोलने के लिये खड़ा हुआ था। मेरी यह राय है कि शिक्षा और स्वास्थ्य किमी भी देश की बुनियाद होती है। ये दोनों विषय बहुत बड़े विषय हैं, इन दोनों विषयों के लिये 6 घण्टे का समय बहुत कम है, इस लिये 10 15 मिनट बोलने में तो भूमिका भी नहीं बनती है, इस लिये मैं क्या बोलूँ। तो मैं आपसे कह रहा था कि समाज कल्याण की परिभाषा क्या है? समाज कल्याण में हिन्दू समाज, ईमाई समाज, जैन समाज, यहूदी समाज और हरिजन समाज—पता नहीं कितने समाज हैं तो यह समाज कल्याण का विभाग किम समाज के लिए है यह मेरी समझ में नहीं आया। रिपोर्ट को पढ़ने से मालूम हुआ कि जिस उद्देश्य के लिए समाज कल्याण विभाग खोला गया था, पिछड़े हुए लोगों के लिए, गरीब और अशिक्षित लोगों के लिए या जिनको भी आवश्यकता थी उनके लिए खोला गया था उनको तो लाभ पहुँचा नहीं इसलिए इसका नाम समाज कल्याण से बदल करके यदि सवर्ण कल्याण कर दिया जाये तो अत्युक्ति नहीं होगी। ... (व्यवधान) ...

अध्यक्ष महोदय : आज सिर्फ पाँच-पाँच मिनट मिलेगे इसलिए और बातों में वक्त जाया न कीजिए।

* Moved with the recommendation of the President.

श्री पन्नालाल बारूपाल : शिक्षा के सम्बन्ध में श्री बेरवा ने कल जो बताया उससे मैं काफी सहमत हूँ। समाज कल्याण के सम्बन्ध में मैं कहना चाहता हूँ कि समाज कल्याण के द्वारा जिस वर्ग के लिए जो धन या जो कुछ भी दिया जाता है वह उन लोगों तक नहीं पहुँचता है, उसका दुरुपयोग बहुत होता है। इसके अन्दर अच्छाई बहुत है लेकिन अच्छाई के साथ-साथ, आप वहीँगे कि बारूपाल बुराई-बुराई ही बतलाना है। मैं उदाहरण के रूप में बतलाता हूँ कि पंचायत समितियों के द्वारा जो हरिजनों को ..

अध्यक्ष महोदय : आज आप सही मूड में नहीं हैं, कुछ ढीले-ढीले है। ... (व्यवधान)

श्री पन्नालाल बारूपाल : मैं यह कह रहा था कि जो रुपया दिया है उसका दुरुपयोग होता है। मैं बताना चाहता हूँ कि हरिजनों के लिए पंचायत समितियों के द्वारा जो पैसा खर्च होता है वह दलीय आधार पर खर्च होता है बल्कि कभी-कभी उनको वह पैसा मिलता ही नहीं है और पंचायत का वह पैसा लैम्प हो जाता है।

इसी प्रकार से मैं आपसे निवेदन करूँगा कानूनी सहायता के सम्बन्ध में, कि हरिजनों पर कोई जोर जुल्म या ज्यादती होती है, किसी प्रकार का कोई अन्याय या अत्याचार होता है या खेती सम्बन्धी कोई मामला होना है तो समाज कल्याण को और से उनको कानूनी सहायता दी जाती है लेकिन मैंने जो इसका अध्ययन किया है तीन साल में तो पाया कि उनको इसका कोई लाभ नहीं मिलता है। वह पैसा बीच में ही रह जाता है।

जहाँ तक हरिजनों की आवास की समस्या का संबंध है, जो असहाय है उनको पाँच सौ रुपया प्रति परिवार देने की व्यवस्था है, उनको एक हजार रुपया दिया जाये परन्तु खेद की बात यह है कि यह पैसा भी उनको प्राप्त नहीं हो रहा है। हरिजनों के लिए समाज कल्याण केन्द्र खोले जाते हैं, मैं आपको बताना चाहता हूँ कि बीकानेर

के अन्दर कितने रेडियो, ग्रामोफोन, हारमोनियम और मशीनों कहां-कहां किम के पाम चली गई उसका कोई पता नहीं। मैं चाहता हूँ कि सरकार इसकी जाँच कराये। हरिजनों के लिए समाज के लिए जो केन्द्र खोले जाते हैं उनमें ग्राम-सेविकायें रखी जाती हैं, वहाँ पर कुछ तकनीकी और इस तरह के उद्योग धंधे बनाये जाते हैं लेकिन मैं कहता हूँ कि खाली बोर्ड लगा हुआ है और जो ग्राम सेविकायें हैं वे या तो समाज कल्याण बोर्ड के अध्यक्ष के चुनाव कार्यों में काम कर रही हैं या उनके घर में काम कर रही हैं। इस तरह में वह मामला भी टप पड़ा हुआ है। तो इसकी जाँच के लिए भी मैं वह रहा हूँ। ... (व्यवधान)

हरिजनों के लिए राजस्थान में जो छात्रावास है, उदाहरण के तौर पर मैं बताना चाहता हूँ कि 1950 में वह छात्रावास खुला था और आज उसको 22 वर्ष हो गए हैं परन्तु उस छात्रावास की बिल्डिंग अब भी नहीं बनी। मनमाने ढंग में किराया दिया जा रहा है। अब भी छात्रावास श्मशान भूमि में है। वहाँ पर गोदाम है किंगी चीज का इसलिए अच्छर वर्ग रहत रहते हैं। अब उस जगह पर बैठकर हरिजन क्या शिक्षा प्राप्त कर सकते हैं ? हम सहमूँ करते हैं कि 25 वर्ष की आजादी के बाद भी आदिवासी और हरिजनों की समस्याएँ ज्यों की त्यों हैं। इस समस्या का समाधान क्यों नहीं होना ? समय-समय पर कई रिपोर्टें प्रकाशित होती हैं। कई आयोग भी बने, जहाँ ने पूरी कोशिश की लेकिन मामला ज्यों का त्यों है। मैं कहता हूँ कि 1947 में भारत विभाजन के बाद कितने ही शरणार्थी यहाँ पर आये केवल धोती और लंगोटी में लेकिन आज उनकी बड़ी-बड़ी दूकानें हैं और भगवान की दगा से वे अच्छा-अच्छा खाने पहनते हैं परन्तु हरिजनों की समस्या ज्यों की त्यों बनी हुई है। ... (व्यवधान) ...

मेरे कहने का मतलब यह है कि बंगला देश की इतनी बड़ी प्रोब्लम थी, हमें प्रसन्नता है कि हमारी प्रधान मंत्री ने और हमारे देशवासियों ने उस समस्या का समाधान किस तरीके से कर

[श्री पन्नालाल बारूपाल]

दिया लेकिन हमारे यहां जो दस करोड़ हरिजन हैं वे आज भी दीन हीन हैं। मैं काफी बोलना चाहता था लेकिन जितनी बातें मैंने सुनीं उनका मेरे दिमाग पर असर है, मैं कहता हूँ :

हिन्दुओं में अगर बेरुखाई न होती तो भारत में आई तबाही न होती अगर प्यार दिल से अछूतों को करते तो प्यारे यहां कौम दबदबाई न होती न कटा करके चोटी न बनते बेधर्मी मस्जिद में सुरती लगाई न होती अगर पाठ गीता का इनको पढ़ाते तो कुरां वाइबिल की पढ़ाई न होती।

यह बातें जो मैं कह रहा हूँ...

अध्यक्ष महोदय : इसके बाद तो अब खत्म करिए।

श्री पन्नालाल बारूपाल : मेरा कहने का मतलब यह है कि सब कुछ मिला करके हरिजनों की दुर्दशा ज्यों की त्यों गांवों में है। आज हरिजनों को पीने के लिए पानी की प्रोब्लम भी ज्यों की त्यों है।

संसार में फैला हुआ है विज्ञान से सुखड़ा, बस्ती में हरिजन की आज भी है पानी का दुखड़ा।

हरिजनों को आज भी पीने के लिए पानी उपलब्ध नहीं है। समाज कल्याण की ओर से जल कष्ट निवारण के लिए पैसा देते हैं लेकिन वह भी हमें पूरा प्राप्त नहीं होता है। मैं कहता हूँ कि इसके लिए कोई एक अच्छी सी छोटी कमेटी बना करके राजस्थान के बारे में जांच करा लें कि जो पैसा समाज कल्याण के द्वारा दिया जाता है वह कितना खर्च होता है, कितना उसका सदुपयोग होता है और कितना उसका दुरुपयोग होता है तो मुझे संतोष हो जायेगा। मैं ज्यादा कुछ और नहीं कहूंगा।

डा० गोविन्द बास (जवलपुर) : अध्यक्ष जी, जहां तक हमारी शिक्षा का सम्बन्ध है, मैं समझना हूँ, स्वराज्य के बाद यह प्रश्न हमारे लिए सबसे महत्वपूर्ण और सबसे आवश्यक है। स्वतंत्रता के बाद हमारे देश में नवनिर्माण का युग आरम्भ हुआ है। यह नवनिर्माण दो प्रकार का हो रहा है—एक तो भौतिक वस्तुओं का निर्माण है और दूसरी नयी पीढ़ी का निर्माण है। जहां तक भौतिक वस्तुओं के निर्माण का सम्बन्ध है, हमने काफी दूर तक उसमें सफलता प्राप्त की है। हमारा देश कृषि प्रधान देश है। आबादी बढ़ती जाती है, जमीन उतनी ही है लेकिन वैज्ञानिक साधनों के कारण हमने अपनी उपज को सुधारा, खाद की व्यवस्था की, जमीन को और अधिक कमाया, आवपाशी की भी व्यवस्था की इसलिए हमारा उत्पादन काफी बढ़ा है। यह उत्पादन अब इतना हो गया है कि हम बाहर से जो करोड़ों रुपए का अन्न मंगाते थे, अब हमको एक दाना भी नहीं मंगाना पड़ेगा बल्कि यहां से बाहर हम अन्न भेज सकेंगे।

13 hrs.

इसी तरह भौतिक और दूसरी वस्तुओं का सम्बन्ध है जो जीवन के लिए बहुत आवश्यक है। इस निर्माण में, जैसा मैंने आपसे अभी निवेदन किया हमें बहुत दूर तक सफलता हासिल हुई है।

लेकिन जहां तक नई पीढ़ी के निर्माण का सम्बन्ध है मैं कहना चाहता हूँ कि वहां हमें ज़रा भी सफलता नहीं मिली है। नई पीढ़ी का निर्माण उसी स्थिति में है जिस स्थिति में स्वराज्य मिलने के पहले था। मैं दुनिया के करीब करीब सब देशों में घूमा हुआ व्यक्ति हूँ और शिक्षा के विषय से अनुराग रहने के कारण मैंने सभी देशों के शिक्षा प्रणालियों का थोड़ा बहुत अध्ययन किया है। कोई भी शिक्षा प्रणाली ऐसी नहीं है कि जो शिक्षा प्रणाली सर्वथा निर्दोष कही जा सके लेकिन हमारे देश की शिक्षा प्रणाली में सबसे अधिक दोष हैं इसमें भी कोई संदेह नहीं हो सकता है।

अध्यक्ष महोदय : डा० साहब अपना भाषण लंच के बाद जारी रखें।

13.01 hrs.

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

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*The Lok Sabha reassembled after Lunch
at four 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.

