[Mr. Speaker]

fully knowing Article 105, I think we will have to bring a privilege motion against him.

SHRI NAMBIAR (Tiruchirapalli): Today the Speaker commands the highest position.

MR. SPEAKER: The Speaker and the hon. Members are conscious of their privileges. I hope that all the other wings of the Government are aware of that also.

Now we adjourn and meet again at 3 p. m.

14.02 hrs.

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

The Lok Sabha reassembled after Lunch at Four Minutes past Fifteen of the Clock.

[MR. DEPUTY SPEAKER *in the Chair*]

*DEMANDS FOR GRANTS, 1970-71–(*Contd.*)

MINISTRY OF EDUCATION AND YOUTH SERVICES —(*Contd.*)

श्री जनेश्वर मिश्र (फूलपुर) : उपाध्यक्ष महोदय, शिक्षा मंत्रालय पर बोलने के पहले मैं एक निवेदन करना चाहता हूं कि आज सुबह जब रेडियो सुन रहा था तो उस समय एक सफेद हाथी का किस्सा सुनाई पड़ा। वह मेघालय में मिला और कल जब यहां बहस चल रही थी तो इनके शिक्षा मंत्रालय में हमको दो सफेद हाथी दिखाई पड़े। एक तो सी० एस० आई० आर० था और दूसरा एन० सी० ई० आर० टी०। मैं चाहूंगा और राव साहब से निवेदन भी करूंगा कि इन दोनों संस्थानों के बारे में इस सदन में अलग से बहस करावें। सी० एस० आई० आर० का इतना किस्सा बिगड़ चुका है कि वहां पर भ्रष्टाचार, अफसरों की आपसी गुटबन्दी और उसके साथ-साथ जो अफसरशाही की शृंखला है, वह बढ़ चुकी है। इनकी एक रीजनल रिसर्च लेबोरेट्री हैदराबाद में है, वहां के डाइरेक्टर डा० सिद्धू हैं और इनके सी० एस० आई० आर० के जो डाइरेक्टर जनरल हैं, इन लोगों के खुले आम एक दूसरे पर आरोप-प्रत्यारोप लगाते हुए बयान अखबारों में छपते हैं। 16 अप्रैल के अखबार को आप पढ़ेंगे तो देखेंगे कि इन लोगों ने एक दूसरे पर जम करके कीचड़ उछाला है। मैं चाहूंगा कि राव साहब अपने कर्मचारियों को काबू में रखें और इतने काबू में रखें कि वह उच्छृंखल न हो जाएं और समय-समय पर इस तरह एक दूसरे के निन्दा करने की कोशिश न करें।

अब मैं बात शुरू करूंगा और सच पूछिये तो उपाध्यक्ष महोदय, इनके महकमे ने और केन्द्रीय सरकार ने देश की शिक्षा व्यवस्था को पिछले बीस सालों में इतना खराब किया है कि कभी-कभी तो इतना गुस्सा आता है कि हम मांग करें कि इनके मंत्रालय को एक कौड़ी भी न दी जाए। बहुत ही खराब इन्होंने किया है और बहुत ही दिशा-हीन और गतिहीन शिक्षा व्यवस्था बनाकर यहां रख दी है। कल शिक्षा मंत्री जी ने रिपोर्ट में भी कहा है कि शिक्षा संविधान के मुताबिक राज्य का विषय है और इसलिए इनको जिम्मेवारी से भागने का बहाना मिल जाएगा। कल इनके छोटे वजीर साहब सफाई दे रहे थे। उन्होंने कहा कि संविधान के मुताबिक हमने जो देश की जनता से वायदा किया था, धारा 45 के मुताबिक, कि 14 साल की उम्र वाले बच्चों को लाजिमी तौर पर अनिवार्य, जरूरी और मुफ्त शिक्षा देंगे दस साल के अन्दर, वह दस साल हो गये और अब 22 साल होने जा रहे हैं और कहते हैं कि हमको अभी भी मालूम नहीं है कि कब तक पूरा करेंगे। फिर यह कहते हैं कि हमारे शिक्षा मंत्रालय को पैसा कम मिलता है। यह तो हम को कहना चाहिए। मंत्री जी अगर यह समझते

*Moved with the recommendation of the President

हैं कि उनके साथ ज्यादती हुई है तो चाहे छोटे मंत्री हों या बड़े मंत्री हों, वह अपना महकमा छोड़ें। दूसरा कोई मंत्री आएगा तो वह अपने मंत्रालय के पैसे के लिए लड़ेगा, क्योंकि यह देश को खराब कर रहे हैं पैसे के अभाव में, यह बात समझ में नहीं आती है।

यह बुनियादी तालीम की बात बार-बार उठाते हैं। मैं राव साहब से कहूंगा कि आज हिन्दुस्तान में आधे से ज्यादा प्रारम्भिक विद्यालयों के विद्यार्थी जब स्कूलों में पढ़ने जाते हैं तो एक बोरा बगल में दाब करके जाते हैं। उत्तर प्रदेश, बिहार, मध्य प्रदेश, जहां कहीं जाइए, डिस्ट्रिक्ट बोर्ड का जो कोई भी स्कूल हो, वहां लड़कों के लिए टाट-पट्टे नहीं। मैं भी जब पढ़ने जाता था प्राइमरी स्कूल में तो बोरा लेकर जाता था। टाट-पट्टे नहीं थे तो बोरा लेकर जाते थे। आज भी जब लड़के छुट्टी से लौटते हैं तो बोरा लटकाए हुए आते हैं। इस सदन में कालीन बिछी हुई है। इससे भी कहीं ज्यादा अच्छी कालीनें शिक्षा मंत्रालय के संस्थानों में बिछी हुई हैं, लेकिन स्कूलों में टाट-पट्टे नहीं हैं और बच्चे बोरा लेकर जाते हैं। हमारे शिक्षा मंत्री जी इन बच्चों की तालीम की तरफ जरा भी ध्यान नहीं देते हैं और दूसरी तरफ हमारे देश में बच्चों के लिए देहरादून में, ऊटी में, बड़े-बड़े पब्लिक स्कूल हैं जहां पर ढाई-सौ, तीन-सौ रुपया महीना खर्च करके लड़के पढ़ते हैं। फिर वे कलेक्टर, कप्तान और इंजीनियर बनते हैं। परन्तु बोरा ढोने वाला लड़का जीवन भर बोरा ढोता जाता है। मेरा इनको कहना है कि शिक्षा मंत्री जी इन पब्लिक स्कूल्स को बन्द करने के बारे में तत्काल कदम उठायें और अगर नहीं उठाते हैं तो हम इस सदन से मांग करेंगे कि एक धेला भी इनके मंत्रालय को नहीं देना चाहिए। समान उम्र के लोगों को समान किस्म की शिक्षा देने का इंतजाम होना चाहिए।

अब मैं माध्यमिक शिक्षा के बारे में निवेदन करूंगा। माध्यमिक शिक्षा के अध्यापकों से—चाहे वह उत्तर प्रदेश के हों, चाहे बिहार के हों, चाहे मध्य प्रदेश के हों,—उनसे डेढ़ सौ रुपये पर दस्तखत कराया जाता है और 60 रु० थमा दिये जाते हैं। दो-दो साल तक—उत्तर प्रदेश के बहुत से शिक्षण संस्थाओं के बारे में हमने देखा कि—अध्यापकों को तनख्वाह नहीं मिली। एक-एक जिले में जितनी शिक्षण संस्थाएं हैं, खास तौर से प्रतापगढ़ जैसे जिले में जितनी शिक्षण संस्थाएं हैं, उन सभी शिक्षण संस्थाओं में एक ही आदमी मैनेजर है। इनका नाम है मुनिश्वरदत्त उपाध्याय। उसी तरह से आप चले जाइए बलिया में। वहां पर भी एक ही आदमी मैनेजर है जिसका नाम है तारकेश्वर पांडे। जिस किसी भी जिले में जाइये, लगता है कि जमींदारी खुली हुई है। हर जगह ऐसे ही चलता है और एक अजीब किस्म की जमींदारी बनी हुई है। आज उनके कोठारी कमिशन ने भी कहा था कि अध्यापकों के वेतन मान प्रारम्भिक विद्यालय, माध्यमिक विद्यालय और विश्वविद्यालय में 1 : 2 : 3 के अनुपात में बन्धने चाहियें जबकि आज उनके वेतन मान 1 : 15 : 35 के हिसाब में बंधे हुए हैं। मैं मंत्री महोदय से मांग करूंगा खास तौर से अध्यापकों के वेतन मान के बारे में कि एक वेतन मान तय कर दिया जाये कि वह किस रिश्ते में रहेगा। उसी के बीच में वह घटता बढ़ता रहना चाहिये, नहीं तो एक ही काम करने वाले जो अध्यापक हैं, चाहे वह विश्वविद्यालय के अध्यापक हों चाहे प्रारम्भिक विद्यालय के, सब के अन्दर असन्तोष फ़ैलता रहेगा। यहां पर उर्दू के लिये बहुत बात चलती है। अभी कुछ दिन हुए मैं अपने चुनाव क्षेत्र में गया, जहां से हमारे पहले जवाहरलाल जी आते थे। वहां उर्दू मक्तब के मौलवी लोग जो थे उनमें मेरी सभा थी। जब बच्चे लोग चले गये तब मैंने मौलवी साहब से पूछा कि तुम

[श्री जनेश्वर मिश्र]

कितनी तनख्वाह पाते हो तो कहा कि 10 रु० मुझे पता लगा कि सन् 1930 में उनको 8 रु० मासिक पर रक्खा गया था। तब से लेकर अब तक केवल 2 रु० बढ़ाये गये। मैं पूछना चाहता हूं कि आखिर 10 रु० में कोई कैसे गुजर करेगा? यह जो अध्यापक के वेतन का सवाल है, मैं चाहूंगा कि मंत्री महोदय उस पर ठीक से सोचें।

अब विश्वविद्यालय की बात आती है। कुछ विश्वविद्यालय केन्द्र के जिम्मे भी हैं। इन विश्वविद्यालयों का नक्शा आप देखिये। अजीब अजीब ढंग के विश्वविद्यालय उनके हाथ में रहते हैं। कोई हिन्दू के नाम पर, खुला हुआ है कोई मुसलमान के नाम पर खुला हुआ है, कोई जवाहरलाल जी के नाम पर खुल रहा है, कोई कल लाल बहादुर जी के नाम पर खुलेगा और परसों उनके पुत्र के नाम पर खुलेगा या दूसरे दूसरे नाम पर खुलेगा। दुनिया के किसी देश में कोई विश्वविद्यालय क्या किसी मजहब या जाति के नाम पर चल रहा है यह उन्हें खुद बतलाना पड़ेगा। विश्वविद्यालय का मतलब होता है दुनिया भर की विद्या का घर। दुनिया भर की विद्या का घर अगर अलीगढ़ या बनारस विश्वविद्यालय हैं तो उनमें हिन्दू की विद्या भी आयेगी, मुसलमान की विद्या भी आयेगी, ईसाई की विद्या भी आयेगी और दूसरों की विद्या भी आयेगी। इन शिक्षण संस्थाओं से क्यों यह नाम नहीं हटाये जा रहे हैं। बहुत पहले, इन्हीं की सरकार में पहले जो शिक्षा मंत्री थे श्री चागला साहब, उन्होंने जब राज्य सभा में विधेयक पेश किया कि बनारस यूनिवर्सिटी से 'हिन्दू' शब्द हटाया जाय तो बड़ा हल्ला हुआ। हमारी पार्टी के नेता डा० लोहिया थे। उनकी सभाओं में पत्थर फेंके गये जब उन्होंने कहा कि यह हटना चाहिये।

अगर आज ऐसी जरूरत आ गई है जिसमें हिन्दू और मुसलमान को साथ-साथ रहना है तो मन्दिर और मस्जिद के बाहर जहां कहीं भी वह चलें, एक इन्सान की तरह होकर चलें। तब दुकान हो, होटल हो, यूनिवर्सिटी हो, कालेज हो, उसमें से हिन्दू और मुसलमान को निकालो। साथ ही ब्राह्मण कालेज, भूमिहार कालेज, ठाकुर कालेज, यादव कालेज आदि जो चलते हैं यह भी बन्द होने चाहियें। अगर यह बन्द नहीं होते तो आपको इसके लिये कानून बनाना पड़ेगा और केन्द्रीय सरकार की तरफ से उनको खत्म करना पड़ेगा, नहीं तो यह कभी बन्द नहीं होंगे।

आज होता क्या है? बनारस यूनिवर्सिटी में 2 फीसदी से अधिक मुसलमान लड़के नहीं पढ़ते क्योंकि बाहर गेट पर लिखा हुआ है 'हिन्दू विश्वविद्यालय'। इसी तरह से अलीगढ़ यूनिवर्सिटी में जो हिन्दू लड़के पढ़ने जाते हैं वह उस विश्वविद्यालय में अपने को सुरक्षित महसूस नहीं करते क्योंकि वहां लिखा है .मुसलिम विश्वविद्यालय। यह बहुत गन्दा तरीका है। जब लड़के डर कर विश्वविद्यालय में पढ़ने जायेंगे तब उनके दिमाग कितने कुन्द बनेंगे। इसलिये शिक्षा मंत्री को इस पर सोचना चाहिये।

श्री मु० अ० खां (कासगंज) : अलीगढ़ विश्वविद्यालय में 45 परसेंट हिन्दू लड़के हैं।

श्री जनेश्वर मिश्र : मैं जानता हूं। मैंने कहा कि वह डर कर वहां जाते हैं।

इसके बाद भाषा वाली बात आती है। भाषा के सवाल को सरकार ने बहुत पेचीदा बनाकर रक्खा है। इस के बारे में मैंने कल कई भाषण सुने और इस पर काफी बहस हुई। इस बहस को मैं दूसरे ढंग से ले रहा हूं। गोरखपुर यूनिवर्सिटी का एक लड़का प्रजापति बी० ए० का इम्तहान पास करता है। जब वह पूना यूनिवर्सिटी में भरती होने जाता है तो वहां भरती हो जाता है। उसके बाद पूना यूनि-

वर्सिटी के वाइस चांसेलर या रजिस्ट्रार को पता चलता है कि उसने बी० ए० में कम्पल्सरी अंग्रेजी नहीं ली और उसको इस आधार पर काट दिया जाता है। लड़के ने आपके शिक्षा मंत्रालय को शिकायत की जब हमने पूना यूनिवर्सिटी के रजिस्ट्रार को चिट्ठी लिखी तो उन्होंने बतलाया कि उसने आपके मंत्रालय के किसी मि० गुलाटी को चिट्ठी लिखी है। रजिस्ट्रार साहब ने लिखा है कि उन्होंने गोरखपुर यूनिवर्सिटी के रजिस्ट्रार से पता किया है कि वहां पर कम्पल्सरी अंग्रेजी नहीं है, इसलिये हम इस लड़के को नहीं पढ़ा सकते। पूना यूनिवर्सिटी में अगर कम्पलसरी मराठी की बात होती, मद्रास की किसी यूनिवर्सिटी में कोई पढ़ने जाता और वहां कम्पल्सरी तमिल की बात होती, तो मैं समझ सकता था और मुझको खुशी होती, लेकिन कम्पल्सरी अंग्रेजी के नाम पर अगर कोई पूना यूनिवर्सिटी या मद्रास यूनिवर्सिटी का लड़का गोरखपुर यूनिवर्सिटी में पढ़ने आये और वहां का रजिस्ट्रार कहे कि चूंकि तुमने कम्पल्सरी अंग्रेजी ली थी इसलिये हम तुम को नहीं लेंगे या तुम्हारा नाम काट रहे हैं तब क्या होगा? इस तरह से आप देश को कितने हिस्सों में तुड़वाना चाहते हैं?

