

[Shri Y. S. Mahajan]

Finally, the Plan says that we are short of resources and that we should concentrate our resources on existing universities and not open new ones. I agree. But since the number of students in colleges increases every year by 3 lakhs, you have to consider and plan for new universities. When the proposals for new universities come forward, they must be considered and disposed of expeditiously. The Government of Maharashtra have sent two proposals to the U.G.C. They have been lying for the last two years and still they have not been processed. The Government of Maharashtra has not been informed about the opinion of the U.G.C. in the matter. I hope that the proposals will be considered and approved.

With these remarks, I support the Demands for Grants.

SHRI C. K. CHANDRAPPA (Tellicherry): Mr. Chairman, Sir, this has to be considered as the first demand submitted by the Ministry of Education during the Fifth Five Year Plan. It is a very significant thing that, when we are going to have a new plan, the Government is presenting a Budget which is giving its ideas as to what will be done in the first year of the Fifth Five-Year Plan, what are the programmes the Government is going to undertake. When we look at the Budget from this angle and consider that it is a step forward to bring about certain new changes as are visualised in the Fifth Five-Year Plan, the Budget and the plan allotment for Education draw a very dismal picture which betrays all hopes about future. As was mentioned by several members, when the Central Advisory Board of Education was discussing the Fifth Plan blue-print—a working paper was made and was discussed—the Central Advisory Board proposed Rs. 3,200 toward Education in the Fifth Five-Year Plan; later it was reduced to Rs 2,200 crore; and when the plan was finalised by the

National Development Council, it was reduced to Rs. 1,726 crores. When the hon. Education Minister was making his inaugural address in the 36th meeting of the Central Advisory Board of Education, he was rather jubilant about the future that was to come. He stated that, after independence, after all these years, when we had started a planned economic development, the Fifth Five-Year Plan would add a new chapter by allotting ten per cent of the total outlay earmarked for the Fifth Five-Year Plan towards Education; the Minister visualised many things; he thought he would plan for many things in the Ministry of Education. In the first Two Five Year Plans it was seven per cent of the total outlay; later it was cut down to a still smaller amount, 5.2 per cent; and today the hon. Education Minister, after such a big expectation of ten per cent, is sitting here with only 4.6 per cent in his hand, if I am correct. This itself shows the priority at the bottom level which we are getting for education in our country. You are visualising that education should be used as an instrument for social transformation—these are the words that you have used in your inaugural address. If you are to make education such an effective instrument for social transformation, then if you make a few more speeches or if you have very good wishes, it is not going to materialise the desired results. You must have the means to do it. You must have the money to do that. That, unfortunately, in the Fifth Five Year Plan you will not have. As we have passed 26 years after achieving independence, we know in what condition our education is to-day. In every sphere education, between the targets we wanted to achieve and the performance, there is a very big gap and the gap is widening.

The framers of the Constitution said that universal compulsory education will be implemented in this country ten years after the Constitution has

been adopted. Neither in your budget proposals nor in the Plan proposals we can visualise that possibility of achieving in this century even. That too, if at all the targets you are planning to-day are going to be achieved, even if they are achieved at the end of the century, you may be somewhere near the goals which were set and which should have been achieved ten years after the adoption of the Constitution.

Literacy, another aspect, has increased in absolute figures. But the United Nations' statistics, why should I go to the UN statistics, even Government of India's own statistics admit the fact that in India to-day, after 27 years of independence, we have more illiterate people than we had in 1947. This is again a sad commentary on the situation.

What you have now got in your hand, my feeling is, is not real money. The small allotment of Rs. 1726 crores which the Education Ministry will spend in the next five years, with which you will be operating in an inflationary economy where the money value will fall down and prices are going up. So, in real terms, what you are going to spend during the coming five years will be not more than 50 per cent of what has been allotted. This is a sad situation in which the Education Ministry is placed. I have all sympathy for you because when I realised the sad condition, it reminded me of a Minister who has high hopes, visions, wishes, aspirations and every thing, but you are like a mother having too many children but no resources to feed your children. You are desperately trying to make both ends meet which you may not be able to do. You may be a loving mother but you may not be able to do anything in this Ministry.

So, what I feel is that in the coming five years if this is the way things are going to move, we will have a

more darker future in our educational field and you will be one of the worst victims of the economic crisis that we are facing in our country today. Education will be made one of the first victims of that crisis.

Now, coming to other points, I do not want to waste my time on these things. Many friends referred to student unrest in the country. People are unhappy about it. But, I think the problem should be dealt with in a different way. You will have to approach the problem from a different angle. The Student, his problems, his mood, his anger, his frustration, all these things cannot be taken in isolation. There is no use simply blaming the behaviour of the student community in this country. They are part of our society; they are placed under conditions where unemployment is growing even this Report admits that the education system is outmoded. It does not have proper purpose. I know you are noting to give me a reply. I have gone through the report carefully. What you have said is this.

"To build a truly secular democratic and socialist society and to inculcate a sense of values which would lead not only to a full development of the individual's personality but also change the quality of his life."

I am quoting your speech. Can we say in our present situation that we have reached the goals? I have my own doubts. There is huge unemployment. It is not increasing in a small way, but is increasing hundred per cent or even more than that. If the students coming out of the educational institutions go unemployed year after year what is the use of giving them lectures about sense of responsibility, duty etc.? He is quite angry naturally. And in the educational institutions he is faced with text-books which are in many cases communal. They are unscientific in

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their content. They do not give a scientific bent of mind to the students studying them. Efforts must be made to change the content but this is defeated from within, it is not liked by those people managing the whole administration of education.