डा० गोविन्द दाम उपाध्यक्ष महोदय, जब भोजन के लिये मदन की बैठक स्थगित हुई उम समय मैं यह रहा था कि स्वराज्य के बाद हमारे देश के नव-निर्माण का युग है और इस नव-निर्माण में दो प्रकार के निर्माण हो रहे हैं। एक तो भौतिक वस्तुओं का निर्माण और दूसरे नई पीढ़ी का निर्माण। पहले प्रकार के निर्माण में हम सफलता मिली है, लेकिन दूसरे प्रकार के निर्माण में हम अब तक कोई सफलता नहीं मिली, और उसका कारण है। इस निर्माण में हमारी दृष्टि केवल भौतिक दृष्टि हो गई है। हमारी पच-वर्षीय योजनाओं को आप लें। वे केवल भौतिक योजनाएँ हैं। मैं भौतिक उन्नति के विरुद्ध नहीं हूँ। जिस देश में लोगो को जीवन की जरूरियात को चीजे नहीं मिलती, खाने को नहीं मिलता, पहनने के लिये कपडा नहीं मिलता, दूसरी चीजे नहीं मिलती वहा भौतिक निर्माण होना चाहिये, लेकिन यदि केवल भौतिक निर्माण उद्देश्य हो जाये तो व्यक्ति और समाज अर्थात् पूरे समाज का कल्याण नहीं हो सकता।

इस दृष्टि के कारण हमने धर्म की नई पीढ़ी के निर्माण में सर्वथा बहिष्कार कर दिया है। यहा धर्म शब्द का उपयोग मैं मजहब या रिलीजन दृष्टि से नहीं कर रहा हूँ। हमारे यहा धर्म इतना व्यापक शब्द है कि उसमें व्यक्ति और समाज का समस्त जीवन आ जाता है। धर्म के लक्षणों के सम्बन्ध में अनेक बातें हमारे शास्त्रों में कही गई

हैं। सब से अच्छा लक्षण तो हमारी मनुस्मृति में बतलाया गया है। उसमें कहा गया है कि :

धृति क्षमा उदमोस्तेयं शौचमिन्द्रियनिग्रह ।
धी विद्या सत्यमक्रोधो दशक धर्मलक्षणम् ॥

यह दस लक्षण व्यापक रूप से धर्म के लक्षण हैं। धर्म का एक गलत मतलब लगा कर हमने अपने सब कामों में से धर्म का बहिष्कार दिया है और सेकुलर शब्द का उपयोग कर लिया है। अपने संविधान में सेकुलर शब्द का ही हम गलत अर्थ लगाते हैं। यह सेकुलर शब्द पश्चिम से आया हुआ है। पश्चिम में इस शब्द का उपयोग उस समय हुआ था जिस समय पोप और पादरियों का अत्याचार चल रहा था, और उनके उन अत्याचारों को एक्सेजिआसिटिव नाम दिया गया था और एक्सेजिआसिटिव के विरोध में सेकुलर शब्द आया। हमारे यहा ऐसी कोई परिस्थिति नहीं थी। लेकिन इसका नतीजा यह निकला है कि रूपया ईश्वर से भी बड़ा हो गया है। आज जो अनैतिकता है, घूसखोरी है, सामाजिक पाप है उन का मुख्य कारण यह है कि धन हमारे यहा ईश्वर से भी ऊँचे स्थान पर बैठाया गया है। ईश्वर के सम्बन्ध में हमारे यहा दो प्रकार के मत हैं। कुछ लोग आस्तिक हैं और कुछ लोग नास्तिक हैं, लेकिन रूपये के सम्बन्ध कोई भी नास्तिक नहीं है, सब आस्तिक हैं। मैं आप से कहना चाहता हूँ कि इस परिस्थिति में परिवर्तन होना चाहिये। जब तक यह परिवर्तन नहीं होगा तब तक हमारे देश में व्यक्ति और समाज का निर्माण होने वाला नहीं है।

जहा तक धर्म का सम्बन्ध है, धर्म दो प्रकार के है एक व्यापक धर्म है और दूसरा विशिष्ट धर्म है। व्यापक धर्म सब लोगों पर व्यक्तिगत रूप से और सामाजिक रूप से लागू होता है और जो विशिष्ट धर्म होता है वह विशिष्ट लोगों पर और विशिष्ट अवसर पर लागू होता है। मैंने अभी मनुस्मृति का श्लोक पढा जिसमें मैंने बतलाया कि व्यापक रूप से धर्म के क्या लक्षण हैं और यदि आप विशिष्ट रूप से देखें तो विशिष्ट धर्म का बड़ा अच्छा दिग्दर्शन श्रीमद्भगवद्गीता में किया

[डा० गोविन्द दाम]

गया है। भगवान श्री कृष्ण भगवद्गीता में कहते हैं :

श्रेयास्वधर्मो विगुणः परधर्मात्स्वनुष्ठितात्
स्वधर्मो निघ्न श्रेयः परधर्मो भयावहः ॥

वह आगे फिर कहते हैं :

सहजं कर्म कौन्तेय गदोपमपि न त्यजेत् ।
सवरिम्भाहि द्रोणेण घूमेनाग्निरिवावृताः ॥

तो यदि हम धर्म का शिक्षा में कोई स्थान नहीं रहा तो हमारी नई पीढ़ी का निर्माण ठीक तरह से नहीं हो सकता ।

शिक्षा प्रणाली के दोषों को हमारे मनीषी जानते थे । स्वराज्य के पहले भी हमारी शिक्षा प्रणाली में सुधार हो इसके लिये एक कमिशन नियुक्त हुआ था हेटर कमिशन । स्वाधीनता के सन् 1948-49 में हमारे भूतपूर्व राष्ट्रपति डा० राधाकृष्णन की अध्यक्षता में आयोग नियुक्त हुआ, फिर सन् 1959-60 में श्री श्रीप्रकाश की अध्यक्षता में दूसरी कमेटी बनी ।

फिर सन् 1964-65 में कोठारी आयोग स्थापित हुआ । इन सब आयोगों ने तथा कमितियों ने इस बात का कहा है कि हमारी शिक्षा प्रणाली में सुधार होना चाहिये और उममें धर्म का प्रवेश होना चाहिये । बिना उमके हमारी शिक्षा प्रणाली कभी नहीं सुधर सकती । इस सम्बन्ध में श्रीयुक्त श्रीप्रकाश जी की कमेटी ने जो कुछ कहा है उसे मैं पढ़ देना चाहता हूँ :

“जनता पर से धर्म का अंकुश हटने जाने के कारण शिक्षा जगत तथा समाज में बहुत से दोष आ गए हैं । भारतीय जीवन का आधार धर्म रहा है । आज यह मूल ढीला हो रहा है । अतः राष्ट्र का जीवन छिन्न भिन्न होने से रोकने के लिए धर्म का आधार पुनः तैयार करना होगा जिसमें नैतिक तथा आध्यात्मिक मूल्यों की शिक्षा दी जाए ।

श्री अनन्त प्रसाद घूसिया (बस्ती) : भारतवर्ष धर्म निरपेक्ष देश है और इसको डिकलेयर भी किया गया है । माननीय सदस्य कैसे किसी धर्म की बात कर रहे हैं ।

MR. DEPUTY SPEAKER : There is no point of order.

डा० गोविन्द दाम : भौतिक उन्नति का भवन आध्यात्मिक भवन पर खड़ा होना चाहिए । जब तक आध्यात्मिक भवन पर भौतिक उन्नति का भवन खड़ा नहीं होता तब तक हमारा कल्याण होने वाला नहीं है । बिना इनके व्यक्ति और समाज का कल्याण नहीं हो सकेगा ।

जहां तक समाजवाद और गरीबी हटाने का सवाल है, समाजवाद के धर्म विरुद्ध नहीं है, गरीबी हटाने के विरुद्ध नहीं है । हमारे ऋषियों, महापियों ने हजारों वर्ष पहले योज की थी और वह खोज यह थी कि समस्त सृष्टि एक तत्व है । जो आप है वही मैं हूँ और जो मैं हूँ वही आप है और जो आप और मैं है, वही साग विश्व है, एक तत्व है । इस पर कुछ मूल बने थे

अहं ब्रह्मा स्मि तन्वमसि सर्वं खल्विदं ब्रह्म
सर्वं भूतहिते रताः

दुगमें बड़ा समाजवाद क्या हो सकता है, मैं नहीं समझ पाया । मेरा निवेदन है कि जहां तक शिक्षा प्रणाली के दोषों का सम्बन्ध है, उसमें आध्यात्मिकता और धर्म का प्रवेश होना चाहिये ।

भाषा के सम्बन्ध में मैं एक बात कहता हूँ । अभी तक सरकारी नीति घोषित होते हुए भी विश्वविद्यालय के स्तर तक माध्यम हिन्दी और भारतीय भाषायें नहीं हुई हैं । मैंने आरम्भ में कहा था कि दुनिया के करीब-करीब सभी देशों में मैं घूमा हूँ । कोई भी ऐसा अभाग्य देश, बदकिस्मत देश दुनिया में नहीं जिस देश की शिक्षा प्रणाली एक विदेशी भाषा के आधार पर चलती हो । हमें इसमें परिवर्तन करना होगा ।

मातृभाषाओं को हमें स्थान देना पड़ेगा, विश्व-विद्यालयों में इनको स्थान देना पड़ेगा, तब हमारा काम चल सकता है।

इन शब्दों के साथ मैं अपना भाषण समाप्त करता हूँ।

SHRIMATI M. GODFREY (Nominated-Anglo-Indians) : I rise to support the Demands of the Ministry of Education.

I had pointed out last year the housing facilities that should be given to the school children. I would like to stress that point again that our school buildings are no place where children could stay for such long hours, and I request the Government once more to take note of this.

I will take up the Report for 1971-72. The Government of India has sanctioned a scheme for the appointment of 30,000 additional Primary Teachers and 240 Assistant Inspectors. I suggest that instead of these Assistant Inspectors, it is better that we have full-fledged Inspectors who will do a better job. These inspectors are paid very meagrely and I suppose they just do the amount of work they are paid for. So, if we could get a few more inspectors who really go about and see the work that is being done in each of our schools I am sure we will be on the line of progress. It has also been stated in the report that these inspectors should go round and see that in each of the schools not only the children are working but the teachers are also doing their duty towards the children in all respects.

In this report it has been pointed out that the government is providing midday meals to about 9 lakh school children. This, I think, is a very good project. But I would like to ask, and I would like the Minister to reply, what meals are being given to these children in the schools. Besides this, they also say that CARE-assisted school midday-meal programme is also operating and this covers about 11 lakhs and over. If CARE organisation is providing midday meals to the children, I do not know what is happening to the money that the government is spending for the midday meals. Because, I have gone round many schools in Andhra Pradesh and I have noticed that these little

children get two tiny biscuits as midday meal, or some kind of wheat flour made into something is given to them. When CARE is providing the midday meals for children, I do not know what is happening to the money that the government is spending for the midday meals. I do not think that the amount that government is giving for midday meals is being utilized for midday meals. I would like a check to be made on that also.

Besides, government have opened work centres for the youth. This is a very good project to train the youth for the future in whatever profession they would like instead of stereotyped school education which our children are getting. I must say that our teachers are also giving parrot-like education to our children with the result that when they come out they are pushed into some sort of job by their parents, who are eager that they should do something for themselves, something good. Most of our children prove to be misfits in whichever jobs they are pushed into. I would really like these work centres to be improved and their standards raised so that they could give some sort of certificates to the boys and girls who seek employment after doing a sort of course in these work centres.

Now that the government is spending huge amounts on these work centres, I would like to know what happens to the produce of these work centres, because they must be working on some machinery and must be producing something. These produce could be sold in the market and the proceeds used towards the recurring expenses of these centres instead of government meeting their recurring expenses. Suppose they teach carpentry or mechanical engineering. When the children are working they must be producing something. The proceeds of the sale of these produce could be used for meeting the recurring expenses of these centres.