आज जिस तरह की शिक्षा व्यवस्था चल रही है उसमें अंग्रेजी नौजवानों के दिमाग में गुलामी भरती है और विद्यार्थियों की प्रतिभा उससे कुंठित होती है। इसके अलावा और कुछ नहीं होगा। विद्यार्थी अंग्रेजी हिज्जे और व्याकरण में फंसे रह जाते हैं और रट्टू तोते की तरह पढ़ा करते हैं। उसके बाद जब वह आगे बढ़ते हैं तो नकलची लंगूर बन कर निकलते हैं, इसके अलावा कुछ नहीं। वह अपनी जिन्दगी में केवल कलम-घिस्सू अभ्यास के अलावा और कुछ नहीं करते हैं।

मैं चाहता हूं कि हमारे मंत्री महोदय भाषा के बारे में तीन शब्द याद रक्खें। मैं उनसे निवेदन करूंगा कि मैं उनकी इज्जत करता हूं, मैं उनकी बुजुर्गी, उनके तजुर्बे और उनकी लियाकत को मानता हूं, लेकिन वह युवक सेवा मंत्री होने लायक नहीं हैं क्योंकि नई उम्र का मन, उसकी रुझान और उसकी पसन्द क्या हुआ करती है वह यह समझ ही नहीं सकते हैं। उनके मंत्रिमंडल में दो राज्य मंत्री हैं। आप देखिये कि उनकी पुरानी पसन्द और नई उम्र की पसन्द किस तरह से बदलती है। एक मंत्री हैं श्री के० सी० पन्त और दूसरे मंत्री हैं श्री विद्या चरण शुक्ल। जब यह लोग बाल कटवाया करते हैं तब अपने खत जरा लम्बे कर लेते हैं। डा० राव के जमाने में खत जरा ऊपर हुआ करता था। यह पसन्द कुछ साल पुरानी है। कुछ दिनों के बाद यह बाल, कपड़े, मकान, रीति रिवाज, जाति पांत, शादी विवाह, महजब आदि बदलेंगे। यह दस साल, पन्द्रह साल, पचास साल या डेढ़ सौ साल में बदला करता है। शिक्षा मंत्री नई उम्र की पसन्द और उसकी रुझान नहीं समझ सकते। जब वह इसको नहीं समझेंगे तब गैर-जानकारी के आधार पर अगल-बगल देखा करेंगे और शिक्षा व्यवस्था को बगल देखू बनायेंगे। कुछ हमारे साथी लोग संस्कृति की बात कल छेड़ रहे थे। मैं उनसे कहता हूं कि वह पीछे-देखू शिक्षा व्यवस्था वाले हैं। डा० राव बगल-देखू शिक्षा व्यवस्था लायेंगे। कोई प्रगतिशील मिजाज का आदमी आकर देश में जो शिक्षा व्यवस्था कायम करना चाहेगा वह आगे-देखू व्यवस्था होगी। जब कभी आगे-देखू शिक्षा व्यवस्था कायम होगी तब तो इस देश का युवक सेवा मंत्री होगा वह 18 साल की नई उम्र वाले लोगों को बालिग-मताधिकार का हक दिलाने की कोशिश जरूर करेगा। उनके सामने कानून है कि विद्यार्थी और अध्यापक दोनों मिल जुल कर शिक्षा संस्थाओं का इन्तजाम करें। श्री मधु लिमये का विधेयक इस सदन में पड़ा है कि 18 साल से ऊपर की उम्र

[श्री जनेश्वर मिश्र]

वाले को बालिग मताधिकार का हक दिया जाये। आज वह क्यों नहीं दिया जाता है? हम 18 साल की उम्र में पल्टन में भरती होने और गरदन कटाने के काबिल हो जाते हैं लेकिन जब देश के लिये कानून बनाने की बात हो, जब हम देश के लिये कानून बनाने की बात छेड़ते हैं तब यह कहते हैं पटेल चौक पर पुलिस वालों को बुला कर कि इनको पीट दो। 18 साल की उम्र वालों को हक दिलाने के लिये बाराबंकी जिले का 64 साल का बुड्ढा बिहारी लाल कुर्बान हुआ, लेकिन उन्होंने लटका रक्खा क्योंकि यह बगल-देखू नीति वाले हैं, आगे-देखू नीति नहीं चलाते हैं।

इसी तरह से मैं मांग करूंगा कि आज जो स्नातकोत्तर पढ़ाई चल रही है, बी० ए० से ऊपर की जो पढ़ाई चल रही है उसमें अनिवार्य हाजिरी की प्रथा खत्म होनी चाहिये। सन् 1948 में राधाकृष्णन साहब ने अपनी रिपोर्ट में कहा था कि अनिवार्य हाजिरी की प्रथा मजबूरन चल रही है। हम उसको एक दो साल में खत्म करेंगे। मैं उनसे मांग करूंगा कि इससे पढ़ने वाले और पढ़ाने वाले दोनों की दिलचस्पी बढ़ेगी और शिक्षा व्यवस्था में एक क्रांति आयेगी। अनिवार्य हाजिरी की वजह से अध्यापक और विद्यार्थी का रिश्ता गड़रिया और भेड़ का रिश्ता बनता है, इसके अलावा कुछ नहीं होता।

इन शब्दों के साथ मैं उम्मीद करता हूं कि जो लोग बार-बार अनुशासन के नाम पर विद्यार्थियों को बदनाम किया करते हैं और कहते हैं कि वह राजनीति में न जायें, वह यह कहना बन्द करेंगे। इस समय देश का विद्यार्थी राजनीति कर ही नहीं रहा है, उसने उसमें हिस्सा ही नहीं लिया है। राजनीति कर ही नहीं रहा है। मैं तो चाहूंगा कि नई उम्र का आदमी राजनीति में हिस्सा ले किन्तु दो संकल्प लेकर कि हम पच्चीस साल या तीस साल तक राजनीति करेंगे लेकिन गद्दी पर नहीं बैठेंगे और जो कोई गद्दी पर बैठेगा और वह जब कभी गलत काम करेगा, उसकी हम टांग पकड़ कर खींच लेंगे बिना मोह के। जिस दिन वे यह संकल्प ले लेंगे, डा० वी० के० आर० वी० राव की सरकार की शिक्षा नीति एक दिन में धराशायी हो जायेगी और यह सरकार पलटा खा जाएगी।

MR. DEPUTY SPEAKER: Shri R. S. Arumugam.

श्री मु० अ० खां (कासगंज): उपाध्यक्ष महोदय, एक इधर से बोलता था। और एक उधर से। यह एक कनवेंशन है जिस पर अमल नहीं किया जा रहा है।

MR. DEPUTY SPEAKER: Please listen. We have far exceeded the time. Your party has only four minutes left, and the Minister is yet to speak. I do not know how much time he will take.

श्री मु० अ० खां: हमारा टाइम किसने ले लिया है?

MR. DEPUTY SPEAKER: Your party's time is finished. All those Members who still have their time, the parties that have time, must have their say. In your case, you have only four minutes more, and the Minister is yet to speak. I think he will take about one hour: I do not know.

श्री मु० अ० खां: मेरा एक प्वाइंट आफ आर्डर है। मैं जानना चाहता हूं कि हमारी तरफ से कितने आदमी बोले हैं? मैं कल से बराबर देख रहा हूं और यहां बैठा हूं। हिसाब लगाया जाए तो पता चलेगा कि उधर से ज्यादा बोले हैं और उन्होंने समय भी ज्यादा लिया है।

MR. DEPUTY SPEAKER: Order, order. I understand your point. Kindly listen to me. It is not a question as to how many Members have spoken. You know that the time is allotted to every party. Each party must take the time that is given to it. There are Members here whose party still have got some time. I have mentioned it to you that your party has finished all the time; there are only four minutes left for your party. How many have spoken is not relevant. The Minister is yet to speak. If the Minister takes one hour, it means that your party will be exceeding the time allotted to it by 56 minutes. Kindly realise it.

**SHRI R. S. ARUMUGAM (Tenkasi): Mr. Deputy Speaker, Sir, before I begin to say a few words on the demands for grants of the Education Ministry, with a profound sense of sorrow I have to refer to the breach of established parliamentary conventions in our Country, committed by the Ruling Party. It is a tradition in our country that a Minister who loses the membership of either of the two Houses of Parliament resigns forthwith. But a Deputy Minister who was defeated in the recent Rajya Sabha election continues to be a member of the Council of Ministers. This is not in keeping with traditions and conventions of our country. I would like to state with deep anguish in my heart that the Government headed by Shrimati Gandhi which caused the split by encouraging indiscipline in the Congress Organisation, which first fought for the freedom of the country and then gave a stable administration for well over 20 years and which groomed national leaders, could not be expected to do anything else.

Student unrest is widely prevalent in our country today. There are many causes for it. The students feel that they do not have avenues of employment after their studies. Neither the State Government nor the Central Government have been taking necessary steps in this direction. Instead, the Ministers dissipate their energies in engaging themselves in altering the names of the roads and streets and unveiling portraits and statues, whether the people in that area like it or not and under that guise are encouraging collection of funds: They are not paying any attention to formulating job-oriented education schemes which will give some hope to the harassed students. Therefore, it is no wonder that in these circumstances the students are agitated and confused.

We have not solved the language question in our country. Nehruji gave an assurance that, so long as the non-Hindi speaking people desire, English would continue as official language. But the Central Government have not implemented this assurance in right earnest. In my State of Tamil Nadu, Dravida Munnetra Kashagam is in power. Even this party has no definite language policy, which is creating further confusion in the minds of the students there. They said first that English alone should be the official language of the country, and they demanded that the word "Hindi" should be removed from 17th Chapter of the Constitution. They tore off that chapter from the Constitution, made it into an effigy of Devil and burnt it. Then at the time of the general elections in 1967, they confused the people saying that all the 14 language should be declared as official languages of the country and English was not one among those languages. After the elections, they stated in the Legislative Assembly that English and Tamil would be the official languages of Tamil Nadu. They did not stop there. Without looking to the future of the students, they banned Hindi teaching in schools and also disbanded NCC. But, after some time, they made another somersault by indirectly accepting the use of equivalent Hindi command words in the NCC. Later on, in the recent DMK conference held at Trichy they declared that the Central Government should implement the assurance given by Nehruji in regard to the official language, which I may point out, is the policy followed by my party. In the Parliament, after giving an assurance to Shrimati Gandhi that only 10 members of their party would vote in favour, they brought forward an amendment to delete Hindi from the Constitution. In this way they have created a great confusion in the minds of students of Tamil Nadu.

**The original speech was delivered in Tamil.

[Shri R. S. Arumugam]

Nowadays, it is not uncommon to find schools remaining closed for prolonged intervals. (*Interruptions*) The students who do not subscribe to the policies of the party in power are being subjected to a great deal of harassment through outsiders. Students are the buds of humanity. It is not possible for any one to suppress them by force, nor it is fair to do so.

The students throughout the country should be educated about the history of freedom movement. Though a mention has been made in the Report about the publication of History of freedom Movement in English and Hindi, I do not know whether this book has been published in any regional languages.

National Council for Educational Research & Training do not seem to have published any text-book in regional languages. But they have published text books in Hindi for classes I to XI. I do not know why this kind of partisanship should be shown in the publication of Text Books for schools.

Under the National Programme for Core books, a number of books have been published, but no regional language seems to have derived any benefit out of this programme. Neither the Central Government nor the State Government have done anything in this regard. God only knows how many books have been published in Tamil under this programme.

Under the translation programme of University level standard books of Britain and America, 2,700 books have been selected. But so far not a single book has been translated into any regional language.

Under the standard works programme, the Commission for Scientific and Technical Terminology have published a number of University level books. The number of books published is 181 ; out of this 159 are in Hindi and the remaining 22 in all other regional languages. I would like to know whether this is the method by which regional languages are given the necessary impetus for development. I feel the regional languages have not been given any importance in the scheme of things.

In Madras, a World Tamil Conference was held some time ago. After the Conference, an International Institute for Tamil Studies was set up. Through this institute many works of Tamil literature like *Thevaram* were to be published. The UNESCO also came forward to give financial aid to the institute to the tune of several thousand dollars. Nobody seems to have utilised this opportunity and published good works of Tamil literature.

There exists a library in Tanjavur by the name Sarswathi Mahal Library. There has been a long standing demand to declare this Library as an institution of national importance. I do not understand the hesitation on the part of the Central Government in this matter. It has been mentioned in the Ministry's report that they are in consultation with the State Government. How long will they carry on this consultation, I do not know.

In our country, there are more than 10 crores of people belonging to Scheduled Castes and Scheduled Tribes and other Backward classes. But only 9 persons out of these people are given overseas scholarships for studies abroad. In the same way, only 9 persons are awarded passage grants. I want to know why they cannot grant more scholarships to these people. Is this the manner in which the Indira Government are extending concessions to the Scheduled Castes and Secheduled Tribes and other Backward Classes? The Scheduled Caste Christians are not being given any Central Government scholarship. Why are they not being given? They are also backward and poor. Therefore, I would like to remind the Minister that the concessions should be extended to them also. Though they are christians, they hail from Scheduled Castes and Scheduled Tribes.

The object of good education is to inculcate good conduct among the students. But we find that one Ritwik Ghatak, who made derogatory remarks about Mahatma Gandhi, has been awarded Padmashri by the Indira Gandhi Government. The Jadavpur University Vice Chancellor invited him to address the students of that University. Is it the way to foster good conduct among the people?

Politics is being injected in text-books. Efforts are made to introduce communism in the Text books. This has been pointed out a number of times by the Members of this House. I want to refer in particular to a case in Tamil Nadu. I would like to bring to the notice of the House a question paper for the subject, English, set by a District Educational Officer, who, naturally, is a Government employee. I am going to read out the questions asked in that paper.

SHRI G. VISWANATHAN: Sir, on a point of order. This question was raised in the Legislative Assembly of Tamil Nadu; it was discussed threadbare and the Minister replied to it. I want to know whether this can be discussed in Parliament.

SHRI ARUMUGAM: This is a matter relating to education. So, I have every right to refer to it.

MR. DEPUTY SPEAKER: Please be brief.