One point struck me when I was reading the Report and that is this. Desh Gitanjali is an excellent idea for strengthening the sense of national identity among our school children. But I was surprised to read further on that some money has been sanctioned by the government for teachers who are teaching the singing of these national anthem and national songs. I do not think we should pay our teachers for teaching the national

[Shrimati M. Godfrey]

anthem to our children. Everyone must know the national anthem and the teaching of it should be done as a part of the routine work, and this amount of money could be saved and used for other purposes instead of paying for special teachers to do teaching of national anthem. I do not think it would be right that the teachers should take payment for teaching national anthem. Everyone of us must know the national anthem and we should all sing it with whatever voice we have got and the teachers should not be paid extra for inculcating this national spirit into our children. It should come naturally and every school teacher should teach the children this. I do not think there should be any special teachers for organising this Desh Gitanjali.

It is said that the Government is giving assistance to voluntary educational organisations in the field of school education in certain directions like science education and library facilities. It is quite a large amount that the Government is giving. The Fourth Plan allocation for the scheme is Rs. 45 lakhs. I would like to ask the Minister whether this sum of Rs. 45 lakhs is being distributed among the different States because, I know, when I was in Andhra Pradesh, I was requesting for over two years for just Rs. 1,000 for a library for a certain school and the Government said that they had no funds. That school, I know, is doing very good work. 4,000 boys were going to benefit by it and it was a necessity there. Yet, the Government did not give it while I was there, with the result that the boys had to suffer. When Rs. 45 lakhs are being given for voluntary educational organisations, I think, the distribution should be examined and we should see that those voluntary organisations, which are doing real good work, are assisted in some way or the other.

It is very clear that the Government is in a mood to help these voluntary organisations but I am very sorry to say that particularly in Andhra Pradesh and, I think, in Madhya Pradesh they do not even give recognition to schools which are teaching through other languages. For instance, it was very difficult for me to get a few schools recognised—I do not think they are yet recognised—because they were teaching through the medium of English. It is a fundamental right whereby minorities

are allowed to teach through their own mother tongue. If it is mother tongue of a minority of us, we will naturally teach through that mother tongue. I am sure, the Government must recognise this and should give recognition to these schools which are doing a lot of good.

I am told, the Government of Andhra Pradesh is checking on statistics and seeing the number of parents who are wanting their children to be educated through media other than Telugu. Last time also I stressed this and said that when a State teaches through the medium of its own regional language, we are putting these boys and girls in water-tight compartments when they find themselves stronger in their own country. Government is not able to provide them with jobs in Government service and they are not able to seek employment outside their State. What is happening to these young boys and girls, who come out of schools teaching in the regional language, whether Tamil, Telugu, Marathi or some other language, is that they cannot get jobs in other States; they do not fit into companies because companies only want people knowing English or Hindi and then these boys are roaming about. That is what is causing indiscipline in schools and colleges.

Besides, I think, in technology and science subjects our regional languages are not rich enough yet and the books produced in the regional language, are not able to educate students in the college standard. They are not getting enough material supplied to them. The books produced are not as interesting as they expect them to be. I am sure, this also is contributing to the unrest and indiscipline that we are finding in our schools and colleges because there is no regular standard. I would like the Centre to take this up and at least put some sort of a control on education in the States so that there will be one standard throughout India and our boys and girls will find that the whole of India belongs to them and they can move from place to place.

Finally, about the Sapru House Library, I was really surprised to hear that there is a proposal for breaking up the international library, which is really catering to the needs of so many foreign students and so many of our own students. Since we have got a monument of this kind in India, we should be proud about it. I hear that this is the third

in the world which is supplying books of all languages and on any topic. It is first in Asia and the building is so very good. I would really be sorry if it is shifted to some other place. I would request the Minister to look into this and give an answer to me in his reply.

THE DEPUTY MINISTER IN THE MINISTRY OF EDUCATION AND SOCIAL WELFARE (SHRI K. S. RAMASWAMY) : Mr. Deputy-Speaker, Sir, we welcome most of the criticisms and suggestions made by hon. Members. But I cannot agree with Mr. Barupal who made a very sweeping remark that the money intended for social welfare is not spent for those people for whom it is intended. I emphatically deny it. We have got every check and counter-check to see that the money is properly spent.

The Department of Social Welfare is concerned with the amelioration of the conditions of various under-privileged sections in our society, the Scheduled Castes and Tribes, woman and children and the handicapped people. The country has made very rapid progress economically and in other spheres due to various developmental activities. The benefit has reached the common people but for the backward classes of people some special programme has to be implemented.

The framers of the Constitution had recognised this and they made some provisions to ensure that special treatment is given to the backward classes. Article 46 enjoins on the State to promote educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections. Article 39(f) envisages protection of children and youth against exploitation. Article 41 speaks of the need for public assistance in cases of old-age, sickness and disablement and other such cases. Article 47 enjoins as a primary duty of the State to raise the level of nutrition and the standard of living of the people.

The Department of Social Welfare is charged with the implementation of a large number of Directive Principles in the Constitution. It was said during the debate that much money has not been found for this Department. Somebody suggested that backwardness should be treated and fought out just as liberation of Bangladesh and that more money should be spent in this sphere.

We have been spending a lot of money. We are also giving more and more provision in the various Five Year Plans. In the First Five Year Plan, only Rs. 26 crores were allotted and till the end of 1971, a sum of Rs. 370 crores have been spent. During the Fourth Five Year Plan, a sum of Rs. 142 crores has been provided under the Central sector and Rs. 185 crores under the non-Plan State sector. So, on the whole, we are spending Rs. 327 crores for Scheduled Castes and Scheduled Tribes in the Fourth Five Year Plan which is equal to the amount spent in all the previous three Five Year Plans.

The most important thing that we are doing for the Welfare of Scheduled Castes and Tribes people is in the field of education. The education programme has really made a great impact. In 1931, the literacy rate for the Scheduled Castes was 1.9 per cent as against the general literacy rate of 9.5 per cent. This rose to 10.27 per cent for Scheduled Castes in 1961 against the general literacy rate of about 24 per cent. Thus, while in the case of general population, the literacy rose about three times, in the case of Scheduled Castes, it rose to five times. As for the Scheduled Tribes, the literacy rate in 1931 was 0.7 per cent and, in 1961, it was 8.54 per cent. And this literacy percentage rose to 12 times. Thus in the case of Scheduled Castes and Scheduled Tribes, the growth of literacy has been at a far greater pace than that of general population.

In the post-matric education also, the improvement has been considerable. In 1950-51 the number of scholarships awarded to Scheduled Caste students was 1,316. This number rose to 1,68,000 in 1971-72. In the case of Scheduled Tribes, the corresponding figures are 348 in 1950-51 and 32,000 in 1971-72. Thus the total number of scholarships in 1971-72 is 2,00,000 and is expected to go up to 2,25,000 in 1972-73. Thus there are at present about 130 times as many Scheduled Caste students undergoing higher education as there were in 1950-51, while in the case of Scheduled Tribes the number has gone up by about 90 times. There has been a great demand for increase in the quantum of scholarship with regard to post-matric education. This was considered at the highest level and it has been decided that, due to paucity of resources, instead of enlarging the quantum, it is better to stick on to the number of people ;

[Shri K. S. Ramaswamy]

otherwise, the number covered will be less and only a few people will be getting the benefit. At present scholarship is given to all Scheduled Tribe people without any means or merit test, but with regard to Scheduled Caste people only means test is prescribed, i.e., if the monthly income of the parents is Rs 500 and above, the student is not eligible for this scholarship. To give encouragement to meritorious students who get about 60 per cent in the aggregate in the final examination, the maintenance allowance has been enhanced; they are eligible for $1\frac{1}{2}$ times of the maintenance scholarship. This year it has been decided to extend these educational benefits to neo-Buddhists—the Scheduled Caste people who are converted to Buddhism.

With regard to Scheduled Caste and Scheduled Tribe girls, the improvement in education is not so much as in the case of boys. To give them some fillip, in the Fourth Plan period we have set apart Rs. 2 crores for starting girls' hostels—for both Scheduled Castes and Scheduled Tribes; and this year, about Rs. 30 lakhs have been provided for that.

Some hon. members said that more Ashram schools should be started and the education should be based on some craft. There are at present 733 Ashram schools. We are spending more and more every year. In 1969-70, we spent about Rs. 50 lakhs; in 1970-71, we spent about Rs. 77 lakhs, and in 1971-72, about Rs. 113 lakhs. We are giving more and more aid to Ashram schools, and the education is meant for primary and middle class. We are teaching them some craft also—spinning weaving, embroidery and so on.

There was a general criticism that the progress with regard to allocation of houses is not good. Providing houses is the concern of the States and the Centre is giving aid to the States when they build houses for these people. But the Centre is directly giving grant to people engaged in unclean occupations for building houses. We give 65 per cent grant, and the 25 per cent has to be borne by them, by the beneficiaries, either by way of labour or by way of other materials. In 1969-70 we had built 3,068 houses and given 307 house sites; in 1970-71 1,249 houses and 475 house sites were given to these people.

Then there was a demand that more drinking water facilities should be given to these people. This is a very urgent necessity and it is being done by the States and I am sure they will look into this matter.

Then there was a criticism that the Children's Nutrition Programme is not being implemented, that the Minister made a commitment but it is not being done. In the case of children, though the comprehensive national policy resolution has not yet been placed before the House, we are implementing the programme in the case of the children. In this year, about Rs. 30 lakhs have been set apart for providing relief to destitute children in the orphanages and we have launched upon a special nutrition programme intended for the children of 0-6 years of age. We have covered the whole country and this has made much progress, I can say. This is one of the programmes which have reached the target well in time. I will say, even in advance.

In 1970-71 against a target of Rs. 6,80,000 children, 6,55,000 children were provided supplementary nutrition in tribal areas and city slums. In view of the good response to the programme, in 1971-72 the programme has been extended to 450 Tribal Development Blocks and to more than 200 cities for the benefit of the slum dwellers. In this programme, during 1971-72 more than 20.53 lakh children have been extended the benefits in more than 17,200 Centres.

In the coming year we are going to extend this programme for 30 lakhs children and Rs. 20 crores have been set apart for this purpose. Not only we are going to extend this programme to drought-affected areas but to nutritionally deficient pockets in the rural areas as well.

I want to reply to one or two criticisms. The hon. Member from Bastar said that some atrocities were committed in Bastar on some women and jobs are not given in the public sector industries to these people. The Home Ministry is also concerned with this and we are also looking into this matter and we will try to do whatever is possible to avoid this harassment.

Much was said about untouchability and that we have not been able to abolish untouchability. Untouchability can be abolished

only by giving more and more education to the people and especially, to the Scheduled Castes people and raising their status. Unless that is done, untouchability will not go. The Education Minister has introduced a Bill, the Untouchabilities Offences Prevention Bill, which is providing stringent measures to eradicate untouchability either by practice or by preaching.

I must say something about sports. Mr. Chandrappan said that circus should be developed. We were prepared to give any amount of encouragement to circus. Only, the circus profession is not coming. We have written to them, but they have not approached us.

With regard to sports, we have done excellent work last year. We have sent many teams to foreign countries. Many foreign troupes were here to play several games. In Cricket Tennis and Table Tennis our people have done very well. In the coming year, which is the Silver Jubilee Year of our Independence, we are going to have a mass youth rally in the capital as well as in the capitals of the States, and our programme is to follow it up in the coming years.

Thank you, Sir.

SHRI R. P. ULAGANAMBI (Vellore) :
I want only one clarification from the Minister.....