SHRI ARUMUGAM: These are some of the questions asked in that paper. First: what will the DMK do if the Central Government's actions badly affected peoples' welfare? The second question was: which is the top policy-making body of the DMK? The third was: Who is the head of the Central Government? The other questions were: what did the General Council of the DMK spell out in its political resolution? Does the DMK support any particular individual? Respected Sir, I would like to know whether this is a paper to test the knowledge of students in English or it is a DMK propaganda paper. If this is the direction in which education is to be imparted to our students, what else can one say except that it is a matter of grave misfortune for our country.

A very able person, Shri V. K. R. V. Rao, is incharge of the Ministry of Education. He knows the pitiable condition of the teachers in our country. Teachers are paid very low salary. I therefore request the Minister to evolve a national pay scales scheme for school teachers. With these words, I conclude.

SHRI D. N. DEB (Angul): Mr. Deputy-Speaker, my first submission is to urge upon the government to concentrate their attention on improving the system of primary education throughout the country. No doubt, education is a State subject but the Central Government is fully aware that the States do not have the finances to meet their requirements, and knowing it fully well I do not think it will be wise on the part of the Central Government to neglect education in the States. If the Central Government had any sincere desire to improve the literary in our country based on the improvement of primary education, I do not think our percentage of literacy would have been so low as it is just now. According to our Constitution primary education should have been free and compulsory. One is disappointed to find that very few States have been able to implement it and it is mostly due to financial difficulty. The lot of the uneducated mass as has to be improved. The best way will be to make education a concurrent subject if the Central Government does not come forward with the financial assistance as required by the States.

Primary education is the base on which the entire educational structure is based and it should be the duty of the Central Government to look into it and see that the States are provided with adequate financial assistance. While going through the report I found a ray of hope as some pilot projects are to be taken up. But I think it is still under survey and it has yet to be implemented. I would request the hon. Minister to see that these pilot projects should be taken exclusively in the rural areas to start with and especially in the backward areas and the under-developed region. Special stress should be laid on improving the standard and quality of primary education.

The primary teacher is the most neglected person so far as his emoluments and his service conditions are concerned. Several State Governments have tried to improve it during the past year but even now the primary teacher is the lowest paid man that can be compared to a peon. Sometimes the peons get better pay and amenities. In some States it is as low as Rs. 70 to 80 per month. It is the primary teacher who prepares the base and the foundation of the student and if proper teaching is not provided and well-qualified teachers are not employed at the primary stage I think the

[Shri D. N. Deb]

base and character of the student is bound to suffer. The quality of teaching staff is a necessity which has to be improved and unless proper emoluments and service conditions are provided we can never get proper people to educate the children. Backward and under-developed States like Orissa; Bihar and Madhya Pradesh require special considerations as far as financial assistance is concerned. It does not go well to say always that the Centre has no money to provide and help the States and education as a State subject. The time has come when the Centre should come forward and help the States with extra grants and incentives outside State plans should be provided so that the States which are far behind can reach at least the all-India level.

Many new colleges have been started for higher education but they are hardly well-equipped with proper staff and basic requirements such as library, laboratory, hostels and other necessities. It is the financial problem every where. If the Centre does not come forward with the financial assistance where the States fail I do not think development of education can ever be successful in our country. As such, democracy can never be successful at the same time.

If it was a question of getting a degree or a diploma to get a job, as we used to have that sort of education during the British regime, it was all right. But certainly our aim should be to produce well-disciplined and educated youth with character, knowledge and integrity. To achieve this we must fulfil the basic requirements and provide well qualified teaching staff in our institutions. We are living in an age of science and technology and our system of education should be oriented towards and based on that.

I have a demand from the point of view of my State. The hon. Education Minister has been ignoring the case of Orissa for opening a circle for archaeological exploration and excavations. Orissa is very rich and abundant with prospects for such research and excavations. Since the time of Dr. Katju when he was the Governor, Orissa has been claiming to have one circle and the same claim is still persisting. A memorandum regarding this has already been submitted to the Government of India, Department of Education, and I hope that the hon. Minister will be able to do something and help our State in this.

श्री मु० अ० खां : उपाध्यक्ष महोदय, मैं बहुत मशकूर हूं कि आपने बावजूद इतनी परेशानी के भी मुझे मौका दिया। मैं अपनी बात बहुत जल्दी खत्म करने की कोशिश करूंगा।

मैं कोठारी कमीशन के पहले जुमले से अपनी बात शुरू करना चाहता हूं जिससे कि उन्होंने अपनी रिपोर्ट को शुरू किया है। उन्होंने अपनी रिपोर्ट शुरू करते हुए पहला जुमला यह लिखा है :

"The future of the country is decided in the class-room."

उपाध्यक्ष महोदय, हमको यह तय करना है कि हमें इस मुल्क में कैसे समाज की बुनियाद डालनी है ? हालांकि बारहां सरकार की तरफ से कहा गया है कि हम इस मुल्क में सेकुलर डेमोक्रेसी चाहते हैं मगर यदि उसके अन्दर जाकर देखा जाय, हकीकत पर नजर डाली जाय तो बहुत सी चीजें ऐसी हमारे यहां चल रही हैं जो सेकुलर डेमोक्रेसी को नुकसान पहुंचा रही हैं। हाई स्कूल टैक्स्ट बुक्स की तरफ आप गौर करें जिसके मुताल्लिक सन् 66 में राज्य सभा में भी यह सवाल उठाया जा चुका है जिसके लिये कि सैयदैन कमीशन मुकरेर किया गया था, जिसने गवर्नमेंट आफ इंडिया को अपनी रिपोर्ट सन् 68 में दे दी है। लेकिन कोई वजह नहीं मालूम होती कि दो साल से यह सरकार उस रिपोर्ट को क्यों दबाए बैठी है ? क्यों नहीं सदन के सामने उसे लाती ताकि उसके मुताल्लिक सही जानकारी हो सके ? दो दो साल तक यह लोग रिपोर्ट लेने के बाद एग्जामिन करने के बहाने उसको दबाए बैठे रहते हैं, क्या यह तरीका

सरकार का सही है ? वह चीजें जोकि हमारी सेकुलर डेमोक्रेसी को नुकसान पहुंचा रही हैं उनको बराबर चलने देना और उसके बारे में सही जानकारी सदन के सामने न आने देना यह कहां तक मुनासिब है ? मसलन, इन टेक्स्टबुक्स में ऐसी चीजें पढ़ाई जाती हैं, हिस्ट्री ऐसी पढ़ाई जाती है जिससे आपस में मुख्तलिफ मजहबों को मानने वालों के दिमाग में नफरत पैदा होती है। मेरे पास समय नहीं है नहीं तो मैं कोट करता कि उसमें ऐसे-ऐसे जुमले हैं जिसमें परमानेंटली छोटे-छोटे बच्चों के दिमाग में ऐसी बातें भर देने की कोशिश की गई है··· (व्यवधान) ···फरमाइश है तो मैं जरूर कोट करूंगा । यह है हमारा इतिहास हिस्सा दोयम, सफा 5, एडीशन 66, इसमें लिखा है :

"मन्दिरों को नष्ट भ्रष्ट करके महमूद गजनवी ने सदा के लिये तमाम हिन्दुओं के दिल में इस्लाम के लिये नफरत के जजबात पैदा कर दिया।" तो क्या उन छोटे बच्चों को यह सिखाना है कि हमने नफरत का जजबा पैदा कर दिया और दो कम्युनिटीज में हमेशा नफरत रहे, यह हम चाहते हैं ?

दूसरी जगह लिखा है हमारा इतिहास, हिस्सा दोयम, सफा 18, एडीशन 66 में—

"बलवन ने द्वावे के हिन्दुओं को बड़ी बेरहमी से दबाया। 8 साल से ज्यादा उम्र के मर्दों को मरवा डाला और औरतों को लौंडी बनने के लिये मजबूर किया।"

क्या यह चीजें हम बच्चों को पढ़ाएंगे ? अगर यह पढ़ाएंगे तो क्या उससे आप समझते हैं कि इस मुल्क के अन्दर सेकुलर डेमोक्रेसी डेवलप होगी ? यह टेक्स्ट बुक्स हैं।

श्री श्रीचन्द गोयल (चण्डीगढ़) : यह हिस्टारिकल फैक्टर्स हैं।

श्री मु० अ० खां : मैं आप से अर्ज करता हूं कि अगर इतिहास में यह है कि महमूद गजनवी ने मन्दिरों को गिराया तो क्या यह भी इतिहास में है कि हिन्दुओं को हमेशा के लिये इस्लाम से नफरत हो गई । कुछ फैक्टर्स हिस्ट्री के ऐसे हैं कि जिनको जानने के लिये सर्टेन एज होनी चाहिये कि जब आदमी पोख्ता हो जाय, तब उसके सामने वह फैक्टर्स रखे जाएं। लेकिन कच्ची उम्र के बच्चों को यह बात सिखाएं ताकि मुसतकिल तौर पर दो मजहबों को मानने वालों के बीच में एक नफरत पैदा हो जाय क्या यही आप चाहते हैं ? अगर आप यह चाहते हैं कि इस मुल्क में हर मजहब के मानने वाले मुहब्बत और प्यार से रह सकें और इस मुल्क के डेवलपमेंट में कन्धे से कन्धा मिला कर चल सकें तो आप को इस नफरत के बीच को इन किताबों से जो आप उनको पढ़ाते हैं, निकालना पड़ेगा । यही चीजें थी जिनके लिए सन 1966 में कमीशन मुकर्रर किया गया था और यही वह चीज है जिसको सरकार दो साल से दबाए बैठी है और सदन के सामने नहीं ला रही है। क्या चीज इसके अन्दर है जिसको आप छिपाना चाहते हैं ? मैं बहुत डीटेल में नहीं जाऊंगा ।

तीसरी बात यह है कि बहुत सी बातें ऐसी हैं जो नफरत पैदा करती हैं और जिसमें एक दूसरे पर थोपने की बात की जाती है। मैं यह मानता हूं कि इस मुल्क के अन्दर जितनी जबानें हैं उनको बराबर से फलने और फूलने का मौका मिलना चाहिए, चाहे संस्कृत हो, चाहे उर्दू हो । हिन्दी हमारी नेशनल लैंग्वेज है। वह एक्सेप्शन है। उसको मेरा अकीदा है कि हर हिन्दुस्तान के रहने वाले को हिन्दी पढ़नी चाहिये, हिन्दी सीखनी चाहिए। हिन्दी में बात करनी चाहिए, हिन्दी को अपना प्रेस्टिज बनाना चाहिये । लेकिन इसके अलावा जितनी जबान हैं उनको बराबर से फलने फूलने का

[श्री मु० अ० खां]

मौका मिलना चाहिये । अगर आप किसी जबान को जबर्दस्ती किसी बहाने से थोपना चाहते हैं किसी पर तो यह तरीका गलत है। कांस्टीट्यूशन में साफ यह दिया हुआ है। लेकिन जो जरूरी हिन्दी स्कूलों में पढ़ाई जाती है उसमें 20 नम्बर का एक परचा होता है कम्पल्सरी जिसमें कि संस्कृत पढ़ाई जाती है। यह टेकनिकल बात हैं। जो लड़का संस्कृत आप्शनल लेता है वही उस 20 नम्बर के परचे को कर सकता है। जो दूसरी जबान लेगा ऐज आपशनल वह उस 20 नम्बर के परचे को नहीं कर सकता । अब यह एक किस्म का आप ने फर्क पैदा किया है बीच में कि एक तो फायदा उठा सके 20 नम्बर के परचे का, दूसरा न उठा सके, क्या यह तरीका सही है ? तो आपको इस सारे तरीके पर गौर करना पड़ेगा ।

मुझे मालूम है कि मंत्री महोदय ने एक प्रेस कांफरेंस में एनाउंस किया है कि वह एक एक्सपर्ट कमेटी बनाने जा रहे हैं। हम उम्मीद तो यह करते थे कि मंत्री महोदय सबसे पहले इस सदन में एनाउंसमेंट करेंगे लेकिन उन्होंने यहां न करके एजूकेशन की ग्रान्ट आने से पहले एक प्रेस कांफरेंस में यह एनाउंसमेंट किया है। मैं एक बात जानना चाहूंगा कि क्या उस एक्सपर्ट कमेटी में हामिद दलवाई और ए० बी० शाह जैसे लोग जो सी० आई० ए० के खरीदे हुए गुलाम हैं, जो उनकी मंशा पर यहां के ढांचे को बदलना चाहते हैं, क्या उनको तो उसमें रखने का इरादा नहीं है ? मैं आपको यह साफ बता देना चाहता हूं कि आज इस मुल्क के अन्दर एक बड़ा खतरनाक खेल खेला जा रहा है, जो इस मुल्क की जड़ों को खोखला करना चाहता है। कोई भी शख्स मुसलमान नाम से मुसलमान नहीं हो जाता और हिन्दू नाम से हिन्दू नहीं हो जाता, जब तक कि वह उन प्रिन्सिपल्ज में यकीन न रखता हो। जैसे हमीद दालवीईन मुस्लिम सत्य सहोदक नाम की संस्था कायम की है और मुझे मालूम हुआ है कि गवर्नमेंट आफ इण्डिया की तरफ से उसको एड दी जा रही है—यह सही तरीका नहीं है। इसके मायने यह हैं कि गवर्नमेंट आफ इण्डिया की नीयत साफ नहीं है।

उर्दू के डेवलपमेंट के लिए एक करोड़ रुपया एलाट किया गया है, जिसे आप किताबें लिखने के लिये कुछ लोगों को देने जा रहे हैं। इस तरह से उर्दू का डवलपमेंट नहीं हो सकता। मेरा सुझाव है कि चारों रिजन्ज में आप उर्दू के चार कालिजिज कायम करें और उनको इस काम के लिये 25-25 लाख रुपये दें और उन कालिजिज के जरिये इस काम को कराया जाय।

उपाध्यक्ष महोदय, कल यहां पर अलीगढ़ मुस्लिम यूनिवर्सिटी का जिक्र किया गया था, पांच साल से नामिनेटेड बाडी वहां पर काम कर रही है—क्या यह तरीका डेमोक्रेटिक है। पिछले पांच सालों से यूनिवर्सिटी के लिये बिल लाने की बात कही जा रही है, लेकिन अभी तक कोई बिल नहीं आया। 2 साल हुए कैबिनेट की एक मीटिंग में वह बिल रखा गया था, उसके बाद एक सब-कमेटी मुकर्रिर की गई थी, जो उस बिल को स्क्रूटिनाइज करके बिल हाउस के सामने पेश करे, लेकिन दो साल हो गये आज तक वह बिल को पालियामेंट के सामने नहीं आया । यह तरीका डेमोक्रेटिक नहीं है, सही नहीं है। मैं अपील करता हूं कि मंत्री महोदय इस तरफ तवज्जह दें।