MR. DEPUTY SPEAKER : The senior Minister would reply.

Mr. B. S. Murthy.

Dr. Kailas.

DR. KAILAS (Bombay South) : Mr. Deputy-Speaker, Sir, while supporting the Demands for Grants for Education and Social Welfare, I wish to draw the attention of the hon. Minister of State Prof. Narul Hasan, a devoted educationist of great eminence, Deputy Ministers, Shri Ramaswamy and Shri Yadav, to the concept of Education, as I see it.

I wish to make a few suggestions. But, I have no doubt that the interests of Education and Social Welfare and Culture are all safe in the hands of these three prominent social workers and devoted educationists.

What is our national policy on education? Are we taking our education policies on right lines? We were discussing in this House the other day the mid-term appraisal of the Fourth-Plan. We heard the speech of Mr. Subramaniam, the hon. Minister of Planning while initiating the discussion and also at the time of winding up of the debate. His speech and that of Mr. Mohan Dharja convinced us that the implementation of the Fourth Plan during the coming years will be quite successful and that the Fifth Plan to follow will be a revolutionary one, so as to fulfil the aspirations of our people. In the same way, Dr. K. L. Rao has given us some revolutionary concepts and determination while he replied to the discussion relating to the Demands for Grants of his Ministry.

But, Sir, I do not understand what revolutionary measures are being undertaken by Education Department. When I read the whole report, I read some stereotyped thing which is coming again and again and no changes have been suggested. We talk of national integration. We talk of secularism. We talk of socialism. But, until and unless these things come into practice nothing can be done. We need men for implementing our plans. And, as has been very rightly said by Seth Govind Das, we are perhaps materialistically going up, but our character is not going up.

For this, I wish to suggest that if four zonal universities are started in four corners of our country, at Srinagar, at Kanyakumari, at Bhavnagar and at Gauhati, with common medium of instruction, common syllabus, common curriculum, etc. perhaps they will be able to have the necessary impact on the minds of our people.

For the last so many years Ministers after Ministers of the Central Government have been saying that there should be an All-India Educational Service. But the States are not replying to their letters or even those who have replied, have turned down this idea.

We have the University of Delhi, the Jawaharlal Nehru University, the Aligarh Muslim University and the Banaras Hindu University and Visva-Bharati, and if these universities are linked together, we may be able to implement our ideas of democracy, socialism, national integration and secularism among the young people of our country.

[Dr. Kailas]

We talk about discipline in the country. Unless and until the Minister himself frames the Fifth Five-year Plan and attaches importance to the few suggestions which I have made here, and try to develop the sports, there will be no improvement. I read in the report that we have got Central Schools all over the country. They are 132 in number. In the Fifth Plan, I feel that 1,000 Central Schools should be established. There will be the same medium of instruction, the same syllabus and curriculum and thus, we will be able to have integration national coming about in our own time.

Before I sit down, I wish to ask a few questions.

First, how much grant has been given to the Central Sports Council during the year 1970-71? How much grant has been given to the State Sports Councils during the same year? When are you going to create or formulate a Central Sports Council? How much money have you sanctioned to Maharashtra, Rajasthan, Orissa and Tamilnadu to establish Rural Sports Centres for young non-students? Why is the Education Minister not pressing on the State Governments to establish rural centres as suggested in the Plan? When is the Central Ministry going to construct at Rajghat, Delhi, an indoor stadium according to international specifications with a cycle track, for which Rs. 2.5 crores has already been included? When is the project, 'Our India Project', going to materialise? Rs. 50 lakhs has been earmarked under this for inter-state students—Teacher camps. I would suggest that one or two such camps may be held in October-November, 1972-73 and 1973-74.

I feel that if Central schools are located all over the country and four Central universities plus those universities which I have mentioned earlier are established, the concept of "oneness" in the country, secularism and socialism will come into existence.

MR. DEPUTY-SPEAKER : Now, Prof. Madhu Dandavate. He has only 3 minutes left over. What can he say in these three minutes?

PROF. MADHU DANDAVATE (Rajapur) : You may please apply Einstein's theory of relativity to time.

MR. DEPUTY-SPEAKER : He can have five minutes.

PROF. MADHU DANDAVATE : This debate provides us an opportunity to review the performance of our educational system and policies and also examine whether a revision of our educational perspectives and orientation is called for.

Education has always been a process that touches individual as well as social planes. At the individual level, the educational process has been an agency to mould the attitude of mind and character, and at the social plane, it has always been the most effective agency and medium to bring about social transformation with the democratic consent of the people. With the growing pace of growing industrialisation and its complex problems, the system of education has also been contributing to the process of national development. The study of humanities must always help in cultivating the temper of the alumni, widen the horizons of human action and thought, and on the other hand, the scientific subjects and science in general must help the alumni in building up a scientific temper and a frame of mind in which all the inhibitions and prejudices of a tradition-bound society get completely dissolved.

The problem today is how these aims which appear to be rather abstract are to be brought down to concrete realities by reformulation of certain policies and programmes in the field of education. No doubt, the educational policies are framed and implemented at various levels, but there must be some common motivation which must permeate all these layers so that uniformity of attitudes can be built up.

Primary education forms one of the most important planks of our educational policy. There was a time when education was the exclusive preserve of privileged classes. With the new winds of change, we find that growing number of alumni drawn from the lower classes and strata of society are having the aspirations to get education. If we just look at the stupendous figures of those who are participating in the experiment of primary education, we find that in 1950-51 the number of students at primary level was 191.5 lakhs, while in 1955-56 it was 251.7 lakhs, in 1960-61, it was 349.9 lakhs, in 1965-66, it was 497.2 lakhs, in 1968-69 it was 541.6 lakhs, and the 1973-74 targets indicate 682.6 lakhs. The very dimensions of

the primary education reveal that the local authorities and local bodies will not be able to cope up with the growing problems of primary education. Therefore, it is necessary that in some form and at some stage, the Central Government steps into the picture. Of course, I am not suggesting centralisation, because I believe in decentralisation, and I do not want the powers of the local authorities to be taken over. If there is some trouble somewhere we are told that there must be centralisation or nationalisation. That seems to be the general penance for all the economic ills of society. If there is mismanagement of industry, there is a clamour that industry must be nationalised. Similarly, if there is student indiscipline and student unrest in my institution, I hope the protagonists of nationalisation would not say, "let us nationalise student indiscipline and student unrest." At the same time, I would plead that there should be a more effective intervention by the Centre in primary education with more grants and more allocation of funds without disrupting the authority of the local bodies in the States.

A word about the fall in academic standards and disparities in standards and facilities in schools conducted by different agencies. We have in our country a certain aristocratic schools with enviable standards and facilities. Unfortunately, in some of these aristocratic schools a new class is emerging which has no concern for what is happening in the field of social change. They have an aristocratic aloofness in society and they are building up a psychological and mental hostility to all forces of social change in the country. This will have to be eliminated and some sort of equality and uniformity established in the educational standards and facilities that are made available in different schools.

Our present system of education is intrinsically based on a "single-point entry" into educational institutions. I think this will have to be transformed so that we are able to have multiple-point entry system under which at any point in their lives those who have missed the opportunity to join educational institutions at an earlier stage can join part-time courses. Thus the gateways of education will have been thrown open to all at all ages.

There is disparity in education among boys and girls. The Education Minister had said that in the 6-11 age group only 60 per

cent of the girls come to school whereas in the case of boys it is 95 per cent. This must be rectified.

Examination reforms are urgently called for. As a teacher, I can say without any fear of contradiction that our examination system today is nothing else but a memorisation test. It is just a gamble or a lottery. If the Finance Minister has imposed a new levy on lotteries I think today's examination system deserves such an impost more than any other.

The semester system must be introduced on a wider scale. More weightage must be given to work put in by the students in the course of the academic year. Radical reforms must be introduced in the syllabi. Methods of teaching in the field of history must be completely changed. Today history is being taught with pride, passion and prejudice. There should be neither 'Hinduisation' of history nor 'Muslimisation' of it. There must be 'Indian' touch to the teaching of Indian history. This is greatly needed today. But this cannot be brought about if the teachers are actuated by communal or caste prejudices. In the existing curricula, more scope should be given to the motivations of history, economic and social.

I do not want to touch elaborately the problem of the medium of instruction. Though the Minister of Education is in favour of the regional language as medium at the university level, I would suggest that in order to ensure inter-university mobility and communication, which is a great need in this age of expertisation, as far as possible Hindi should be made the uniform medium of instruction. In those States where there is hostility to Hindi, we might permit English or the regional language as medium of instruction as an exception. In modern subjects in science and technology, language transforms itself into a non-language, through the medium of symbols and equations and therefore, it should not be difficult at all to implement this language policy.

I will conclude by saying that we should overhaul our machinery and build our educational system by absorbing the best in experiments in education in different parts of the world without losing moorings in our soil. In this, I think, we should be guided by what Mahatma Gandhi always used to say: 'I want the winds of all cultures to blow freely,

[Prof. Madhu Dandavate]

about my house but not to be swept off my feet by any."

श्री हरि सिंह (खुर्जा) . उपाध्यक्ष महोदय, मैंने सरकार द्वारा प्रस्तुत शिक्षा और समाज कल्याण विभाग की रिपोर्ट को गौर से पढ़ा। शिक्षा विभाग के प्रयत्नों के लिए मैं बधाई देना चाहता हूँ। शिक्षा के स्तर को सारे देश में ऊँचा करने के लिए और देश के कान-कानों में शिक्षा पहुँचाने के लिए उनके प्रयत्न बधाई के पात्र हैं। लेकिन मैं साथ-साथ कहना चाहता हूँ कि आज जो हमारे विश्वविद्यालय और कॉलेज में विद्यार्थी-गण शिक्षा पा रहे हैं उससे बजाये उनके क्रि वे बेहतर और अच्छे इन्मान बने, समाज में अच्छे नागरिक बने, देखने में यह आ रहा है कि वे अनुशासनहीन और अहिंसा पर उन्माह होकर आते हैं, बगवान का मन लिए हुए उप समाज में आते हैं। मैं जानता हूँ कि विद्यार्थी मैं जो आज अनुशासनहीनता हैं, उनकी अहिंसा की ओर जो प्रवृत्ति है, अपराधमूक जो उग्रा मन बन गया है इसके लिए और दूसरे कारण हों सकते हैं लेकिन शिक्षा के माध्यम में भी इन्मान इन्मान बनता है, उनकी कुप्रवृत्तियाँ दबती हैं। तो मैं चाहता हूँ कि आज भारत सरकार के द्वारा जो शिक्षा दी जा रही है, हमारे देश में जो प्रचार किया जा रहा है उसके माध्यम से क्या इन सारी कुप्रवृत्तियों पर हमारे विश्वविद्यालय के स्तर तक कोई रोक लगा सकते हैं, क्या उनके मन को मोड़ने के लिए, उनके अच्छे विचार बनाने के लिए, उनको अच्छा नागरिक बनाने के लिए शिक्षा के माध्यम से कुछ किया जा सकता है? मैं मंत्री महोदय से निवेदन करूँगा यदि हम चाहते हैं कि भविष्य में भारतवर्ष अच्छा हो, हिन्दुस्तान एक खुशहाल मुल्क हो तो आवश्यक है कि जो आज का विद्यार्थी कल का शामक, हुकूमत करने वाला होगा, कल को इंजीनियर और साहित्यकार होगा उसके मन में अच्छे विचार पैदा करने के लिए हमको शिक्षा प्रणाली में कुछ न कुछ परिवर्तन करना होगा। यदि यह नहीं हुआ तो मुझ को सन्देह है कि हमारे सारे प्रयत्न बेकार जायेंगे। आप जानते हैं कि हमारा

देश महान है—55 करोड़ का यह देश दूर-दूर तक फैला हुआ है लेकिन देखने में आ रहा है कि आज तमिलनाडु में, केरल में, पंजाब में, राजस्थान में भिन्न-भिन्न आधार पर शिक्षा दी जा रही है। कोई एक यूनिफार्म शिक्षा नहीं है। सारे देश में बेगिक स्तर पर एक शिक्षा दी जानी चाहिए। उसमें नेशनल इंटिग्रेशन भी होगा। मैं कहना चाहता हूँ कि शीतलपुर में जो नेशनल इंटिग्रेशन कॉमिल हुई थी उसमें हम बात पर जोर दिया गया था कि अगर हम चाहते हैं कि भारत एक मजबूत देश हो तो बहुत आवश्यक है कि हमारे देश में बेसिक स्तर एक समान होना चाहिए।

उपाध्यक्ष महोदय, आप जानते हैं कि आज भ्रष्टाचार हमारे समाज में घेर कर गया है और शिक्षा विभाग भी उसमें दूर नहीं है। शिक्षा में जो दूसरे भ्रष्टाचार है उनकी तरफ मैं कोई इंगारा नहीं करना चाहता लेकिन एक नया भ्रष्टाचार हमारे कॉलेज में और हायर सेकेंडरी स्कूलों में घुसा है और वह यह कि हर प्रिंसिपल या कार्डिनल कोई अध्यापक एक अखबार, चाहे दैनिक हो, चाहे साप्ताहिक हो या मंथली हो, निकालना शुरू कर देता है। आप जानते हैं कि प्रेम की बड़ी शक्ति होती है। नैपोलियन जो बड़ा बहादुर था, बड़ा बलवान था, जिम्मे बहुत से देशों को भी जीता था वह भी अखबार वालों से डरता था। तो जो भ्रष्टाचारी प्रिंसिपल है या अध्यापक है वे किसी अखबार के करेस्पॉन्डेंट बन जाते हैं या कोई साप्ताहिक अथवा मंथली अखबार निकालने लगते हैं। जब उनके पास अखबार होता है तो इम्पेक्टर आफ स्कूल्स, मैनेजर और दूसरे अफसरान उनसे डरते हैं। इसलिए मैं चाहता हूँ और खाम तोर पर मंत्री महोदय से निवेदन करना चाहता हूँ कि यह मेरी माँग है कि किसी भी एड्ड स्कूल के प्रिंसिपल, कोई अध्यापक को, क्लर्क को या लाइब्रेरियन को इजाजत न दी जाये कि वे किसी पेपर के करेस्पॉन्डेंट बन सकें या कोई अखबार निकाल सकें या कोई मँगचीन शायी कर सकें वरना उनके भ्रष्टाचारों को छिपावे के लिए अखबार बड़े सबल हो जाते हैं।

में मे सारे सदन को सुना दिया है और भ्रष्टाचार का रूप में ने मंत्री महोदय के समक्ष विशेष रूप से रखा है और मुझे उम्मीद है कि वे इस पर अवश्य ध्यान देने।

आप जानते हैं कि सेकेन्ड्री स्टेज तक, इन्टर-मीडिएट तक जो तनख्वाह पाने वाले अध्यापक होते हैं, देखने में आया है कि दिल्ली में जो अध्यापकगण हैं उनकी तनख्वाहें और वेतनमान बहुत ऊंचे हैं लेकिन साथ में गाजियाबाद में, जहां से उत्तर प्रदेश शुरू हो जाता है, वहां के अध्यापक जो एक समान काम करते हैं उनकी पे में और वेतनमान में जमीन आसमान का फर्क है। तो मैं कहना हूँ कि एक श्रेणी के जो अध्यापक है वे चाहे केरल के रहने वाले हों, चाहे पंजाब के रहने वाले हों, चाहे दिल्ली या उत्तर प्रदेश के रहने वाले हों, उनकी तनख्वाह में बहुत ज्यादा फर्क नहीं होना चाहिए। आप जानते हैं अध्यापक जब देखेगा कि पड़ोस में दूसरे अध्यापक ऊंची तनख्वाह पा रहे हैं, वह जब देखेगा कि पड़ोस के निवासी कलकं दफ्तर में जाकर ज्यादा तनख्वाह पा रहे हैं तो उसकी आत्मा विद्रोह कर उठेगी और फिर वह स्वस्थ समाज का निर्माण नहीं कर पायेगा। दिल्ली में हायर सेकेन्ड्री स्कूलों के अध्यापकों का पे-रिवीज़न हुआ। उसमें माना गया था कि जो लाइब्रेरियन हायर सेकेन्ड्री स्कूल में काम करते हैं वह भी एट पार होंगे लेकिन जब पेज का रिवीज़न हुआ, माडिफिकेशन हुआ तब लाइब्रेरियन की तनख्वाह में कोई बढ़ोत्तरी नहीं की गई। मैं मन्त्री जी का ध्यान इस ओर भी खींचना चाहता हूँ।

15 hrs.

एक बात मुझे भारत की सभ्यता और कल्चर के बारे में भी कहनी है। फतेहपुर सीकरी हमारे इतिहास का एक जीता जागता रूप है, लेकिन मुझे यह देखकर बड़ा अफसोस हुआ है कि फतेहपुर सीकरी का ओ मीन्यूमेंट है, उसकी दीवार से लगाकर एक कारखाना बनना शुरू हो गया है जिससे धुआ

उठकर उसकी शोभा खराब की जा रही है। मैं माननीय मंत्री जी से आग्रह करूंगा कि इस प्रकार के जो भी हमारे ऐतिहासिक स्मारक हैं उनको फंक्शरियों के धुये से बरबाद न होने दिया जाए क्योंकि जिन हाथों ने उनको बनाया था वह हाथ, वह कला अब लौटकर इस संसार में आने वाली नहीं है किमी भी पूंजीपति के द्वारा इस प्रकार अनोखे और अनुपम स्मारक जो हमारे इतिहास की मन्ची कहानी कहने वाले हैं, उनको न मिटाया जाए। साथ ही साथ कलकत्ता मैमोरियल की क्या हालत है। मैंने बड़े गौर से देखा है, जब मैं विद्यार्थी था तब भी देखा और आज भी देखा है कि वह मैमोरियल मिर्फ अंग्रेजों की हमारे ऊपर दामता दिखाता है। वहां पर अजायबघर है, तो मैं कहना चाहता हूँ कि अजायबघर को बलेंस करें कि एर तरफ हिन्दुस्तान की कहानी जो सच्ची है उसकी तस्वीर भी हो और दूसरी तरफ अंग्रेजों का जो दिखाना चाहते हैं, वह भी उसमें दिखाई पड़ना रहे। लेकिन आज यह होता है कि वहां पर सारी अंग्रेजों की गुलामी की छाया अभी भी दिखाई पड़ती है। मैं कहना चाहता हूँ कि इस तरह के मैमोरियल को हमारे देश में धोपे रखना हमारे देश के लिए कलंक है।

मैं अब आपका ध्यान हरिजन समाज की ओर ले जाना चाहता हूँ। हरिजन समाज बहुत पिछड़ा हुआ है और हरिजन समाज में भी, सबसे निचले वर्ग के लोगों में भी इत्तिफाक की बात है कि शैडूल्ड कास्ट या अनुमूचित जाति के लोगों में जो लोग सत्ता पा गये हैं उन्हीं के परिवार वालों को फायदा हो रहा है। जो पीसा सरकार दे रही है, जो तरक्की, जो सहायता जुटा रही है उसमें भी कुछ ही परिवारों का एकाधिकार हो गया है। मैं चाहता हूँ कि हरिजनों की आबादी को स्वच्छ करने के लिए, उनकी बस्तियों को अच्छा बनाने के लिए बार फूटिंग पर काम करना चाहिए। आज उनकी छोटी-छोटी, टूटी-फूटी जो झोपड़ियां हैं वह गई गुजरी हैं। उनका शीघ्र सुधार किया जाना चाहिए। इन अल्पाङ्क के साथ, उपाध्यक्ष जी, मैं आपको धन्यवाद देता हूँ।

MR. DEPUTY-SPEAKER : The hon. Minister will reply at 3 15 p.m. We have hardly 12 minutes left but I have a long list. I shall go strictly according to the order in which the whips have sent in their names to me.

श्री रामसुगत प्रसाद (बामगांव) : उपाध्यक्ष महोदय, माननीय शिक्षा मंत्री द्वारा प्रस्तुत 1972-73 के बजट का मैं समर्थन करने के लिए खड़ा हुआ हूँ।

इसमें मन्देश नहीं कि स्वतंत्रता के बाद शिक्षा के क्षेत्र में विकास हुआ है। प्रादमरी, जूनियर, हाई स्कूल, इंजीनियरिंग कालेज, मेडिकल कालेज, विश्वविद्यालयों में विद्यार्थियों की संख्या में वृद्धि हुई है। लेकिन उनमें गुणात्मक जो परिवर्तन होने चाहिए वह जिस क्रम से होने चाहिए, वह जिस गति से होने चाहिए वह नहीं हुए हैं।

हमको इस बात की प्रमत्नता है कि नेशनल पालिसी आन एजुकेशन 1968 में स्वीकार की गई है, अगर उमका टीक ढग से कार्यान्वित किया जाए और दिलचस्पी लेकर किया जाय तो शिक्षा के क्षेत्र में काफी सुधार हो सकता है।

श्रीमन्, प्राइमरी स्कूलों की संख्या देश के अन्दर बहुत ज्यादा है और वहीं से छोटे बच्चों की बुनियाद बनती है जो आगे चलकर अच्छे नागरिक बनते हैं। लेकिन जो वहाँ की शिक्षा की व्यवस्था है, जिस प्रकार वहाँ की शिक्षा दी जाती है, जिस प्रकार वहाँ के अध्यापकों की स्थिति है, थोड़ी तनख़ाह में, फटे पुराने कपड़े पहनकर वह बच्चों को पढ़ाते हैं टूटे फूटे स्कूलों के अन्दर पढ़ाई होनी है, इन परिस्थितियों में जो स्तर हम देश में बनाना चाहते हैं उन छात्रों का शिक्षा के माध्यम से, वह सम्भव नहीं है। लेकिन जो सर्वप्रमुख बात है नेशनल पालिसी आन एजुकेशन, उसमें यह भी है। इसको सही ढंग से लागू किया जाए और समय-समय पर उसमें परिवर्तन भी किया जाए अपने देश की परिस्थिति के अनुकूल, तो मैं ममज्ञता हूँ कि इसमें सुधार बाँधित होगा और देश का कल्याण जल्दी हो पायेगा।