डा० सूर्य प्रकाश पुरी (नवादा) : उपाध्यक्ष महोदय, शिक्षा मंत्रालय का यह सबसे बड़ा दुर्भाग्य रहा है कि जितने मंत्री यहां आते गये, सबने अपने-अपने राग को यहां अलापना शुरू कर दिया। जब डा० राव जैसे विद्वान व्यक्ति

इस मंत्रालय में आये तो एक आशा बन्धी थी कि अब मंत्रालय का काम बहुत सुचारु रूप से चलेगा, लेकिन जो कुछ देखने में आया उससे यही मालूम पड़ा कि डा० त्रिगुण सेन जी ने जो एक प्रकार की राष्ट्रीय नीति अपनाई थी, डा० राव उससे अलग जाते हुये दिखलाई पड़े।

उपाध्यक्ष जी, यह बड़े आश्चर्य की बात है कि गांधी शताब्दि तथा गालिब शताब्दि वर्ष में इस मंत्रालय का भार लेकर तथा आज लेनिन शताब्दि वर्ष में भी (आज सदन के प्रारम्भ में जो चर्चा चली थी—उसको दृष्टि में रखते हुये तथा 1970 साल के लिये संयुक्त राष्ट्र संघ ने जो निश्चय किया है—इस वर्ष को अन्तर्राष्ट्रीय शिक्षा वर्ष के रूप में मनाया जाय इन सब बातों को दृष्टि में रखते हुए) डा० राव से यह उम्मीद की जाती थी कि इस वर्ष वे कम से कम एक ऐसी नीति की घोषणा करते जिससे हमारी राष्ट्रीय शिक्षा नीति के सम्बन्ध में एक स्पष्ट रूप रेखा देश को दिखलाई पड़ती। यह बड़े दुख की बात है कि 1969-70 वर्ष की प्रगति की समीक्षा करते हुये डा० राव ने अपनी रिपोर्ट के पहले वाक्य में कहा है।

"1969-70 वर्ष में, जो कि चतुर्थ पंचवर्षीय योजना का प्रथम वर्ष है, सबसे बड़ा काम यह किया गया कि शिक्षा की राष्ट्रीय नीति को कार्यान्वित करने के लिये जो कुछ भी अब तक किया गया था, उसकी समीक्षा की गई।"

सबसे बड़ा कार्य इन्होंने यह किया कि जो कुछ भी नीति अभी तक अपनाई गई थी, उसकी समीक्षा में 14 फरवरी, 1969 से लेकर अब तक का समय लगा दिया गया। जब भी कभी शिक्षा के सम्बन्ध में कोई चर्चा कहीं पर प्रारम्भ होती है......

श्री सुरेन्द्र नाथ द्विवेदी (केन्द्रपाड़ा): समीक्षा से शिक्षा मिलती है।

डा० सूर्य प्रकाश पुरी: तो डा० राव या उनका मंत्रालय यही कहता है कि यह राज्यों का विषय है। दूसरी बात यह कहते हैं कि हमारे पास पैसे नहीं होते हैं। कुछ दिनों तक यह राज्यों का विषय बना रहे, इससे मुझे आपत्ति नहीं है, लेकिन मैं डा० राव का ध्यान उन्हीं की एक सम्मति की ओर दिलाना चाहता हूं जो उन्होंने नेशनल कन्वेन्शन आन दी कांस्टीट्यूशन में बोलते हुये प्रकट की थी। जिस समय वे स्टेट और सेन्ट्रल रिलेशनशिप पर बोल रहे थे—उन्होंने कहा था—हम यह मानते हैं कि इसे अभी राज्यों का विषय रखना चाहिए लेकिन परीक्षा प्रणाली में परिवर्तन हो, शिक्षा पर अधिक खर्च हो, राज्यों को केन्द्र से अधिक अनुदान दिया जाय, विज्ञान के सम्बन्ध में तो बहुत ही ठोस आवाज उनकी वहां पर सुनाई पड़ी थी आशा बन्धी थी कि वे उसके सम्बन्ध में कुछ कदम उठाएंगे। लेकिन कहने की बात कुछ और होती है और करने की कुछ और। डा० राव जैसा विद्वान व्यक्ति जो शिक्षा मंत्रालय का कार्य भार सम्भाले हुए है, वह इस प्रकार की घोषणा के बाद मंत्रालय के अपने वातानुकूलित कमरे में घुसने के बाद उन बातों को भूल जाय, यह शोभाजनक नहीं है।

राष्ट्रीय शिक्षा नीति में इस बात पर जोर दिया गया है कि कम संख्या वाले लोगों के अधिकारों की रक्षा की जाय, उनको शिक्षा प्रदान करने की योजना पर सरकार ज्यादा ध्यान दे। केन्द्रीय शिक्षा मंत्री, राज्यों के शिक्षा मंत्रियों तथा शिक्षा सचिवों शिक्षा निदेशकों की जो बैठक पिछले साल हुई थी, उसमें उन्होंने जो प्रस्ताव पास किया था, मैं चाहता हूं कि मंत्री महोदय उस पर गौर करें और उस पर अमल करने की कोशिश करें।

[डा० सूर्य प्रकाश पुरी]

हमारे यहां लिंग्विस्टिक माइनौरिटी कमिश्नर हैं, उन्होंने अपनी रिपोर्ट में मांग की है कि कम संख्यावाले लोगों के सम्बन्ध में सरकार ने जो नीति अपनाई है, उस पर फिर से एक बार गौर करना चाहिए। इसलिये मैं मांग करता हूं कि उनकी सिफारिश को मद्दे-नजर रखते हुए सरकार उस पर फिर से विचार करे।

केन्द्रीय सरकार ने भुवनेश्वर, पूना, मैसूर और पटियाला में आधुनिक भाषा शिक्षा केन्द्र खोलने का निश्चय किया है। मैं यह नहीं समझ पाया कि इन केन्द्रों को इन्हीं स्थानों में खोलने का निश्चय क्यों किया गया। देश की जनता की यह मांग है कि ऐसे केन्द्र कम से कम प्रत्येक राज्य में अवश्य स्थापित होने चाहियें। मैं मंत्री महोदय से अनुरोध करता हूं कि वे इस मांग की तरफ ध्यान देंगे।

16 hrs.

इस मंत्रालय में, उपाध्यक्ष जी, एक स्टैटिस्टिक्स तथा इन्फर्मेशन डिवीजन है। यह एक ऐसा डिवीजन है जो एक तरह से लकीर का फकीर होने का काम करता है। एक शेड्यूल बना रखा है जो राज्यों को भेज दिया जाता है, वहां से स्टैटिस्टिक्स क्लैक्ट करके, उसके आधार पर डेटा बना कर लोगों के सामने रख देते हैं। मैं दावे के साथ कहता हूं कि यह इस मंत्रालय का इतना गया-गुजरा डिवीजन है कि जिसके पास देश की शिक्षा का कोई भी प्रामाणिक स्टैटिस्टिक्स नहीं है। मैं चाहता हूं कि मंत्री महोदय के पास कोई ऐसा साधन अवश्य होना चाहिये या वह कोई ऐसा तरीका निकालें, जिससे देश की शिक्षा की सही हालत का अनुमान लोगों को लग सके।

हमारी चौथी पंच वर्षीय योजना में 6 करोड़ रुपये के लगभग राष्ट्रीय सेवा योजना और राष्ट्रीय खेल योजना पर खर्च करने की बात कही गई है। जिसमें इस साल सम्भवतः 35 लाख रुपया खर्च करने की बात आती है। इन योजनाओं के प्रारम्भ करने के पूर्व सरकार की जो नीति सामने आई और जो क्षेत्र चुने गए वह सराहनीय नहीं हैं।

गांधी दर्शन पर आधारित देश के बच्चों का चरित्र निर्माण हो, इसके सम्बन्ध में एक सेमिनार हुआ था जिसमें स्वयं डा० राव भी गए थे। इन्होंने बिनोवा जी की राय भी उसमें ली थी। उस सेमिनार में जो सुझाव आये हैं उनके आधार पर हमें कदम उठाने चाहिए। मैं पुरजोर मांग करता हूं कि उस सेमिनार की जो रिकमेन्डेशन्स हैं उनको ध्यान में रखते हुए शिक्षक एवं विद्यार्थियों का प्रभाव-पूर्ण ढंग से आधुनिक सामुदायिक कार्यों में लगाव होना चाहिए।

एक बात मैं यह कहना चाहता हूं कि प्रारम्भिक काल में जिस प्रकार की पाठ्य पुस्तकें बच्चों को पढ़ाई जाती हैं उसका बहुत कुछ असर उनके भावी चरित्र पर पड़ता है। मैं मांग करता हूं कि कम से कम जो विदेशी किताबें बच्चों के लिये मंगाई जाती हैं उनको एकदम बन्द किया जाना चाहिए। बाहर से जो किताबें यहां पर मंगाई जाती हैं उनमें हमारी सभ्यता, संस्कृति और हमारे देश के सम्बन्ध में कोई भी चर्चा नहीं होती है। इसलिये मेरी मांग है कि विदेशों से जो किताबें हमारे बच्चों के लिए मंगाई जाती हैं उनको मंगाना एकदम बन्द किया जाये।

मैं मंत्री महोदय का ध्यान इस बात की तरफ भी दिलाना चाहता हूं कि स्कूलों में जो केयर प्रोग्राम चलाया जाता है उसका बहुत बुरा असर बच्चों के चरित्र पर पड़ता है। अगर किसी संस्था के साथ आपने समझौता

किया हुआ है तो मैं चाहता हूं कि आप राज्य सरकारों से अनुरोध करें कि दूध दलिया वितरण कार्यक्रम अविलम्ब बंद करें। जो शिक्षा, भिक्षा और दीक्षा की बात कही जाती है तो उस भिक्षा को कम से कम प्रारम्भिक छात्रों के लिए बन्द करें। भीक्षा तो आपका कार्य ही है।

शिक्षकों के वेतन के सम्बन्ध में भी, जैसा कि सभी माननीय सदस्यों ने यहां पर कहा है, मैं भी चाहता हूं कि प्राइवेट स्कूलों के जो शिक्षक हैं उनका वेतन चेक के माध्यम से मिलना चाहिए क्योंकि आजकल तो सेक्रेटरी और प्रेसीडेन्ट मिल करके उसकी तनख्वाह की आधी रकम स्वयं ही हजम कर जाते हैं।

खेलकूद में हम कितना गिर चुके हैं इसके सम्बन्ध में कुछ अधिक कहने की आवश्यकता नहीं है। कल श्री भक्त दर्शन जी ने कहा कि हम क्यों हाकी में हार गये, हमने कमेटी बिठाई, उसकी रिपोर्ट हमारे सामने हैं और हम सब कुछ करने के लिए तैयार हैं। अभी हाल में क्रिकेट के कुछ खिलाड़ी यहां से विदेश चले गए। हाकी का एक खिलाड़ी जिसकी मेक्सिको में टांग टूट गई वह लौट कर यहां आया। मैं मानता हूं कि वह खेलने के लायक नहीं रहा परन्तु इस मंत्रालय की क्या जिम्मेदारी है? उस व्यक्ति ने अपने देश की प्रतिभा को बचाने के लिए अपनी टांग भी तोड़ डाली तो क्या उस व्यक्ति के लिये यह मंत्रालय कुछ भी नहीं कर सकता? क्या उसे इतना अवसर भी प्रदान नहीं किया जा सकता कि वह देश में रह सके और खेल के विकास के लिये, जो उसका अपना ज्ञान है वह दूसरों को दे सके? मैं आक्षेप लगाता हूं इस मंत्रालय पर और विशेषकर इन मंत्री महोदय पर कि खेल कूद के प्रति इनकी उपेक्षा के कारण हमारे युवक कुछ भी प्राप्त नहीं कर पाये हैं। मैं मांग करता हूं कि इस दिशा में विशेष रूप से ध्यान दिया जाना चाहिए। और यदि ऐसा न हो तो मैं कहता हूं कि श्री जनेश्वर मिश्र जी के अनुसार इस मंत्रालय को एक धेला भी नहीं देना चाहिए।

16.05 hrs.

[SHRI K. N. TIWARY *in the Chair*.]

THE MINISTER OF EDUCATION AND YOUTH SERVICES (DR. V.K.R. V. RAO): I must at the outset express by sense of deep gratitude to the hon. Members of this House who have spoken in this debate. Not only have they made many constructive suggestions, but they have also almost with one voice expressed their concern at the lack of priority that is being given to education in terms of our national policies and planning. I was delighted to hear Mr. Antony Reddy who spoke first on behalf of the Congress Opposition Party–and I found the same refrain from all other sections of the House—castigating the Government very hard indeed for not providing enough money for educational programmes. Obviously, it is not possible for me also to join the castigation, but I think that even my ministerial responsibilities need not prevent me from expressing my joy at this unanimous criticism by the House of the lack of adequate financial provision for education programmes.

There has been a great deal of discussion on one subject, and many Members have been more or less saying that the moment you mention education and complain that not much is being done, Dr. Rao, like a parrot, will start saying that it is a State subject. Unfortunately, that happens to be a fact. I can assure the House that I do not like being in a helpless position. After I joined this Ministry, I took some time to study its limitations and its possibilities, and I must make very clear to the country and the House what precisely are the limitations under which this Ministry at the Centre is functioning. Some Members said that the Ministry should be abolished. If the House in its wisdom desires that the Ministry should be abolished, I am quite prepared not to shed a single tear, but it may not be possible and this Ministry have to continue as a Central

[Dr. V. K. R. V. Rao]

Ministry and, therefore, expectations will continue to be entertained which cannot be fulfilled because of the constitutional limitations under which the Ministry has got to function. Till the end of the Third Plan, in spite of the constitutional limitations, we were having a large number of Centrally sponsored schemes or Central programmes, and we were able to play some part in facilitating the educational progress in the States. But even that has now been stopped by the new decision taken by the National Development Council, which naturally the Planning Commission and all of us have to endorse, and Centrally sponsored programmes have been more or less cut to the bone. So, that, under the Constitution I cannot do certain things, and outside the Constitution for giving grants and help to the State Government's there are no Centrally sponsored programmes. This is really a helpless position, and honestly sometimes I hate myself for being in such a position.

श्री जनेश्वर मिश्र : आपको खराब लगता है तो आप छुट्टी कीजिये ।

DR. V. K. R. V. RAO: I shall come to the point that was made by one of the hon. Members about the Education Minister as a person before I conclude my speech. Let him bear with me with a little patience.

I feel this sense of helplessness and I have deliberately projected it before the country and before Parliament, and I have succeeded in my intention. I do not mind if I am laughed at by Members saying, "Dr. Rao, State subject". But this is precisely my intention, that I want the country to realise beyond a shadow of a doubt that if it wants anything like a national policy on education, if it wants implementation of the constitutional provisions to which Shri Anbazhagan referred, about making primary education compulsory and free up to the age of 14, if it wants to bring about a really big improvement in the quality of education in this country, if it wants the Central Government to do something about it, then some change in the climate in the country is required. That was my object and I should like to thank the hon. Members for cooperating with me so successfully, sometimes even to make me a little embarrassed.