श्रीमन्, थोड़ा सा समाज कल्याण की ओर मैं आपका ध्यान आकर्षित करना चाहता हूँ। माननीय मंत्री जी ने बताया कि इतना रुपया समुक्त-अमुक्त कार्यों के लिए खर्च किया जाता है। मैं मानता हूँ रुपया सरकार व्यय कर रही है लेकिन देखना यह है कि जिन परिस्थितियों में यह रुपया दिया जा रहा है उसका वास्तविक लाभ जिन लोगों के लिए दिया जा रहा है उनको पहुँचना नहीं। मैं ममज्ञता हूँ कि शिक्षा के क्षेत्र में जो सरकार व्यय करती है उसका आंशिक लाभ होता है। अनुसूचित जाति या अनुसूचित जन जाति के छात्र शिक्षा प्राप्त करके विकलते हैं, सरकारी सहायता के माध्यम से, उनको नौकरी समय में नहीं मिल पाती है। परिणाम यह होता है कि फिर वे अपने परिवार में जो गरीब लोग हैं, जिनकी आर्थिक स्थिति खराब है, जिनकी सामाजिक स्थिति खराब है, उन्हीं वानावरण में जा करके बेकार पड़े रहते हैं और नौकरी के अभाव में उनकी स्थिति भी खराब होनी जाती है और सरकार ने जो योग्यता का मापदण्ड लगा रखा है, योग्य लोग मिलेंगे तभी उनका नौकरी मिलेगी, उमका सही उदाहरण वहा प्रस्तुत हो जाता है जब वह पढ़ाई लिखाई के बाद नौकरी न मिलने के कारण जो योग्यता प्राप्त हुई रहती है, वह भी समाप्त हो जाती है। इसलिए इस ओर सरकार का ध्यान आकृष्ट करना चाहूंगा कि सरकार इस ओर विशेष ध्यान दे। सरकार के पास उपलब्ध आँकड़े आसानी से मिल सकते हैं कि कितने अनुसूचित जाति के छात्र विश्वविद्यालयों से, डिग्री कालेजों से या उत्तर माध्यमिक विद्यालयों से निकलते हैं और उनकी सूची बनाकर जो कुछ भी सरकार के लिए नौकरियों के स्थान की उपलब्ध होने चाहिए उनके प्रतिष्ठत के आधार पर उनको नौकरी तत्काल देने की व्यवस्था की जाए। अगर वह योग्य नहीं है, सरकार के ऊँचे अधिकारियों का जो मापदण्ड है उमके अनुसार योग्य नहीं है तो उनको विशेष रूप से प्रशिक्षण दे कर योग्य बनाने की भी व्यवस्था है, ऐसा करके उनको नौकरी दी जाए। तभी इस वर्ग का कल्याण हो सकता है। नहीं तो सरकार करोड़ों रुपया निरर्धति करती रहेगी

और अनुसूचित जाति के लोग, या अनुसूचित जन जाति के लोग शिक्षा प्राप्त करके अपने परिवार वालों में चले जायेंगे और उनकी योग्यता नष्ट होती जाएगी, इस तरह उनका कल्याण नहीं हो सकता है। इसलिए मैं सरकार का ध्यान इधर आकृष्ट करूंगा कि जो कुछ सरकार प्रदेशों के माध्यम से रूपया व्यय करती है, अनुसूचित जातियों के कल्याण के लिए उम पर नियंत्रण भी रखे कि सही माने में रूपया खर्च होता है या नहीं। जो सरकारी अधिकारी उन प्रदेशों में हैं, जो कुछ पैसा सरकार की ओर से निचली जाति के कल्याण के लिए जाता है, उसमें पहले ही कमीशन तय कर लेते हैं, उसके बाद जो कुछ बच जाता है वह खर्च होता है और अनुसूचित जाति के जो वे-पढ़े लिखे लोग है वह कोई लाभ नहीं उठा पाते हैं, सरकारी अधिकारियों का कल्याण होता है। इसलिए मैं केन्द्रीय सरकार का ध्यान आकृष्ट करूंगा कि प्रदेश सरकारों पर अंकुश रखे और समाज कल्याण विभाग जो भी प्रदेशों में है उनका खर्च ठीक ढंग से होना चाहिए।

अनुसूचित जाति की छात्राओं की पढ़ाई की ओर माननीय उप मंत्री जी ने ध्यान दिया है और कहा है कि उनके छात्रावास बनाने के लिए इतना रूपया खर्च किया गया है। मैं कहना चाहता हूँ कि अनुसूचित जाति की छात्राओं की शिक्षा में सुधार छात्रावास बनाकर नहीं कर सकते हैं। जो भी अनुसूचित जाति के लोग है वह अपनी लड़कियों, अपनी छात्राओं को अपने घर पर ही रखकर पढ़ाते हैं, छात्रावासों के लिए जो पैसा आप देते हैं वह पैसा उनको छात्रवृत्ति रूप में, आर्थिक सहायता के रूप में दिया जाय ताकि अधिक से अधिक छात्राओं पढ़ लिख सकें और उनको नौकरी देने के लिए विशेष व्यवस्था की जाए, तभी उनका कल्याण हो पायेगा।

इन्हीं शब्दों के साथ मैं इस मंत्रालय की मांगों का समर्थन करता हूँ।

SHRI R. D. BHANDARE (Bombay Central) : I am taking this opportunity to thank Education Ministry and more especially the Prime Minister who has taken a bold decision

to grant educational facilities to the new converts to Buddhism. I hope during the next academic year when the colleges reopen, the students belonging to the Buddhist religion will get the educational facilities.

SHRI K. S. RAMASWAMY : They are getting even this year.

SHRI R. D. BHANDARE : Then I must thank you doubly.

SHRI D. BASUMATARI (Kokrajhar) : What about the services ?

SHRI R. D. BHANDARE : As suggested by Mr. Basumatari, I hope the Government will take an early decision to grant reservations to them in the Government services too.

So far as the scholarship amount given to the students is concerned, I think the amount was fixed some time in the last century. In spite of the fact that the prices have gone up and the standard of living of the people have increased, the students are paid the same scholarship amount of Rs 27 and those who are in the hostels are given Rs 40 more. I think the government must come forward to serve the down-trodden by increasing the amount of scholarship granted to the students belonging to the Scheduled Castes and Scheduled Tribes and now Buddhists too.

श्री स्वामी ब्रह्मानन्दजी (हमीरपुर) : उपाध्यक्ष महोदय, पहले तो मैं यह चाहता हूँ कि समाज-कल्याण विभाग बिल्कुल अलग रहे। यह विभाग तो उसी तरह से है जैसे पुजारी लोग ठाकुर जी की पूजा करते हैं और खाना खुद खा जाते हैं और सब कुछ खत्म कर देते हैं। मैं चाहूँगा कि हरिजन कल्याण-विभाग अलग रहे। हरिजन कल्याण-विभाग के अलग होने के साथ-साथ जो धार्मिक ग्रंथ हरिजनों के खिलाफ भेद-भाव पैदा करते हैं उनको भी खत्म करना चाहिये। जब तक आत्मरत् सर्वभूतेषु अर्थात् सारे प्राणी एक हैं इस तरह के ग्रंथ शिक्षा में नहीं पढ़ाये जायेंगे तब तक हमारा कोई भी कल्याण नहीं हो सकता। हर नेता बोलता है कि शिक्षा में परिवर्तन करना है, लेकिन परिवर्तन होता नहीं है। कौन करे ? क्या भगवान करे, कोई देवता करे ?

[श्री स्वामी ब्रह्मानन्दजी]

यहा पर कोई भी परिवर्तन नहीं होता। साल में बराबर नाम एक बार टिबेट हो जाता है, उन्होंने बोल दिया, इन्होंने बोल दिया और मामला खत्म हो जाता है। बेचारे हरिजन जहा के तहा ही है। उनकी कृती हालत है।

आज हम देखते हैं कि हरिजन गरीब ही है, लेकिन हम गृही पर जो लोग बैठे हुए हैं वह इन्ही हरिजनों से बल पर बैठे हैं। हरिजन हमें मदद देना मना है, लेकिन समाज उनके खिलाफ जाता है। उन हरिजनों के लिये कुछ नहीं हो रहा है। हरिजनों के नाम जमीन का पट्टा कराया जाता है लेकिन वह स्टे हो जाता है। अगर जमीन निकालते हैं तो वह हरिजनों को मिलती नहीं है। मैं कहना चाहता हूँ कि हरिजनों की शिक्षा का और विशेष ध्यान देना चाहिये। जाति-पाति का नाम मिटा देना चाहिये और जिन पुस्तकों में जाति पाति का भेदभाव डाला गया है, स्त्रियों के खिलाफ कहा गया है, शूद्रों के खिलाफ कहा गया है उनको समाप्त कर देना चाहिये। शूद्र वह समझा जाता है जो काम करता है और जो बेईमान है, बैठे बैठे खाना है वह बड़ा आदमी है? जो बेचारा परिश्रम करता है क्या वह शूद्र है? मैं चाहता हूँ कि हम शिक्षा से परिवर्तन हो और हरिजन कल्याण विभाग का जितना अपना है उसका ठीक रूप से उपयोग हो।

मुझे बतलाया गया कि हरिजन कल्याण विभाग में कोई भी हरिजन अधिकारी नहीं है। क्या हरिजन आदमी पढा लिखा नहीं है, योग्य नहीं है? आने बाबू जगजोवन राम को देखा है? उन्होंने गिनना बड़ा काम किया है हरिजनों के लिये। इसी तरह से बाबा साहब अम्बेदेकर पैदा हुए जिनके दिल में हरिजनों के प्रति बड़ी हमदर्दी थी, महात्मा गांधी से भी ज्यादा। महात्मा गांधी ने तो राजनीतिक दृष्टि से काम किया क्योंकि उसके वगैर अंग्रेज बाबू में नहीं आते, लेकिन डा० अम्बेदेकर ने दिल से काम किया है, जैसे एक मजदूर काम करता है व घर का आदमी काम करता

है। इसीलिए हरिजनो में योग्य से योग्य आदमी को यह विभाग सौंपा जाय। लेकिन आज बड़ा भेदभाव चल रहा है। यहा पर हर साल टिबेट होता है। कभी इस विभाग को गृह मन्त्रालय से जोड़ दिया जाता है और कभी गृह मन्त्रालय के बजाय इम बेचारे को शिक्षा विभाग में जोड़ दिया जाता है। यह एक तरह का पुछल्ला बन गया है कि इसको चलाइये।

जहा तक मन्त्रियों का सम्बन्ध है, मैंने सीधी बात बतला दी कि उनका समर्थन तो हमें करना ही है। जो कांग्रेस पार्टी वाले हैं उनको तो अन्धों की तरह से आख बन्द करके सरकार का समर्थन करना ही है और वह करेंगे भी। लेकिन आखिर कोई हथियार हुआ करता है काम करने के लिये। कानून बग नहीं होता है, लेकिन उसके प्रयोग का सवाल है। एक चाकू से चाहे आप फोड़े का आपरेशन कर दें या गरदन काट दें। समाज-कल्याण विभाग अच्छा है, लेकिन वह ऐसे आदमियों के हाथ में है जो उनको खाए जाते हैं। यह विभाग में आदमियों के हाथ में देना चाहिये जो उनका ठीक से मचालन करें।

मैं बहुत अधिक बोलने का आदि नहीं हूँ, लेकिन मैं यह कहना चाहता हूँ कि जो धार्मिक ग्रंथ जहर बोते हैं उनको तो शिक्षा कीम से निकाल ही देना चाहिये। दिल्ली में एक चौपाई पढाई जाती है

डोल गँवार शूद्र पशु नारी,
ये सब ताड़न के अधिकारी।

यदि इन चौपाइयों को नहीं निकालेंगे और हम तरह के धार्मिक ग्रंथों को प्रोत्साहन देंगे तो आप किस तरह से आगम में ममानता लायेंगे?

मैं कहना चाहता हूँ कि हरिजनों के नाम पर कि हमको 90 फीसदी हरिजनों ने बोट दिये हैं, पहली पार्लियामेंट भी हरिजनों के नाम पर बनी थी, लेकिन हरिजनों की हालत जहा की तहा है। इसकी ओर ठीक से ध्यान दिया जाना चाहिये।

इन शब्दों के साथ मैं इन माँगों का समर्थन करता हूँ।

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN) : Mr. Deputy-Speaker, Sir, first of all I should like to express my very deep sense of gratitude to many hon. Members who have made kind references to me personally. All that I can say is that all of us shall do our best to do something in the field of education, which will satisfy hon. Members.