Any way I shall see that this unanimous opinion expressed in this House is transmitted to the head of the Government and if nothing can be done this year, at least next year I hope that there will be some impact on the powers that be so that more funds will be provided for education and I would be in a position, if I am still here, to come and tell the House that I have got something more to talk about than I am able to do during this particular debate.

What I am trying to do as Education Minister is to try and act as a clearing house. For example I find that in this country some good things are happening in some States and other States do not know about it. For example, I shall mention: adult literacy work in Maharashtra, school improvement programme in Tamilnadu, Netarhat public school in Bihar, which is something quite different from the public schools of which my friend Mr. Misra was speaking. This is a public school where the medium is Hindi and it was stated by the Bihar Government where they get students from every district from low income groups. That school has been doing very well. There are a number of items like that. Whenever I come across such an experiment, I send an officer and get a report on it and print it and send it to the other Ministers of Education and Chief Ministers in the hope that by exchanging experience something can be done to improve the quality of our education. Another thing that we can do is to have pilot projects and research projects. The Centre's main role has got to be act as a clearing house of information and experience, inter-state and international, conduct pilot projects and research and evaluate various programmes relating to education and to promote national integration through the educational system. Of course the Centre has more direct responsibility in regard to the maintenance of standards in higher education as well as technical education but by and large the Centre can only function as Councellor, innovator, researcher and

if possible as co-ordinator. The effectiveness of even these duties, I am afraid, will depend upon the finances available to the Centre. Unfortunately nobody heeds the advice, particularly when it comes from the Education Minister, if it is not accompanied by finance.

I should like to answer some of the important points raised, as briefly as possible. If I am not able to answer all of them for want of time, I am sure the hon. Members will understand and forgive me. I shall send them as the answers; I have got a complete record of the discussion in this House.

A number of hon. Members have raised the question of Sanskrit, including a Member from the Communist Party of India who spoke on the first day. I was glad to find so much concern being shown for Sanskrit in this House; I share this concern. From Rs. 6 lakhs in the First Plan, from Rs. 75 lakhs in the Third Plan, we are going to spend Rs. 225 lakhs in the Fourth Plan on the promotion of Sanskrit education. We have got two Sanskrit institutes and we propose to add three more and take over one of the big colleges in Puri and convert that into a Sanskrit institute in that part of India. We also propose to take over the institute built by Dr. Ganganath Jha in Allahabad and the institute built in Jammu by Dr. Karan Singh's family and make them also good Sanskrit Institutions. Thus we shall have five Sanskrit institutes in the country. In the organisation and working of these institutes, we want to see that there is some kind of co-ordination, that they will not just follow the old fashioned methods, that they are modern institutions, that they distribute their research work in such a way that there is no duplication among them and that they establish a good reputation for themselves in the country.

Some Members have made complaints about the Tirupathi Institute. I shall look into them. Some other Members have complained about the Lal Bahadur Shastri Institute. I can assure the House that the matter which has been referred to is under the consideration of the Government, and we hope we will be able to remedy the situation as early as possible.

Then a number of friends including my friend Shri M. A. Khan and a number of others have referred to the subject of Urdu. Urdu is a language which in my opinion has got to be given respect and encouragement. It is one of our national languages, and unlike many other languages listed in the Schedule to our Constitution, it is a language that prevails in all parts of India. It is not confined to any one particular region. I do not propose to go into the controversy whether it should be the regional language in Uttar Pradesh or Bihar. That is a matter for the Ministry of Home Affairs, but as Minister of Education, I know that Urdu is a language which is spoken by small groups or large groups all over the country. That is the reason why I myself took over Urdu in the Centre: we appointed a Taraqi-e-Urdu Board of which, for some odd reason, except perhaps of enthusiasm, I made myself Chairman. But I have a very good Vice-Chairman, Prof. Mujeeb. This Board has been entrusted with spending Rs. 1 crore. I want to tell the House that the Board will not only produce academic literature but it will also encourage the production of other types of literature including science books and children's literature. The Board has already selected 570 titles for translation and for original writing in various disciplines, all in the course of the last six to seven months. These books are in various stages of translation or under compilation. Besides, 46 rare Urdu books which are out of print have been assigned for reprinting so that people will be able to get into touch with the ancient and valuable literature in this particular language. I do hope that there will be no more mention in this House and outside that we are neglecting Hindi—I am sorry—Urdu. I know that the Government of India.. (*Interruption*)

SHRI BARROW (Nominated-Anglo-Indians): Freudian!

DR. V. K. R. V. RAO: Mr. Barrow is such a good psychologist that he must see Freud in everything! As far as I am concerned, as far as Urdu is concerned, whatever may be the deeds, or misdeed if you like—of omission and commission—of the Government of India to which I belong, we are making an

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honest attempt to see that Urdu is promoted and encouraged in this country.

I must go faster. I refer to the Aligarh Muslim University. A demand has been made by several Members of the House that we should speed up the Aligarh Muslim University Act, because the university is now governed by an emergency legislation. I want to tell the House that we got the Bill more or less ready only sometime in June last. Till that time it was not possible. Then, when we were thinking of introducing the Bill, there came the Gajendragadkar Committee report, which made a series of recommendations affecting all the Central universities. In the meanwhile the University Grants Commission also appointed a Committee to go into the subject of governance of universities including such important projects like student participation, teacher representation and so on. So, we thought we might wait till all the suggestions came out and then we might bring a Bill both for Banaras and the Aligarh Muslim Universities. Now, I did not know, and I must complaint that nobody from this House—I meet everybody in the Lobby—made me aware of the fact that the golden jubilee was coming. I got no letter from the university authorities, nor did any Member of this House tell me that the golden jubilee was going to be celebrated in December, 1970, and therefore, they would like this also to be expedited. It was for the first time that I heard of it, a few days earlier, not in this House but from Mr. Akbar Ali Khan, a Member of the Rajya Sabha. As soon as I heard it from him, immediately I began to take action: in my usual way, I gave him no encouragement or hope that anything would be done; but the same evening, I took up the matter; I took the matter to the Cabinet and they have now decided,—without waiting for those reports, and we will bring amendments later on if necessary—the Government have decided to introduce the Aligarh Muslim University Bill as early as possible. I will try my best, and I will try to see it through the Ministry of Law, and I will try to introduce it during this session. Otherwise, definitely, it will be introduced in the next session, and it is upto the House to co-operate and see that the Bill is enacted and becomes law before the golden jubilee is actually celebrated.

Then, about the Director of the National Museum, to which my friend Shri Jyotirmoy Basu referred. I would say that there is some idea now of upgrading the post and therefore the whole matter of the appointment of the Director for the National Museum is under the consideration of the Government.

Regarding the question as to what happened to the India Office Library, this has been going on, as the House knows, for a very long time. But I think a ray of sunshine somewhere is seen on the horizon. We are now discussing an arbitration agreement regarding the division of the assets of this library.

Regarding the National Library, to which Mr. Sondhi referred—I thank him for his very constructive contribution to the debate—the recommendations of the Jha Committee have already been placed before the House. We are taking action on it. We would have taken action straightway and we did not want to place it on the Table of the House, because there are some discussions about personal quarrels and so on. But the Khosla Committee was appointed to enquire into it and its report is now available.

श्री शिवचन्द्र झा (मधुबनी) : आप उसके अन्दर जाकर देखिये, वहां की हालत बहुत खराब है।

DR. V. K. R. V. RAO : I will do that. In the mean while, I want to assure the House that we would be taking decisions very quickly on the recommendations. Government are most anxious to see that the National Library at Calcutta—it is not merely National Library of Calcutta but it is the National Library of India—which is one of our most precious possessions, becomes more and more efficient.

About the large number of books in the National Archives to which my diligent friend, Mr. Sondhi, referred, it is quite true that a large number of books are still unclassified. We took up the matter and Finance has been gracious enough to sanction some amount. We hope in the course of the next two or three years, the back log can be rectified.

Mr. Samar Guha talked about the para-psychology department. He and I have exchanged a number of letters on this particular subject. I do not want to dispute with him about the importance of knowing about one's previous birth, though I am getting a little scared because if I come to know that I was an Englishman or an American or CIA agent in my previous birth, life would become rather difficult.

SHRI UMANATH (Pudukkottai) : There was no CIA at that time.

DR. V. K. R. V. RAO : May be something corresponding to it.

There has been no dacoity. This morning, we got in touch with the Vice-Chancellor on the telephone because I take Mr. Samar Guha's remarks seriously ; he will not say something unless he feels about it. The Vice-Chancellor has assured us that all these materials have been classified before a Notary Public. They are kept safe and sealed and no dacoit so far has been permitted to walk away with them.

SHRI SAMAR GUHA (Contai) : Why not give them back to the Director? I made a trunk call to him this morning and he said, "I am going to West Germany".

DR. V. K. R. V. RAO : I shall find out. You did not ask this question yesterday. Otherwise, I would have found out.

Prof. Anbazhagan talked about a number of things. He exhibited a little more excitement than I have ever associated with him, but that is understandable because he was speaking as a leader of the opposition, as the leader of the DMK party. He made a point that in the Central Schools, there should be some provision for teaching the regional language to the students who wanted to learn the reginal language, whether they belong to that region or not. Originally we thought of making a provision that we will pay 50 per cent and the parents will pay 50 per cent. Now we have decided that we will pay the whole lot. If there are students who want to learn Tamil in Tamil Nadu or Bengali in Bangal and so on they will be provided with one teacher, but it will be taught outside the school hours, not as part of the curriculum.

SHRI ANBAZHAGAN (Tiruchengode) : According to the Minister, he has adopted the three language formula—the regional language, Hindi and English. If he adopts the three language formula, the three languages should find a place in the curriculum and they must be taught within the prescribed hours.

DR. V. K. R. V. RAO : I hope Mr. Anbazhagan is speaking not only for himself but for the powerful DMK party, which we respect so much on this side of the House. I hope from what he says himself that the DMK will change from the two language policy to the three language policy. I hope all Tamil Nadu papers will carry this news.

SHRI ANBAZHAGAN : May I submit to the Minister that it is the policy of the DMK to have two languages and it is the policy of the Central Government to have three languages. The question is whether you are following your policy or not.

DR. V. K. R. V. RAO : I will leave it at that. There is no point in having exchanges like this.

My last point is about the Survey of India map which was referred to by Shri K. M. Kaushik. Now a map with correct external boundaries has been published by private publishers in English and Indian languages and is easily available in the market.

Before I go to the other points I would like to say that my friend, Shri Mishra,

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referred to the removal of caste names from Muslim Universities and Hindu Universities. I am prepared to do if the House supports it. As a matter of fact, this House knows, unfortunately or fortunately......

श्री जनेश्वर मिश्र : बिल रखिये, हम लोग सपोर्ट करेंगे :

श्री रामसेवक यादव (बाराबंकी) : साहस से काम लें, सदन नहीं भागा, मंत्री भागा सरकार भागी है ।

DR. V. K. R. V. RAO : It is very difficult for me to have the kind of courage which can be displayed by the members of the—what is the Hindi name ?—Sansopa. But I want them to be practical. If they want this thing to be done, let them do quite good nice lobbying non-violently and create the necessary atmosphere. As far as the Government are concerned, we are not wedded either to Hinduism or Islam. We have the least objection if there are no caste institutions. In fact, we would like that there is no caste name. But it is not possible to make this a reality as long as public opinion, sufficiently strong and effective, is not built up in the country.

SHRI PILOO MODY (Godhra) : What about the Architects Bill ?

DR. V. K. R. V. RAO : I thought Shri Sondhi would raise it. But he was good enough to co-operate with me by not raising it. Now here is Shri Mody raising it.

SHRI M. L. SONDHI : (New Delhi) : I also raised it.

DR. V. K. R. V. RAO : I know you raised it ; but you did not press it.

SHRI M. L. SONDHI : I would like to press it now.

DR. V. K. R. V. RAO : About 25 out of nearly 100 students of the diploma classes....

SHRI PILOO MODY : I was talking of the Architects Bill, not school.

DR. V. K. R. V. RAO : All that I want to say is this—because of shortage of time, I have to rush—that about 25 students were detained, not merely for shortage of attendance but for poor performance in their years' work in design, and construction drawing. They were repeatedly warned by their teachers but they did not take any account of it. Now you know what is happening. We hope that better sense would prevail over the students. Because, very soon responsibility of preparing designes, drawings etc. would fall on their shoulders and if there is no proper training the clients would find it difficult to use their services.

SHRI VASUDEVAN NAIR (Peermade) : In a class about 75 to 80 per cent of the students are being detained. Kindly go into the matter in detail.

DR. V. K. R. V. RAO : I am always prepared to look into the matter, but I do not want to go into it as an Education Minister. Because, when there is a governing body, when there is a Principal, when there is a head of the academic institution, the more the Minister gets out of these things the better it is for the institution. If at all he functions, he should function informally, from behind. Now if I may pass on.......

SHRI M. L. SONDHI : Sir, this is an important point. He should say something.

MR. CHAIRMAN : Unless he yields, I cannot compel him.

SHRI M. L. SONDHI : He should use his good offices.

DR. V. K. R. V. RAO : The term "good offices" means that what I say will be respected and, if it is reasonable, will be accepted. Now, if that can be guaranteed, then I am certainly prepared to use my good offices. But hon. Members know very well that there is an interpretation of what is reasonable, what is not reasonable, what is

fair and what is not fair. So, let them not bring the poor Education Minister into the settlement of this dispute. I hope better sense will dawn on the students because I do not want them to waste their year. Then, Sir, I come to the most important criticism that was made by Shri Nahata about the NCERT. He is a very good friend of mine, a distinguished person and a socialist like myself. He has made a number of observations which perhaps were not based completely on a study of all the relevant material. I would not just for a moment say that it was his fault that he did not study all the relevant material. Sometimes the material available is incomplete or does not contain all the relevant matter.

I want to point out that as far as the termination of four-year courses in Regional Colleges is concerned already the course in technology has been terminated. The course in Commerce has been terminated—it was stated on the floor of the House in April last. As far as the course in Scince is concerned when the matter was discussed a great deal of opinion was expressed. In the light of modern developments, we want a proper science to be taught pedagogic institutions. Therefore, I appointed another committee headed by the same Dr. Nag Chaudhuri, Dr. Kothari and others. This committee recommended that the four-year science course should be continued and, as such, it is being continued.

As regards the language courses I am continuing them this year because language teaching is very important. We are continuing them for the year and in the mean while I am appointing an expert Committee to tell me whether it is necessary or not.

Regarding the departments I think there is some slight semantic mistake. The Review Committee recommended four departments and three technical departments making in all seven. As far as we are concerned we have done what the Reviewing Committee recommended, only we did not abolish the Teacher education department, and it was felt by everybody—Dr. Nagh Chaudhuri and others—that Teacher Education is so important and this is a national institution speacilising in secondary education and, therefore, we must not close down the department. We have changed the name of the department of visual aids to the department of teaching aids and we have established one new department—department of textbooks. This was done on the recommendation of the National Board of School Text Books to which I shall advert in a moment when I come to integration.

Regarding the procedure for selection of the Director, I am sure my friend Shri Nahata did not mean what he said. It is very easy to take away the enthusiasm of really very distinguished people who are doing rather important academic and professional assignments. The Director was selected by a committee on which the Chairman of the University Grants Commission was there, Member Planning Commission in charge was there, I was there and all other experts. It was referred to and was cleared by the Appointments Committee of the Cabinet. Shri Nahata said he has no teaching experience. May I tell him that he has taught all his life. He is a first class Cambridge tripos in physics. He has been Professor of Physics at S. P. College, Poona. He has been serving on a number of committees connected with secondary education. He has been a very distinguished professor. He was a member of Indian Institute of Science and principal of two engineering colleges. He is both a sciencetist and an engineer. We are very lucky to get a person like him. I am sure Shri Nahata did not mean anything when he referred to the possibility that maybe the Minister was influenced by the fact that this gentleman comes from Bangalore and maybe his classmate. I am sure, Shri Nahata did not mean anything. Let him not contradict it because I have got the record in front of me.

SHRI AMRIT NAHATA (Barmer): What about declaring NCERT as an autonomous body?

DR. V. K. R. V. RAO: As far as autonomy is concerned, the NCERT has now got its own permanent Director. Formerly the Joint Secretary of the Ministry was its Director. Before that the Secretary was honorary Director. Now it has got its own Director and its own governing body. But it is not possible to make

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it a university. The only instrument that the Ministry of Education has got for the purpose of dealing with problems relating to secondary education is the National Council of Educational Research and Training. We want this body for applied purposes like testing textbooks, collecting curricula and being in touch with the States. If you want me to implement any national policy on primary and secondary education there is nothing I can do; I cannot go and ask the universities to do it. More recently the University Grants Commission had decided to encourage research on education in the universities. Therefore instead of making it a university and only concentrating on research, we have made it the principal adviser, the initiator of proposals, the implementor of policies, the innovator of experiments and so on. I am sure, the country in due course will come to thank us for giving this very positive constructive role to NCERT.

As far as science is concerned, the House will be glad to know that this year we are developing a very good programme for science education at the primary, lower primary and higher primary stages. Already textbooks, teachers' guides and science demonstration kits have been developed for standards III and VI, that is, the lower primary and the upper primary. The books have already been tried out in 30 selected schools in Delhi and have been suitably rewritten. I am not immediately going to rush through all the States with this but we have now selected 30 lower primary and 30 upper primary schools in every State. 50,000 children are going to be covered by the second field try-out of this science course. After that is done, we shall see if it is possible to introduce it on a large scale throughout the country.

We are also doing something in the field of science education for secondary schools. In this we have been helped by UNESCO and UNICEF. That money was lying idle for some time. I know I am a Minister who looks backward and cannot even walk straight because of my age but my young friends will be glad to know that what was lying buried some where has been unearthed and the programme has been activised and started as far as science education is concerned.

श्री जनेश्वर मिश्र : आप लालीपाप से फुसला रहे हैं लड़कों को । आप लड़कों को लेमनजूस दिखला रहे हैं ।

DR. V. K. R. V. RAO: I am very much aware that if I have to tempt him, a lollypop will not do.

Regarding the pilot projects, as I have already said, this is the best way in which we can reform and help in the educational programmes in the country. We have now got a general pilot project—we are going to try it—in one district in each State. This is going to deal with programmes for liquidating adult illiteracy on the lines of *gram shikshan* motion in Maharashtra, development of community support on the lines of the school improvement programme of Tamil Nadu and intensive effort to spread girls' education and education of Scheduled Castes and Scheduled Tribes. We want to pay special attention to find out what is standing in their way and what can be done to improve the facilities and the taking advantage of those facilies by members of the Scheduled Castes and Scheduled Tribes, development of part-time and continuous education and a carefully planned programme—this is for my hon. friend, Shri Barrow—for the reduction of wastage and stagnation at the primary stage. He quoted a number of figures. I know those figures too. But so far no concrete programme had been laid down. One of the Members' complaints is that there are so many commissions and committee reports. There are many but I have still to find a commission and committee report which sets out concrete practical programmes. That is my difficulty. Enunciating principles is very easy but how to do it is the question. They say, "Vocationalisation"; it is excellent. They say, "Work experience"; it is beautiful. They say, wastage and stagnation must go. How do we do it? That is the reason why the Centre has now started putting the pilot projects on the ground. I hope, this will have some results.

Then, we are starting another programme only in four districts to begin with. We are attempting to see how far education can be vocationalised and linked up with the economic

development of the district. I hope, the House will forgive me if I have been a little partial because Mysore Government, out of kindness to me, has selected Bellary district for this purpose in Mysore State and that is the district I represent in the House. (*Interruption*) I am telling you myself. Mysore Government has given me a gift.

As far as this programme in these four districts is concerned, I have great hopes. I myself want to do a little bit in this programme. We have great hopes to see how far we can link up education with the economic development of the district, how we can give vocational training and find out what are the difficulties in doing so and try to remove them.

These are the pilot project programmes in regard to the implementation of the national education policy......

SHRI P. G. SEN (Purnea): Dr. Kothari has been emphasizing in regard to some sort of a synthesis between science and philosophy. Has the Government's attention been drawn to that and, if so, the reason therof.

Dr. V. K. R. V. RAO: Firstly, I would like to suggest to the hon. Members to ask me questions when I finish and, secondly, I would like to tell the hon. Member that I agree with Dr. Kothari. But we would like to get a concrete programme as to how it could be done. We are all agreed. The real difficulty is what should be done and how it should be done.

Then, I want to tell this House that, having found it was not possible for the Education Ministry to do all the big things that I thought I would be able to do when I was given the portfolio, naturally, I have been trying to find something to do in order to keep my job. The Education Ministry has become, if I may say so, a principal arm or one of the principal arms of the Government of India for the purpose of promoting national integration in education.

I should like to mention, very briefly, the various steps we have taken in this particular respect. First of all, we have got student-teacher camps. Eight such camps were held this year and we propose to hold 32 camps next year.

Then, we are also wanting to take up this programme of *Antar Bharati* movement. My hon. friends from Maharashtra know all about it. *Antar Bharati* movement is to bring about national integration, by having on establishment of reactions between schools, for example, a school in Tamil Nadu and it adopts a school in Lucknow—it is not at all impossible-and then, the Tamil Nadu school boys will learn all about Uttar Pradesh and the Lucknow school boys will learn all about Tamil Nadu. This is *Antar Bharati* movement which was started by a very great person, Sane Guruji, an eminent scholar of Maharashtra. We want to take up this programme and develop it.

Further, we have also got a committee of students and teachers. This committee has already met and, with the help of this committee, we have set up national integration *samithies* in a large number of universities. The Gandhi Centenary Committee has done that. We have taken over these *samithies*, we have expanded them and we have given a little finance and we are trying to see that the national integration *samithies* in the universities which will consist equally of students and teachers will do something to promote national integration.

Then, there is a committee of creative writers who have met in a conference and we are going to have camps of creative writers who can come together and see in what way it is possible for these creative writers to help in the task of national integration. Also the House will be glad to know that the University Grants Commission has created two or three professorial fellowships. They are for creative writers who may not be Ph. Ds. or DScs. or having teaching experience. They will be appointed by the University Grants Commission. They will go from university to university, meet students, hold seminars and bring creative literature of this country to bear on the students' world of which it is not aware to the extent it should.

Coming to the question of text-books, this Saiyadain Committee Report to which another Member also made a reference only states that

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the problem exists and something has got to be done. The real problem is that there are something like 10,000 books, from Class 1 to Class 11, taking all the subjects in all the languages. If you take the books, leaving out Science and Mathematics, it comes to about 6000. Somebody has to sit down and read these books. Somebody has to concretely say that this passage should be amended, that this passage should be deleted or this passage should be added. If it has to bo done in the normal course, it will take a decade or two. Therefore, we have decided to have a crash programme which I hope will be completed in about 8 or 9 months where a large number of people will be engaged. A man will read the book for about ten days and then there will be some semi-permianent staff for 8 or 9 months and they will let us know their opinion. Ihope at the beginning of the next Calendar year I will be in a position to tell the State concretely book by book, subject by subject and class by class. In this we not only talk of communalism but we have also brought in untouchability. We have brought in linguism. We have brought in casteism and other divisive factors. We have brought all these. Then, Sir, we have to make the suggestions to the States and it is for the States to implement these suggestions. I have no power to issue an order, but I have tried to begin lobbying. I have already written to all the Chief Ministers. One of them has acknowledged my letter. I will go on writing till I get acknowledgement from the other Chief Ministers. I hope when this programme gains ground and all the material is ready, this House will help us in seeing that the text books in India will not be charged as they are charges in some cases with justification, for bringing about divisiveness but they will be regarded as instruments for bringing about integration.

One more programme we are doing for national integration. We have got a good book production programme. The National Book Trust is bringing out the national biographies of important all-India leaders. 27 titles have been produced so far and many of them have been translated in Indian languages. All the time my case is that everything has to be done in all the Indian languages. Otherwise, it is not going to have an impact on the country as a whole. It is no good doing it only in English or in only one Indian language.

Ten outstanding books of each Indian language are going to be translated in all the other Indian languages. This is called 'Aadaan Pradaan programme'. Already 8 or 9 titles have been selected for this purpose. Then course books for University audience will be translated or adapted. It will be available for University students all over the country in their own languages.

Then, Sir, for children the National Book Trust is going to bring out 100 titles. This programme is called 'Nehru Bal Pustakalaya.' These books will be available in all Indian languages. They can be written in English but it will be translated and made available to children in all the Indian languages.

Finally, I am sure Prof Samar Guha will be very pleased to hear this. Probably he knows about it. We are also going to celebrate during the year the centenary of Chittaranjan Das which we think is also a factor which will promote national integration in the country.

SHRI S. KANDAPPAN (Mettur) : In place of Netaji you are giving him Chittaranjan Das.

DR. V. K. R. V. RAO : We do not know. Prof. Sumar Guha cannot give any guarantee—you know, I don't want to say anything which might provoke him.

I may also say that as part of the programme of national integration we are trying to see that the languages of India become unifying forces and not divisive forces. This is my philosophy. I say one language is not going to bring about unity of India. Therefore, we must see that all the different languages are made unifying forces. How can we do that unless we establish a bridge between these different languages? Unless you make it easy and it becomes possible to learn. Mere translations alone will not do it. We also want

to see that in the Hindi-speaking areas the three-language formula as it was adopted by National Integration Council gets the opportunity of implementation and Hindi language teachers are given training in teaching non-Hindi languages. A big programme has been started for this purpose. We have set up a Central Institute which is going to do research in all the fourteen Indian languages, find out common words, bring out basic vocabularies, bring out dictionaries and also devise methods of quick language teaching. We have also set up four regional centres where language teachers—their salaries and stipends—will be paid by us and they will be given facilities for learning one of the Indian languages and when they go back, they will teach that language in their schools.

श्री जनेश्वर मिश्र : कितना समय लगेगा ?

DR. V. K. R. V. RAO : One year.

श्री जनेश्वर मिश्र : एक साल में देश को एक ऐसी भाषा दे देंगे जिससे सारे देश के कामकाज को चलाया जा सके ? क्या बात कर रहे हैं ?

SHRI S. KUNDU (Balasore) : What is the rate of progress to get at least one non-Hindi languages taught to the boys in the Hindi region ? What is your progress ?

MR. CHAIRMAN : There are many important Ministries which we have to discuss and the time is very limited. I request Members not to interrupt the Minister.

DR. V. K. R. V. RAO : I can only say that we are going to start this programme ; we have got the language laboratories and so on and according to the technical report, and we are told that it should be possible to give reasonable knowledge of a language in the course of one year. I will not go into it much more at this stage as the time is limited but there is one important point raised by Shri Anbazhagan about recognition of rural talent. A number of hon. Members are very much concerned about equality of opportunities for boys. The boys who go to better schools, the boys who go to urban schools get the national scholarships etc. and the rural boys do not get the chance. So, for the first time, I think, as far as our Educational history is concerned, we have started a new programme. It has been approved by all the authorities. We want to introduce this new scheme of scholarships at the secondary stage for talented children from the rural areas. As the House is aware the performance of students in the matriculation or higher secondary examination depends not only on his native talents but also on the quality of the secondary school in which he studied. For instance, children getting admission into good urban secondary schools have definitely fared better in higher secondary or matriculation examinations compared to equally intelligent rural children. The competition between the rural and urban children thus becomes unequal. This has been referred to by Mr. Anbazhagan and a number of hon. Members. It is necessary to take special steps to give social justice to rural children. We have evolved a scheme of scholarships for these talented children from the rural areas. This can be a major programme of education for a socialist society which we desire to build. Government proposes to introduce a new scholarship scheme at the secondary stage for talented children from rural areas and the main features of the scheme are as follows :

श्री जनेश्वर मिश्र : यह तो इंस्पेक्टर आफ स्कूल्ज का जवाब है, केन्द्रीय शिक्षा मंत्री का नहीं ।

DR. V. K. R. V. RAO : First, there will be a specially designed scholarship examination at the end of the middle-school stage. The examination will be separate for each State, because curricula differ from State to State.

Secondly, on the basis of the examination, the community development block will be taken as a unit and the students who have been first and second in each community development block will be awarded a national scholarship of about Rs. 1,000 a year to cover all the expenses. The competition would thus be localised and bright children from rural areas will have a real, meaningful chance for the first time.

श्री रामसेवक यादव : कुछ लोगों की सुविधायें बढ़ा देने का मतलब समान शिक्षा नहीं है। मंत्री महोदय समान शिक्षा का मतलब नहीं समझ पा रहे हैं। वह सदन को मिसलीड कर रहे हैं।

DR. V. K. R. V. RAO : Mr. Chairman, Sir, I do not want to dissatisfy any section of the House as far as giving information is concerned. If hon. Members want some information from me, I think they should have some courtesy to listen to me. I am trying to say about a scheme which is going to affect the rural children. Afterwards I can come back to answer the points. (*Interruption.*) I am not going to say that this is going to bring about a millennium in a moment. (*Interruption*).

श्री रामसेवक यादव : जब तक पब्लिक स्कूल रहेंगे, जब तक असमान शिक्षा रहेगी, तब तक कभी फायदा नहीं होगा। देश की जनता को धोखा मत दीजिये। सभापति महोदय, सदन यह जानने में दिलचस्पी रखता है कि सब लोगों के लिये समान शिक्षा की व्यवस्था करने में, खास तौर से प्रारम्भिक शिक्षा, सरकार के सामने क्या दिक्कत है।

DR. V. K. R. V. RAO : I am quite prepared to talk about that if the hon. Members have only a little patience. I have discussed this question. (*Interruption.*)

SHRI R. D. BHANDARE (Bombay Central) : Don't take notice of that.