I will not deal in detail with points raised in connection with the Department of Social Welfare since most of these have already been discussed by my colleague, Shri Ramaswamy. I would, however, like to make this statement that I am myself extremely unhappy at the fact that even 25 years after independence the position of the Scheduled Castes and the Scheduled Tribes is far from satisfactory. I am convinced that we have to devise some new strategy to deal with the situation. What has been done has yielded fruitful results and it should be continued, but we should not become complacent and continue only with the same approach which we have done in the past.

I will deal only with some of the points that have been raised by hon. Members. I am sorry, it will not be possible for me to deal with all the points in the short time at my disposal, but I shall be writing to hon. Members on those points which I cannot deal with but which have a bearing on any specific incident.

Shri Onkar Lal Berwa referred to the condition of schools in Rajasthan which have no building or equipment; Shri Jagannath Mishra referred to the position of education in Bihar; Shri Bhattacharyya complained that some teachers in West Bengal were harassed on the ground that they were sympathetic to his party. Incidentally, in regard to the last point I made inquiries from the State Government and I was told that only two incidents had come to the notice of the State Government, one of which was that some unruly elements forced the headmaster of a school to resign and the other was that some rowdy students were harassing the staff and students of Raja Ram Mohan Roy

College. Both these incidents are being inquired into by the State Government.

I would only submit that I cannot possibly deal here with these observations about the specific problems of individual States because they relate to State Governments but so far as the general problems are concerned I will certainly draw the attention of the State Governments to matters of policy.

The question of the revision of pay scales of Delhi teachers has been raised. As soon as this honourable House approves the Demands of my Ministry and of the Home Ministry, the Delhi Administration will be instructed to go ahead with the payment of the new pay scales.

The question of confirmation of teachers working in Delhi schools has been raised. The Government of India have already sent instructions that all temporary teaching posts in Government schools, colleges and teachers training institutions where enrolment has stabilised should be converted into permanent ones provided that the temporary posts have been in existence for a period of at least three years and are required for work of a permanent nature. I shall try to see that this policy is implemented as expeditiously as possible.

Several hon. Members have referred to the question of the division of Sapru House Library. In this connection, I should like to clarify a point. Apparently, the information that has been conveyed to hon. Members is not quite accurate in certain respects. As far as the records of Education Ministry go, Prof. V K R.V. Rao did not give any specific assurance that the Library would not be divided, nor was any official communication conveying this decision sent to the authorities of the erstwhile Indian School of International Studies. Similarly, the memorandum which was submitted by 125 Members of Parliament in April, 1969, does not contain any reference to this Library. So, in these respects, the information given was not quite accurate. I may be permitted to point out that some hon. Members were kind to see me on March, 27 and had handed over to me a representation in which it was suggested that ways and means be found to ensure the compact character of Sapru House Library. I explained to them that this question had to

[Prof. Nurul Hasan]

be settled by mutual discussion between the Indian Council of World Affairs and the Jawaharlal Nehru University. I assured the Members of Parliament that Government would consider favourably any proposal for assistance to implement an agreed decision of these two organisations. I also assured the Members that Government will favourably consider proposals to provide assistance for strengthening facilities in Sapru House Library in case the University decides to shift this collection to the new campus.

Then, Shri Chandrappan made a mention about decentralisation of the National Fitness Corps and the transfer of National Discipline Scheme instructors to the States. We have already requested the State Governments to take over the administration as well as the services of instructors in the States' service. It is my understanding that the majority of the instructors will receive higher pay scales than they are at present drawing under the Central Government. In any case, we have assured that no one will get less pay and allowances than they are drawing now. I would also like to assure hon. Members that those who cannot be absorbed by the State Government for reasons other than the refusal of the instructors themselves to join the State Government service will be found alternative employment elsewhere and such personnel will not face any retrenchment.

The hon. Member from Tamil Nadu was good enough to make a careful study of the Budget and point out that there have been several shortfalls in expenditure. I am very glad that he has taken this trouble and it will be a matter of satisfaction to all of us in the Ministry of Education to keep on ensuring that in case we cannot increase the allocations, we should at least spend what is given to us. But last year, the hon. Members will recall, was rather an extra-ordinary year and all Ministries were required to reduce their expenditure and there was a general target of 5 per cent reduction. We had agreed to reduce expenditure by Rs. 2.35 crores, and also to make an attempt to spend less in so far as the balance was concerned. There was, in all, a short-fall of Rs. 2.87 crores in the expenditure of the Ministry. In addition to this, there was a saving of Rs. 1.51 crores under the scheme for educated unemployed which was taken up in the latter

part of the year. In fact, formal sanctions could be sent to the State Governments only in October. Shri Anthony Reddy referred to this and asked why the provision for the appointment of 30,000 teachers was not utilised. I am happy to say that formal sanction letters for more than 30,000 teachers have been sent to the State Governments and I understand that most of these have since been appointed. The State Governments took a little time to make these appointments and, therefore, the full allocation was not utilised.

In regard to the savings under the National Council of Educational Research and Training, it was due partly to the economy measures which every organisation was called upon to effect; it was also because certain capital outlay had to be postponed for reasons I have discussed. Then the receipts of the National Council of Educational Research and Training had increased under the head 'Sale of Books'. The grant required from Government was consequently reduced in the last year.

Shri Afzalpurkar pointed out that only 37 per cent of the outlay on elementary education had been spent in the first three years and wondered how the remaining Rs. 147 crores would be spent in the remaining two years. Mr. Deputy-Speaker, I entirely share the anxiety of the hon. Member. My only submission is that the State Governments, I hope, will now take more energetic steps to ensure that there is no further shortfall in expenditure on primary education. This is almost entirely a shortfall in the State sector.

Shri Ulaganambi also made a reference to the 12 million dollar loan from U.S. AID which was not fully utilised. What was actually utilised was 7.3 million dollars. The main reasons for not utilising the entire amount were two-fold. Firstly, there was a delay between the two Governments in finalising the terms and conditions of the loan, and during this period several institutions were getting their equipment from other sources. Secondly, the U.S. Government did not agree to give waiver for special types of proprietary items of equipment which were asked for by our universities and institutions because such a waiver was against their normal policy of purchase through open-bid tenders. On this point, I am sure, my friends from University Departments would

bear me out that, when very sophisticated equipment is needed, any Head of Department or any scientist would wish to have the specific equipment that he needs acquired. That specific equipment usually bears a proprietary name if it is produced in the United States and this caused a great deal of difficulty. Therefore, many of their useful items of equipment could not be acquired under this scheme. The terminal dates laid down by the U.S. for the disbursement of the loan were very rigid, and that was also one of the factors

Another specific point raised was about the teaching of regional languages in the Central Schools located in Tamil Nadu. The policy of the Central Government is to give encouragement for the teaching of the various regional languages. It has been decided that where there are twenty or more children demanding of a particular language, *i.e.* the regional language of the State in which the school is situated, then such a teacher would be provided entirely at the expense of the Central Government itself. We would not demand any share in the expenditure.

SHRI M RAMGOPAL REDDY (Nizamabad) : There are so many schools in the States. Can't they go and get instructions there ?

PROF. S. NURUL HASAN : According to the information available, out of 8 schools in Tamil Nadu, 6 schools are already teaching Tamil language.

In regard to the International Institute of Tamil Studies, I had myself had a discussion with the Education Minister of Tamil Nadu and I had stated this, that out of a sum of Rs. 1 crore which has been made available to Tamil Nadu for writing of books in Tamil, if a proposal were to be sent to me for the utilisation of a portion of this amount for financing development programmes of this Institute, we would be able to consider this.

There have been several other points, but, I think there is very little time. So, I will pass over some of the points and write to the Members or speak to them at some other time.

Shri Sulaiman Sait referred to the Aligarh Muslim University Bill. As the hon. Members

are aware, in the list of business drawn up for the current session, the Aligarh Muslim University Bill has already been included. I would like to state that the Government have no intension of changing the existing character of the Aligarh Muslim University.

In regard to the question of Patna University to which Shri Ram Avtar Shastri made a pointed reference, I would like to say that the question of taking over of the Patna University is linked to the general question which has been discussed, about the establishment of Central Universities in every State or, as the hon. Member, Dr. Kailas wanted, four universities at the four corners of the country. This matter was discussed by the Central Advisory Board of Education which had recommended that there should be a Central University in every State. No decision has yet been taken and the proposal is really still under consideration, if I may say so...

DR. KAILAS : Please say sympathetic consideration.

PROF. S. NURUL HASAN : The hon. Member knows my personal views but I should not express my personal views on this occasion at least.

श्री विभूति मिश्र (मोतीहारी) : पटना विश्वविद्यालय की हालत को देखते हुए कम से कम उसको तो ले लिया जाये। दूसरी प्रोपोजल पर आप विचार करते रहें।

प्रो० एस० नूरुल हसन : इस वक्त मुझ से और ज्यादा न कहलायें, तो बेहतर है। मैं इतना ज़रूर कहूंगा कि मुझे खुद बड़ी परेशानी है। मैं पटना यूनिवर्सिटी को अच्छी तरह जानता हूँ और मैं समझता हूँ कि वह हमारे देश की सबसे अच्छी यूनिवर्सिटियों में से है और उस की मुश्किलों को देख कर मुझे बहुत दुख होता है।

श्री फूलचन्द वर्मा (उज्जैन) : पटना यूनिवर्सिटी को देख कर ही, या दूसरी यूनिवर्सिटीज़ को देख कर भी ?

PROF. S. NURUL HASAN : Shri Jagannath Mishra referred to the question of establishing another University in Bihar with head-quarters at Dhubanga and some other hon. Members also referred to the Mithila University. Now, this matter is under the consideration of the University Grants Commission which has appointed a Committee which has submitted its report. When the Commission has made up its mind, it will advise the State Governments and after that further action will be taken.

SHRI PILOO MODY (Godhra) : And then the State Government will make up its mind...

PROF. S. NURUL HASAN : It has to be a State Government decision.

Some hon. Members made a plea for the expansion of the Library Movement. I endorse that plea. I am happy to inform the House that one of the important activities which we have decided to organise is the Raja Ram Mohan Ray Library Foundation. I hope that this particular Foundation would be the first beginnings of a very widespread National Library Movement. I think that the National Committee for celebrating the bicentenary of Raja Ram Mohan Ray has taken a very important decision, as this is one of the best ways of celebrating the bicentenary of a person who always fought for enlightenment and for the spread of knowledge.

A specific question was raised regarding Kendriya Vidyalaya, Kotah. Just to put the record straight, it is not 70 per cent who are children of non-Central Government employees, but 50 per cent. It is half and half.

Regarding the other points, I shall deal with them separately. But, I would like to crave your indulgence to say something about the question of unemployment among the Petroleum engineers of the Indian School of Mines, Dhanbad, because, several Hon. Members have made a reference to it, and it is a very important question.

The degree course in Petroleum Engineering at the Indian School of Mines, Dhanbad, was started in 1957. Till the year 1970, the School produced 201 graduates in the subject, out of which ONGC employed 146, that is, about 73 per cent and the other employees are,

Oil India Ltd., Indian Oil Company, etc. Some graduates have also gone abroad for higher studies. In September, 1971, this school produced 18 graduates. Since then we have been making every effort with the ONGC and other organisations to find some gainful employment for these Petroleum engineers.

The ONGC has informed us that as soon as its new proposals for the expansion of drilling operations are sanctioned, suitable employment will be provided to as many of these new graduates as possible.

A special committee under the chairmanship of Shri K. D. Malaviya is preparing a long-term perspective plan for ONGC. We are awaiting the report of this committee to be able to fix up these new graduates in suitable positions.