DR. V. K. R. V. RAO : I shall take notice of what Members of Parliament say here. This is a very important announcement I am going to make. I am surprised to find that I am interrupted because I am not saying that all public schools are going to be abolished. I am trying to say something positive ; we are trying to do something for children in each Community Block.

DR. MAITREYEE BASU (Darjeeling) : You are not saying anything positive.

DR. V. K. R. V. RAO : The hon. Lady Member may please bear with me for a while. There will be specially designed scholarship examination in every Community Development Block. The important thing about this is this. There are 5,000 Community Development Blocks in this country. There will be two scholarships for each Community Development Block for the boys who stand first and second which means a boy may not be first in the state and there may be other boys who may be better than him in other Blocks. We want to give chances to all rural children. In each Community Development Block the first and second boys will get scholarships. (*Interruption*) Further, Sir, I want to point out that these children will not be permitted merely to study in the old bad schools. We are going to place them in the best schools in the district. And we will see that facilities are provided.

श्री रामसेवक यादव : उच्च वर्ग के दो विद्यार्थियों को हर विकास खंड से पब्लिक स्कूलों में भेजने का अर्थ समान शिक्षा नहीं है। यह समान शिक्षा नहीं है यह बहुत दूषित शिक्षा है। जब तक सरकार पब्लिक स्कूलों को बन्द नहीं करेगी, तब तक सामाजिक न्याय की बात करना बेकार है।

DR. V. K. R. V. RAO : This shouting will not do.

MR. CHAIRMAN : Shri Yadav, I will not allow this. This is not proper.

DR. V. K. R. V. RAO : We are introducing a scheme for development of music and dance. We are also introducing a similar scheme.

श्री रामसेवक यादव : मेरा व्यवस्था का प्रश्न है। प्रारम्भिक शिक्षा में समान शिक्षा के बारे में एक सीधा प्रश्न पूछा गया है, लेकिन मंत्री महोदय उसका उत्तर न देकर इधर उधर की बातें कर रहे हैं। वह इस सदन को गुमराह कर रहे हैं। मंत्री महोदय सदन के नौकर हैं। उनको सदस्यों की बात सुननी होगी और जवाब देना

होगा। सीधा सवाल यह है कि क्या प्रारम्भिक शिक्षा समान होगी।

सभापति महोदय : इसमें कोई पायंट आफ आर्डर नहीं है। सदस्यों को जो कुछ कहना था, वे कह चुके हैं। अब मंत्री महोदय अपना जवाब दे रहे हैं। मंत्री महोदय सदस्यों के साथ डिसकशन में न पड़ें, बल्कि चेयर को एड्रेस करें।

SHRI SHEO NARAIN (Basti) : Mr. Chairman, please tell him that he must be short. We are not school boys. He is giving a long lecture. We want his socialistic programme, we do not want a big lecture.

17 hrs.

DR. V. K. R. V. RAO : I will certainiy answer the question which has been raised whether the Government proposes to abolish public schools, please wait, but this is a scheme which is intended for the rural people, and I am very sorry that hon. friends who are always standing for rural people should not have heard the scheme only because I do not answer the question regarding the abolition of public schools.

My colleague who spoke yesterday has already referred to the new scheme that we are introducing for identification and development of talent in sports. We are also introducing a similar scheme for discovery and development of talent in the fields of music, arts, painting and sculpture. It is proposed to award 125 scholarships to children from the age of 10 to 14 years. In exceptional cases children below that also will be considered. A unique feature of the scholarship scheme is that it will provide not only for the scholarships for the students for continuing their studies, but tuition fees will also be paid to the institution where special training in the requisite cultural field will be given.

I am not saying anything about technical education. I have already said, and I do not want to take up more time of the house.

Regarding the youth services, I shall just say one or two things. We have divided the youth into student youth and non-student youth. As far as the student youth are concerned, I want to inform the House that we have given an extra grant this year of Rs. 3 crores for student welfare to the University Grants Commission and this will include libraries, hostel facilities and other amenities so that something will be done for the students who are in need in our various universities.

We have also introduced the National Service Corps. Unfortunately, we cannot make it available to everybody because of financial difficulty.

The House will be glad to know that the colleges in Dibrugarh University took part in flood relief work and also undertook projects for the construction and repair of roads in their own campuses. The Kurukshetra University has engaged its students in developing a lake and conducting literacy classes and helping the weaker students in their classes. The University of Kerala with the help of students has undertaken 200 acres of rubber plantation. The University of Calcutta has undertaken a programme of removing illiteracy from the Birsingh village, the birth place of Pandit Ishwar Chandra Vidyasagar. The engineering college in Indore has taken up investigation and survey of 175 k. m. of road work on behalf of the Madhya Pradesh PWD.

We also propose to provide to one university in each State a 50 bed mobile hospital with provision of various specialised medical facilities which will be manned by students and teachers of a medical college as a part of the national service programme. These mobile hospitals will be called Chittaranjan Das Mobile Hospitals in commemoration of the birth centenary of this great leader. I have already talked about the National Sports Organisation.

For the non-student youth with whom I am very much concerned, unfortunately we have not been able to get the resources that we want. The Planning Commission has provided a total of Rs. 5 crores for the Fourth Plan for this. For this year we are getting Rs. 37 lakhs. I have not got the final paper, but we are pro-

[Dr. V. K. R. V. Rao]

posing the establishment of youth centres in urban and rural areas which will provide the youth opportunities of sports, recreational and cultural facilities. The centres will also have evening classes which will give them some craft training and skills.

In this Guru Nanak Quin-centenary year we are going to establish eight Nanak Bhavans in different States with the help of the State Governments, which will also function as very important youth centres and youth clubs.

As far as the cultural programme is concerned, I have already told the House the other day in answer to a question that we are going to introduce legislation on the subject of curbing export of antiquities and so on.

I would like to say something about adult education, and then go on to CSIR. Adult education is a subject in which the House has shown a tremendous amount of interest. I am extremely happy that they had done so. We have set up a National Board of Adult Education The total amount available for the Fourth Plan, including the State allocation is only Rs. 10 crores. Adult literacy will largely depend upon voluntary organisations and mobilisation of all educated literates for this purpose. We hope to set up a big scheme with the help of the State Government and to launch a nation-wide programme for the liquidation of adult illiteracy.

I come to the question of the CSIR, which was raised by my friend Prof. Guha and Shri Limaye. The report which we have received is the one signed by the Chairman and Members of the Enquiry Committee; it was submitted to the President of the CSIR, namely the Prime Minister and not to me. This is what we regard as the report. The President's office or the Vice President or the DG's office or the Prime Minister are not aware of, nor are they concerned with, any draft which the Committee might have considered during the discussions. I must tell the House that I propose to take the earliest opportunity of moving an official motion asking that the report of the Sarkar Committee be taken into consideration. Government have no objection to this discussion. All the various problems can be brought out on that occasion. So there is no need for me to take the time of the House on this issue.

Finally, I want to refer to one important event of the current year—observance of 1970 as International Education Year. The U. N. have decided that the first year of the second development decade, 1970, should be designated as international education year which will provide us with an opportunity to launch a more intensive effort to improve educational system. They have requested the UNESCO and Member States to observe it throughout the world. We are going to have a national programme for this purpose. We have set up a Central Committee and are asking the State Governments to do the same. Our programmes include: a national symposium on Education in the 1970s, celebration of the birth centenary of Maria Montessori which falls on August 31 this year, establishment of a National Academy of Education and a National Staff College of Educational Administrations and to award upto 10 international scholarships for overseas students under going training in our centres of advanced studies and the organisation of an international conference, and science activities falling in the extra curricular field. I hope the observance of international education year will provide us with an opportunity to launch a more intensive effort to improve over educational system.

A reference to the promise I have made about the public schools...... (*Interruptions*). They have raised the points but do not want to hear my reply? This has been discussed and debated in this House a number of times. I have repeatedly made the position of the Government of India clear on this subject. The Government of India is not constitutionally in a position to abolish public schools. The Government of India feels that good education is being given; merely to destroy good education is not going to give good education to those who are not getting it.

SHRI AMRIT NAHATA: This is not good education; this is bad education...... (*Interruptions*).

श्री जनेश्वर मिश्र : यह पब्लिक स्कूलों की एजूकेशन की तारीफ कर रहे हैं मंत्री महोदय। यह सारे देश को खराब करने वाली शिक्षा है।

श्री राम सेवक यादव : इसमें बड़े बड़े लोगों के, अफसरों के और मंत्रियों के बच्चे पढ़ते हैं। यह इस देश के गरीबों के साथ मजाक है। उनकी गरीबी पर अट्टहास करना है। मंत्री महोदय उनकी गरीबी पर अट्टहास कर रहे हैं.........

DR. V. K. R. V. RAO : Certainly not.

श्री राम सेवक यादव : चुप करिए।...... (**व्यवधान**)......अध्यक्ष महोदय, मंत्री से कहिये वह तरीके से पेश आएं। वह इस सदन के नौकर हैं, तनख्वाह लेते है, उनको इस तरह गुस्से में आकर बोलने का कोई अधिकार नहीं है। तरीके से हमारे प्रश्नों के उत्तर दें।

सभापति महोदय : माननीय सदस्य को भी इस तरह से बीच में उठ करके बिना परमीशन शाउट नहीं करना चाहिये।

SHRI ANBAZHAGAN (Tiruchengode) : Sir, on a point of order. This House very often discusses about the primary schools and also the public schools, and though some of the Members of this House very often want the Government to be committed to the abolition of such public schools and they demand it, I submit that education is a subject for the States concerned. It is a State subject, especially in the case of schools and the administration of schools. These are to be decided by the States and not by the Centre though the hon. Minister is very often replying to such questions here. I request the hon. Minister to plainly state that the States alone can decide about the public schools and Tamil Nadu is for such public schools. We will never allow the Central Government to intervene in the sphere of the State Governments and abolish such public schools which have contributed very much to the development of education, to the development of backward communities and also to the development of technical knowledge of our children. We will never allow—(*Interruption*)—whatever it is ; it is also the question of minority rights and the Anglo-Indian community. (*Interruption*) The Central Government have no right to abolish such schools, and the hon. Minister concerned cannot give such an assurance even to a boisterous House, even if his party wants the abolition of it. Therefore. I raise this point of order that such a commitment should not be made on any account in this House.

MR. CHAIRMAN : He has raised a point of order. I uphold that point of order that this is a State subject and therefore there should be no commitment made here on a State subject. (*Interruption*)

SHRI AMRIT NAHATA : Sir, the Minister said that there are certain constitutional difficulties in the way of the abolition of public schools. I can understand it, and I have my sympathies on that score. But to say that public school education is good education exhibits a total lack of understanding of the educational system in our country.

SEVERAL HON. MEMBERS *rose*—

MR. CHAIRMAN : Order, order. It is a State subject. I do not think he can make any commitment on behalf of the State Government on this subject. Only on a subject which comes under the Central Government he can make any commitment.

श्री जनेश्वर मिश्र : सभापति जी, शिक्षा राज्यों का विषय है, मैं इसको मानता हूं। पब्लिक स्कूलों के बारे में जो बहस चल रही है, थोड़ी देर के लिये उसको छोड़ दीजिए। कोई राज्य सरकार यह कहे कि प्राइमरी स्कूलों के सभी लड़कों को एक एक चम्मच जहर पिलायेंगे, क्योंकि इसके बारे में हमें आजादी है, केन्द्र इसमें न बोले, तो यह कैसे चल सकता है ? पब्लिक स्कूल देश में गैरबराबरी का जहर फैला रहे हैं, इनको चलाते रहने से काम नहीं चलेगा और यदि कोई राज्य सरकार रास्ते में

[श्री जनेश्वर मिश्र]

आती है तो राज्य सरकार की उस हरकत की यहां पर निन्दा होनी चाहिये ।

सभापति महोदय : यह बात आपने मान ली है कि यह स्टेट सब्जेक्ट है, तो फिर उसमें आपके और डा० राव के विचारों में कोई डिफरेंस नहीं है । इस लिये इस बहस को यहां खत्म कीजिए और उनको जवाब देने दीजिये ।

SHRI SHRI CHAND GOYAL : Sir, on a point of order. I have been rising a number of times, but you have called others to speak.

MR. CHAIRMAN : You are suddenly standing and wanting to speak.

SHRI SHRI CHAND GOYAL : I stood a number of times : three times, and I want to raise a point of order.

AN HON. MEMBER : Is it on the ruling given by the Chair ?

SHRI SHRI CHAND GOYAL : It is exactly on the ruling.

MR. CHAIRMAN : Then, on the ruling there should be no point of order.

SHRI SHRI CHAND GOYAL : This is not something sacrosanct—(*Interruption*)

MR. CHAIRMAN : If you raise any point of order on my ruling, it is not proper. There cannot be any point of order on the ruling.

SHRI SHRI CHAND GOYAL ; You know that education is not a subject coming under the States alone ; it is in the concurrent list.

MR. CHAIRMAN : I have given my ruling.

SHRI SHRI CHAND GOYAL : What ruling have you given ? It is in the concurrent list.

MR. CHAIRMAN : I have given my ruling, and whatever ruling I have given, it is a ruling.

SHRI SHRI CHAND GOYAL : This is in the concurrent list. You must be aware that Education is not only in the State list but it is also in the concurrent list. Even the Centre can legislate on this subject. There is no question of the States alone dealing with it. (*Interruption*)

AN HON. MEMBER : Ask the law Minister.

MR. CHAIRMAN : I do not want to consult the Law Minister or the Home Minister or any other Minister. My ruling stands.

SHRI SHRI CHAND GOYAL : There are three lists. There is one list exclusively for the States known as the State List. There is another list exclusively for the Centre known as the Union List. There is a third list known as the Concurrent List and on those items both the Centre and the States can legislate.

MR. CHAIRMAN : There can be no point of order on my ruling.

DR. V. K. R. V. RAO : Sir, I accept the proposition that I am a servant of the House, but servants are also entitled to good treatment. My hon. friend, for whom otherwise, I have the greatest respect, said that I am laughing at the poverty of the Indian people. I want to tell the House that I know the meaning of Indian poverty. My father, mother and six of us lived in one room in Bombay when I was studying in the college. I know the meaning of poverty. I do not know how many other members know the meaning. I am the last person in the world to laugh at poverty. Otherwise, I am a servant of the House. (*Interruption*)

One last remark. Another friend suggested that for Youth Service, you must have a young man as minister. Speaking personally, I am quite prepared to agree and I shall convey to the Prime Minister the opinion expressed by him. But I cannot dictate to the Prime Minister.

I hope the House will forgive me if at times

I have spoken with passion. I am very much aware of the deficiencies. I am very much aware that the Education Ministry is not able to satisfy the expectations which have been roused but within the existing limitations we are trying to do what we can and I hope in due course, it will be recognised that the Education Ministry is having some impact on educational improvement in the country.