The Minister of State for Planning Shri Mohan Dharia has made a categorical statement that within 2 years all technically qualified persons will be provided with employment. We have also taken up this question with the Union Public Service Commission. We have recommended that Petroleum Engineering Degree may be regarded as an approved qualification for the Combined Engineering Services, for recruitment to the course of Assistant Drilling Engineers in the Geological Survey of India.

There is certain degree of misunderstanding regarding the nature of this course. After this point was raised in the House, I have again had the syllabus of this course carefully examined. It is a specialised course in petroleum drilling and petroleum reservoir engineering, and therefore, for those posts where a basic knowledge of electrical and mechanical engineering or of chemical engineering is required, these persons are not found to be entirely suitable. We are examining the question whether these graduates could also be useful for other types of engineering work for which their training is adequate. In connection with a calling-attention-notice on the same subject in the other House, I have already given an assurance, which I would like to repeat, that I shall do all that lies in my power to ensure that these very well qualified persons are provided with suitable employment as soon as possible.

A reference was made to harmful textbooks by several hon. Members. The Natio-

nal Council for Educational Research and Training undertook a review of school textbooks. So far, 100 books have been reviewed and reports of 10 States have been sent, and I am glad to say, they have been implemented by the States concerned. It is a very big undertaking and it could not have been taken up by NCERT without the full co-operation of the States. Three independent reviews of each book were obtained and placed before committees which assessed the reviews and then made their recommendations. I wish to express on this occasion my thanks to all those who have taken the trouble of serving on these committees and for the excellent work that they have done, and I would also like to express my appreciation of the co-operation given by the State Governments. This is a continuing scheme, and I hope that we shall be ensuring that the type of literature which creates hatred among different sections of our people is eliminated from the textbooks.

Regarding capitation fee, the policy of the All India Council of Technical Education and of the UGC is very clear. Such institutions are not entitled to receive any grants either from the All India Council of Technical Education or from the UGC. I am, however, unable to accept a suggestion that such institutions be taken over. The reason is that all those who want to create difficulties will set up an institution, charge capitation fee and then immediately there would be a demand that such institutions be taken over. This would mean a totally unplanned development of technical education. I am all in favour of a more planned approach to this.

SHRI C. K. CHANDRAPPAN (Telli-cherry) : I think the hon. Minister had in mind the medical college at Alleppey when he was referring to that point. The students are in no way responsible for the charging of the capitation fee. Somehow, the college came into being. The students were not responsible for it. Now, the students are being punished for somebody else's fault. I hope Government will have a more sympathetic consideration in the matter of solving the problem of the students, whether by take-over or by some other means.

PROF. S. NURUL HASAN : I have always sympathies for students, But the

point I was trying to make may please be kept in view by hon. members.

The need for the promotion of Sanskrit and other classical languages has been rightly emphasised by hon. members. Many hon. members might have had occasion to attend the International Sanskrit Conference held recently here. I am very glad that at least this evening I see in front of me Prof. V.K.R.V. Rao whose brain child it was but who unfortunately did not find it possible to attend the conference. I am also glad to inform the House that we are actively engaged in drawing up a scheme of teaching of Sanskrit at school and university level through new methods of teaching languages, through the language laboratory techniques.

SHIRI R. BALAKRISHNA PILLAI (Movclikara) : What about the Alleppey Medical College ?

PROF. S. NURUL HASAN : When the hon. member raised this question, he knew that the Education Ministry did not have anything to do with medical colleges, and therefore I could not give a specific reply to the difficulty he pointed out. When the Demands of the Health Ministry are taken up, he is welcome to raise it and get an answer from my colleague, the Minister of Health.

I would draw attention to the national policy on education which gives importance to the teaching of Sanskrit.

SHR! R. BALAKRISHNA PILLAI : The question asked about the Medical college was whether Government would be prepared to take over an institution whose affairs are being mismanaged.

PROF. S. NURUL HASAN : I have explained it. I do not want a situation to be created whereby any one decides to establish an institution where none need be established, mismanage it and then claim that Government should take it over, because if planned development is to take place, Government must decide where a new institution is to be opened and at which point of time, what should be the intake in that particular institution and so on.

The idea that studies in Sanskrit, Prakrit and Pali should be jointly promoted is valuable and I will be glad to explore it.

[Prof. S. Nurul Hasan]

Very important points of a general nature were raised and I am grateful to hon. members for having raised them : One is the need for having a uniform structure and system of education throughout the whole country. The national policy resolution has emphasised it. I hope it will be possible to take this point up.

The need to reduce illiteracy and to provide free and universal primary education has been stressed by several members. I hope they will use all their influence with State Governments in implementing a policy which the Union Government is going to draw up very soon for expanding primary education and for removing illiteracy.

I am avoiding any reference to higher education because the various proposals which we have worked out will have to be first considered by the University Grants Commission and by the Inter-University Board. This exercise has not taken place and therefore it is best that I do not speak it at this stage. Some is the case with the reform of the examination system I entirely agree—and have said so earlier in the House—that the present system of examination is most unsatisfactory and I would like it to be modified and changed drastically.

The hon. Members were rightly critical of the fact that so many important committees and commissions have given reports on the system of education, but many of them have not been implemented. We would like to implement as many of those recommendations as we can, within the framework of our constitutional powers.

Sir, I would like to say a few words about our broad thinking on the question of education. As hon. Members are aware, the Prime Minister has been emphasising the need for a reorganisation of our educational system. Even during the period of crisis last year and even during her foreign tours, she did not forget the urgency of the task of educational reconstruction. She has further emphasised the fact that education should help society to achieve the basic objectives that the Indian people have placed before themselves. The particular point needs careful consideration.

First of all, there are two articles in the Directive Principles of State Policy which have to be implemented. I am referring to article 45 which refers to the provision of educational facilities for children up to the age of 14 years, and to the provision of opportunities for higher and technical education being made available to those sections of society including those which are backward ; this is article 41.

Secondly, education must contribute, as hon. Members have rightly pointed out, to the development of the student's personality and equipment to face the challenge of fast-changing world by developing the intellectual apparatus and by inculcating in him the values of self-reliance and social commitment. It should promote secularism, national integration, a humane and rational outlook in accordance with our national culture and ethos, it should lead to the development of a scientific temper. Education should be relevant to the needs of development and should materially contribute to it. This means that education should be looked upon as a total process and not merely confined to those who happen to be in schools or colleges at a given moment. An integrated approach is necessary. This involves changing the primary school pattern as well as the secondary and higher secondary school pattern, so that the school is simultaneously the centre of youth activities of those who are not technically whole-time students, that it provides opportunities for out-of-school part-time education for self-study ; that it is a centre of culture and of science ; it is a centre of national service and of social service and it provides opportunities for physical development, rural sports and also entertainment for the people. These various ideas have been stressed by experts in our own country and in different parts of the world. But we have not yet taken up seriously the question of making the school the centre of the community or of all the various youth activities.

SHRI PILOO MODY (Godhra) : Would it not be better for your Ministry to undertake two or three pilot projects of this nature somewhere as an experiment and see how your philosophy can be translated ?

PROF. S. NURUL HASAN : Pilot projects are needed only where the dimensions of any activity which is sought to be undertaken are not known. Our thinking is that if model schools are to be set up in the

country in different parts, then the whole idea will reach the different parts of the country and it would be an evolving process whereby education would be taken nearer to the life of the community and would not lead to increasing class distinctions but would take our young people towards the objectives which we have accepted...*(Interruptions)* Hon. Member is perhaps not aware of the fact that none of the ideas I have stated are entirely new and it is not pilot projects that we need. We shall be having a number of model schools where these will be implemented so that these could grow fairly soon and in a short time could cover the whole country.

The question of simultaneous facilities being provided to those who are already in schools and those who are out of schools was referred to by Shri Dandavate. I agree with him that education should not be confined only to those who happen to reach a school at a given age and that even those who have not had the opportunity of proper schooling should be enabled at a subsequent day to imbibe and acquire education...*(Interruptions)* I hope it will be possible for us to deal with this question. It is a question of catering to the needs of a large number of people wanting higher education and also maintaining the high standards of education and changing the content of education, raising the standard and improving the curriculum and making it more relevant to the existing needs as well as bringing them in line with international development. This means that new techniques of education have to be employed along with new forms and I hope that very soon it will be possible for us to put forward before the House and the country certain proposals which if accepted by the Central Advisory Board of education and the University Grants Commission will make some difference to the reconstruction of education.

16 hrs.

SHRI R. P. ULAGANAMBI : Yesterday I pointed out that the amount allotted to culture is not fully utilised, and I suggested that the amount might be given to the State Governments for the purpose of looking after ancient monuments, archaeological sites and remains etc. He has not replied to that.

PROF. S. NURUL HASAN : I gave one specific example showing how on several occasions my hon. friends try to convert

every issue into a Centre versus State issue. On many occasions his own party and his own leadership have gone against technical expert of his own State. It is not a question of reliance of the Centre versus the States. Certain proposals have to be considered by experts, by specialists, and therefore, it is no use saying that if we hand over everything to the State Government, it will be all right. I wish, knowing how certain subjects have progressed in his State, he would feel the need for change and improvement rather than saying that everything should be handed over to the State and then things will be solved.

PROF. MADHU DANDAVATE : All sections of the House have raised the issue of maintaining the integrity of the Sapru House Library. The former Minister of Education, Dr. V. K. R. V. Rao had also expressed himself in favour of maintaining the integrity of the Library. Let him say something

MR. DEPUTY-SPEAKER : He cannot meet every point.

I put Cut Motions Nos. 5 to 8 and 11 to 22 to the House.

Cut Motions Nos. 5 and 8 and 11 to 22 were put and negatived.

MR. DEPUTY-SPEAKER : I put all the other Cut Motions to the House,

All the other Cut Motions were also put and negatived

MR. DEPUTY-SPEAKER : The question is :

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper be granted to the President to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1973, in respect of the heads of demands entered in the second column thereof against Demands Nos. 6 to 8 and 106 relating to the Ministry of Education and Social Welfare."

The motion was adopted.

MR. DEPUTY-SPEAKER : The question is :

"That the respective sums not exceeding

[MR. Deputy Speaker]

of the order paper be granted to the President *to complete* the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1973, in respect of the heads of demands entered in the second column thereof against Demands Nos. 93 and 94 relating to the Department of Culture."

The motion was adopted.

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

DEMAND NO. 6 : DEPARTMENT OF EDUCATION.

"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.

"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.

"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.

"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.

"That a sum not exceeding Rs. 3,75,25,000 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'."

DEMAND NO. 94 : ARCHAEOLOGY

"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 come in course of payment during the year ending the 31st day of March, 1973 in respect of 'Archaeology'."

16.05 hrs.

DEPARTMENT OF SCIENCE AND TECHNOLOGY

MR. DEPUTY-SPEAKER : The House will now take up discussion and voting on Demand Nos. 96 to 98 relating to the Department of Science and Technology for which 3 hours have been allotted.

Shri C. K. Chandrappan has tabled cut motions to the Demands for Grants. I would like to know if he is present in the House and desires o move his cut motions.

SHRI C. K. CHANDRAPPAN (Telli-cherry) : Yes.

DEMAND NO 96 : DEPARTMENT OF SCIENCE AND TECHNOLOGY

MR. DEPUTY-SPEAKER : Motion moved :

"That a sum not exceeding Rs. 2,95,25,000 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 Science and Technology'."

DEMAND NO 97 : SURVEY OF INDIA.

MR. DEPUTY-SPEAKER : Motion moved :

"That a sum not exceeding Rs. 7,42,45,000 be granted to the President *to complete*