With these words, I move that the demands may be passed by the House.

सभापति महोदय : आप लोग बैठिये। आपके सामने दूसरी मिनिस्ट्रीज के बड़े इम्पार्टेन्ट डिस्कशन्स बाकी हैं जैसे कि लेबर है जिस पर खासकर यह साइड काफी इन्ट्रेस्टेड है। अगर आप लोग सारा समय इसी पर ले लीजिएगा तो मैं समझता हूं आपका जो पर्पज है वह डिफीट हो जायेगा। इसलिए मेरा निवेदन है कि अब आप सवाल मत पूछिये, इसको यहीं पर समाप्त कीजिए और दूसरी मिनिस्ट्री को ले लीजिए। ···(**व्यवधान**)

श्री गुणानन्द ठाकुर (सहरसा) : सिर्फ एक आध सवाल पूछ लेने दीजिये। ··(**व्यवधान**)··

सभापति महोदय : आपको एलाऊ करेंगे तो फिर दूसरों को कैसे मना करेंगे। ······(**व्यवधान**)····आप लोग माफ करें। अब लेबर मिनिस्ट्री पर आप लोग बोलिएगा। ··(**व्यवधान**)····

श्री गुणानन्द ठाकुर : सिर्फ एक सवाल कर लेने दीजिये।···(**व्यवधान**)······

सभापति महोदय : आपको एलाऊ करेंगे तो फिर सभी को करना होगा।··(**व्यवधान**)··· इसलिये मैं आप से माफी चाहता हूं।

श्री गुणानन्द ठाकुर : सवाल कर लेने दीजिए नहीं तो डिवीजन होगा और उसमें समय नष्ट होगा।······(**व्यवधान**)······

हमेशा यह आपकी टेन्डेंसी रही है कि जब भी कोई सवाल पूछने के लिये हम खड़े होते हैं तो आप समय नहीं देते।

MR. CHAIRMAN : I will now put cut motion No. 126 by Shri Shiv Chandra Jha to the vote of the House. The question of :

> "That the Demand under the Head Ministry of Education and Youth Services be reduced to Re. 1"

[*Failure to stop the brain drain from India to foreign countries*] (*126*)

The Lok Sabha divided.

Division No. 27] **[17.27 hrs.**

AYES

Basu, Dr. Maitreyee
Behera, Shri Baidhar
Biswas, Shri J. M.
Jha, Shri Shiva Chandra
Khan, Shri Ghyoor Ali
Mangalathumadam, Shri
Molahu Prashad, Shri
Ram Charan, Shri
Satya Narain Singh, Shri
Sen, Shri Deven
Shastri, Shri Ramavatar
Thakur, Shri Gunanand
Viswambharan, Shri P.
Yadav, Shri Ram Sewak

NOES

Ahirwar, Shri Nathu Ram
Ahmed, Shri F. A.
Amat, Shri D.
Anbazhagan, Shri
Asghar Husain, Shri
Azad, Shri Bhagwat Jha
Babunath Singh, Shri
Bajpai, Shri Vidya Dhar
Barua, Shri Bedabrata
Basumatari, Shri
Baswant, Shri
Bhagat, Shri B. R.

Bhakt Darshan, Shri
Bhandare. Shri R. D.
Bhanu Prakash Singh, Shri
Bohra, Shri Onkarlal
Brahmanandji, Shri Swami
Chanda, Shrimati Jyotsna
Chandrika Prasad, Shri
Chaturvedi, Shri R. L.
Chaudhary, Shri Nitiraj Singh
Choudhury, Shri J. K.
Dasappa, Shri Tulsidas
Deo, Shri K. P. Singh
Deo, Shri P. K.
Deshmukh, Shri K. G.
Dinesh Singh, Shri
Dipa, Shri A.
Dixit, Shri G. C.
Dwivedi, Shri Nageshwar
Ering, Shri D.
Gandhi, Shrimati Indira
Gavit, Shri Tukaram
Gupta, Shri Lakhan Lal
Iqbal Singh, Shri
Jadhav, Shri Tulshidas
Jadhav, Shri V. N.
Jagjiwan Ram, Shri
Jamir, Shri S. C.
Kamalanathan, Shri
Kamble, Shri
Karan Singh, Dr.
Kavade, Shri B. R.
Khan, Shri M. A.
Khanna, Shri P. K.
Kikar Singh, Shri
Kinder Lal, Shri
Kiruttinan, Shri
Kisku, Shri A. K.
Kotoki, Shri Liladhar
Kureel, Shri B. N.
Lalit Sen, Shri
Laskar, Shri N. R.
Lutfal Haque, Shri
Mahadeva Prasad, Dr.
Mahishi, Dr. Sarojini
Majhi, Shri Mahendra
Malhotra, Shri Inder J.
Mandal, Dr. P.
Mandal, Shri Yamuna Prasad
Maran, Shri Murasoli
Marandi, Shri
Master, Shri Bhola Nath
Melkote Dr.
Menon, Shri Govinda
Minimata Agam Dass Guru, Shrimati
Mishra, Shri G. S.
Mohammad Yusuf. Shri
Murthy, Shri B. S.
Muthusami, Shri C.
Nanda, Shri
Oraon, Shri Kartik
Palchaudhuri, Shrimati Ila
Panigrahi, Shri Chintamani
Pant, Shri K. C.
Paokai Haokip, Shri
Partap Singh, Shri
Parthasarathy, Shri
Patil, Shri Deorao
Pradhani, Shri K.
Puri, Dr. Surya Prakash
Qureshi, Shri Mohd. Shafi
Raghu Ramaiah, Shri
Raj Deo Singh, Shri
Ram Sewak, Shri
Ram Swarup, Shri
Ramshekhar Prasad Singh, Shri
Rana, Shri M. B.
Rao, Shri Jaganath
Rao, Dr. K. L.
Rao, Shri J. Ramapathi
Rao, Dr. V. K. R. V.
Raut, Shri Bhola
Rohatgi, Shrimati Sushila
Roy, Shri Bishwanath
Roy, Shrimati Uma
Sadhu Ram, Shri
Saha, Dr. S. K.
Saigal, Shri A. S.
Saleem, Shri M. Yunus
Sambasivam, Shri
Sankata Prasad, Dr.
Savitri Shyam, Shrimati
Sen, Shri Dwaipayan
Shambhu Nath, Shri
Shankaranand, Shri B.
Shastri, Shri Biswanarayan
Shastri, Shri Sheopujan
Sher Singh, Shri
Shinde, Shri Annasahib
Shinkre, Shri
Shiv Chandika Prasad, Shri
Siddayya, Shri
Siddheshwar Prasad, Shri
Sinha, Shri R. K.

Sonavane, Shri
Subravelu, Shri
Sudarsanam, Shri M.
Sunder Lal, Shri
Sursingh, Shri
Swaran Singh, Shri
Uikey, Shri M. G.
Ulaka, Shri Ramachandra
Venkatswamy, Shri G.
Virbhadra Singh, Shri
Yadav, Shri Chandra Jeet

MR. CHIARMAN : The result* of the division is :

Ayes : 14; Noes : 126.

The motion was negatived

MR. CHAIRMAN : Now I put all the other cut motions together to the vote of the House.

श्री मोलहू प्रसाद (बांसगांव) : मेरा कट मोशन नं० 173 अलग रखिए ।

MR. CHAIRMAN : The lobbies are already cleared. I am putting it to the vote of the House.

SHRI A. S. SAIGAL (Bilaspur) : Lobbies should be cleared again under the rules.

MR. CHAIRMAN : All right. Let the lobbies be cleared.

The Lobbies have been cleared. I am now putting cut motion No. 173 to the vote of the House. The question is :

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

[*Neglect shown by Ministry for the development of Hindi as shown by expenditure of 4 lakhs as against grant of Rs. 14 lakhs for 1969-70 and getting only, 12,000 pages translated as against the target 23,000 pages.*] (*173*)

Division No. 28] [17.32 hrs.

AYES

Behera, Shri Baidhar
Biswas, Shri J. M.
Jha, Shri Shiva Chandra
Khan, Shri Ghayoor Ali
Lakkappa, Shri K.
Molahu Prashad, Shri
Ram Charan, Shri
Satya Narain Singh, Shri
Sen, Shri Deven
Thakur, Shri Gunanand
Yadav, Shri Ram Sewak

NOES

Ahirwar, Shri Nathu Ram
Ahmed, Shri F. A.
Amat, Shri D.
Amin Shri R. K.
Anbazhagan, Shri
Asghar Husain, Shri
Atam Das Shri
Babunath Singh, Shri
Bajpai, Shri Vidya Dhar
Barua, Shri Bedabrata
Basumatari, Shri
Baswant, Shri
Bhagat, Shri B. R.
Bhakt Darshan, Shri
Bhandare, Shri R. D.
Bhanu Prakash Singh, Shri
Bohra, Shri Onkarlal
Brahmanandji, Shri Swami
Chanda, Shrimati Jyotsna
Chandrika Prasad, Shri
Chaturvedi, Shri R. L.
Chaudhary, Shri Nitiraj Singh
Choudhury, Shri J. K.
Dasappa, Shri Tulsidas
Deo, Shri K. P. Singh
Deo, Shri P. K.
Deshmukh, Shri K. G.
Dinesh Singh, Shri
Dipa, Shri A.
Dixit, Shri G. C.
Dwivedi, Shri Nageshwar
Ering, Shri D.
Gandhi, Shrimati Indira
Gavit, Shri Tukaram
Gupta, Shri Lakhan Lal
Gurcharan Singh, Shri
Iqbal Singh, Shri
Jadhav, Shri Tulsidas
Jadhav, Shri V. N.
Jagjiwan Ram, Shri
Jamir, Shri S. C.
Kamalanathan, Shri

*Shri R. K. Amin also voted for NOES.

Kamble, Shri
Karan Singh, Dr.
Kavade, Shri B. R.
Khan, Shri M. A.
Khanna, Shri P. K.
Kinder Lal, Shri
Kiruttinan, Shri
Kisku, Shri A. K.
Kotoki, Shri Liladhar
Kureel, Shri B. N.
Lalit Sen, Shri
Laskar, Shri N. R.
Lutfal Haque, Shri
Mahadeva Prasad, Dr.
Mahida Shri Narendra Singh
Mahishi, Dr. Sarojini
Malhotra, Shri Inder J.
Mandal, Dr. P.
Mandal, Shri Yamuna Prasad
Maran, Shri Murasoli
Marandi, Shri
Master, Shri Bhola Nath
Melkote, Dr.
Menon, Shri Govinda
Minimata Agam Das Guru, Shrimati
Mishra, Shri G. S.
Mohammad Yusuf, Shri
Murthy, Shri B. S.
Muthusami, Shri C.
Nanda, Shri
Oraon, Shri Kartik
Palchaudhuri, Shrimati Ila
Panigrahi, Shri Chintamani
Pant, Shri K. C.
Paokai Haokip, Shri
Partap Singh, Shri
Parthasarathy, Shri
Patil, Shri Deorao
Patil Shri T. A.
Pradhani, Shri K.
Qureshi, Shri Mohd. Shaffi
Raghu Ramaiah, Shri
Raj Deo Singh, Shri
Ram Sewak, Shri
Ram Swarup, Shri
Ramshekhar Prasad Singh, Shri
Rana, Shri M. B.
Rao, Shri Jaganath
Roa, Dr. K. L.
Rao, Shri J. Ramapathi
Rao, Dr. V. K. R. V.
Rao Shri V. Narasimha
Raut, Shri Bhola
Rohatagi, Shrimati Sushila
Roy, Shri Bishwanath
Roy, Shrimati Uma
Sadhu Ram, Shri
Saha, Dr. S. K.
Saigal, Shri A. S.
Saleem, Shri M. Yunus
Sambasivam, Shri
Sankata Prasad, Dr.
Savitri Shyam, Shrimati
Shankaranand, Shri B.
Shastri, Shri Biswanarayan
Shastri Shri Ramanand
Shastri, Shri Sheopujan
Sher Singh, Shri
Shinde, Shri Annasahib
Shinkre, Shri
Shiv Chandika Prasad, Shri
Siddayya, Shri
Siddheshwar Prasad, Shri
Sinha, Shri R. K.
Sonavane, Shri
Subravelu, Shri
Sudarsanam, Shri M.
Sunder Lal, Shri
Sursingh, Shri
Swaran Singh, Shri
Uikey, Shri M. G.
Ulaka, Shri Ramachandra
Venkatswamy, Shri G.
Virbhadra Singh, Shri
Xavier, Shri S.
Yadav, Shri Chandra Jeet

MR. CHAIRMAN : The result* of the division is :

Ayes : 11 ; Noes : 128.

The motion was negatived

MR. CHAIRMAN : Now I shall put all the other cut motions to the vote of the House.

All the other cut motions were also put and negatived

MR. CHAIRMAN : The question is :

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to Presi-

*Shri Mahendra Majhi also voted for NOES.

dent, 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, 1971, in respect of the heads of demands entered in the second column thereof against Demands Nos. 6 to 11 and 106 relating to the Ministry of Education and Youth Services."

The motion was adopted

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

DEMAND No. 6.—MINISTRY OF EDUCATION AND YOUTH SERVICES

"That a sum not exceeding Rs. 96,82,000 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, 1971, in respect of 'Ministry of Education and Youth Services'."

DEMAND No. 7.—EDUCATION

"That a sum not exceeding Rs. 57,28,73,000 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, 1971, in respect of 'Education".

DEMAND No. 8.—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,36,47,000 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, 1971, in respect of 'Archaeology".

DEMAND No. 9.—SURVEY OF INDIA

"That a sum not exceeding Rs. 5,03,72,000 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, 1971, in respect of 'Survey of India'."

DEMAND No. 10.—GRANTS TO COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

"That a sum not exceeding Rs. 17,11,04,000 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, 1971, in respect of 'Grants to Council of Scientific and Industrial Research'."

DEMAND No. 11.—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES

"That a sum not exceeding Rs. 3,77,52,000 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, 1971, in respect of 'Other Revenue Expenditure of the Ministry of Education and Youth Services'."

DEMAND No. 106.—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES

"That a sum not exceeding Rs. 3,75,42,000 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, 1971, in respect of 'Capital Outlay of the Ministry of Education and Youth Services'."

17.33 hrs.

MINISTRY OF LABOUR, EMPLOYMENT AND REHABILITATION

MR. CHAIRMAN: The House will now take up discussion and voting on Demand Nos. 67 to 71 and 127 relating to the Ministry of Labour, Employment and Rehabilitation for which 5 hours have been allotted.

Hon. Members present in the House who are desirous of moving their cut motions may send slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move.

DEMAND No. 67.—MINISTRY OF LABOUR, EMPLOYMENT AND REHABILITATION

MR. CHAIRMAN: Motion moved:

"That a sum not exceeding Rs. 74,52,000 be granted to the President *to complete the sum necessary to defray* the charges which will come in course of payment during the