There are so many other aspects to which I cannot refer to just now because of lack of time. I now go to the point of examination reform. This is a point which I would like the hon. Minister to reply to as to how you are going to deal concretely with this problem. Every time when the budget is introduced, every time policy statement is made in the House, it has been told that the examination system as it is today is very bad, it is unscientific, it should be discarded, etc. Committees and Commissions have been appointed, but what practical steps have they taken to change the whole set-up? They might have done something here and something there in a piecemeal manner but as a whole the examination system continues to be as old as it used to be. This is the present position. There should be basic changes. It should not be a system which compels him to memorise more and more from text books. You must think more and more of the possibility of introducing Open Book policy in regard to examinations.

There are two important points which I would like to mention. It is the question of student participation. It is the question of participation of students and about the democratic functioning of student unions. This question of student representation is generally accepted. It is felt that it is a good thing and it should be there. There is a complaint from all the student organisations in the country irrespective of their political ideologies or political leanings. They all feel that you give only a nominal representation, a symbolic representation. What they expect is a meaningful and adequate representation in all

the leading policy-making academic and administrative bodies. Unless this is done, you will find chaos in university education. So, this should be remedied. You speak of involvement of students in the affairs of the university. You want them to be more committed to the system. But for all that to come about, you should also take them into full confidence and you must share the responsibility also with them, which I think, as it stands to-day, has been the students' participation. And wherever it has been granted—not every where—it has been granted—it is inadequate. There should be a statutory provision for the Students' Union. There should be a directive from the Ministry. I do not know whether Parliament can make enactments. If you cannot, there should be a directive that the students unions should be made an essentially integral part of education in all the universities. There should be a directive at least. You should express it on the floor of the House that you want the education system to be such that the Students' Unions will be allowed to function in a democratic manner.

There are two or three points—one is about the library movement. I was sadly disappointed to see that; when I went through the budget papers, you allotted Rs. 25 lakhs for the Raja Ram Mohan Roy Memorial Library Movement which you are going to build up. Another Rs. 6 lakhs has been allotted for the Nehru Yuvak Kendra Library Movement. For a country like India—this is all to be done in the villages to educate the people to give some bit of knowledge or to open up new avenues of knowledge and to bring the backward and downtrodden to the world of knowledge, the amount of money should be a little more than what is now allowed. Not only that. It should be made a part of the government policy that you are for the promotion of library movement and you will substantially render all possible help to them. The same is the case with regard to the voluntary

organisation involved in the literacy movement. I have in mind the Kerala Granthashala Sanghams. 200 such projects were submitted before the Government. You do not have sufficient money to grant the necessary aid. This is the condition in which the Government is now working.

The Ministry is also dealing with the sports. The scandalous part of the ministry has been dealt with the other day when a Short Notice Question was answered. I do not want to go into that aspect of the matter. All the Federations of the Sports are not working to the credit of any one, not even to the credit of themselves.

Now, the question is: who is happy about the functioning of these federations? You have to justify the activities of these federations. I have a suggestion in this regard for your consideration. The constitution of the All India Sports Council should be amended and they should be given some more power to act in a way that they can set things right. Now, unnecessarily they are getting only the blame. But, they cannot do anything because they have no powers. And the Federations are going scot-free. So, my suggestion is that you may take steps to amend the constitution of All India Sports Council.

Now, coming to the last point, we talk about discipline among the students—discipline in the university and other educational institutions. Certain things should be kept in mind. We see what is happening just under your nose in Delhi. India is a vast country. You cannot say that it is the responsibility of the State for what is happening in Delhi State. Here is a Report of the Public Accounts Committee. I have no time. I am not going to make many references about this. But, on page 7 of the P.A.C. 1973-74 report there are

references in paras 3(6) and 3(7) on appointments made of unqualified persons. What is this? This can only be nepotism or favouritism and there cannot be any other explanation for it. I would like the hon. Minister to explain that.

Again, if we take the newspapers in Delhi for the last one month, what do we find? There is a report to the effect that in the Delhi University a brothel is being run. This was the report that appeared in the *Indian Express* yesterday or the day before yesterday.

SHRI C. H. MOHAMED KOYA (Manjeri): It was denied the next day.

SHRI C. K. CHANDRAPAN: But it is not yet denied. Last year, the University students' union office was used for rape. There was a case already. There are so many other cases also, such as large-scale cheating in examination. There are teaching shops here. I may be permitted to read out one small sentence which is quite interesting like a thriller. It says:

'Electric megaphones, supplying vital information, slips of paper with relevant data in fine print and veiled threat of murder—and all this is not the list of ingredients in a spy-thriller but the every-day reality in what is happening in the examination centres, all in the capital.'

I would also like to make a particular reference to one case which is very important. In Delhi; a good student in a school was kidnapped. The teacher involved in that case wanted the student to allow another student whom the teacher wanted to favour to copy what he was writing, but this student's father refused, and so, finally the student was kidnapped. When a police case was registered about it and the police wanted to look into the examination papers,

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the Ministry or the Education Department said that the papers were not available, and after some time when the papers were again asked for, they were told that they had been destroyed. I would like to know from the hon. Minister what is actually happening to the examination papers. Are they being destroyed in Delhi schools after three months or are they being kept for one year as was the decision previously? If they are kept only for three months, I would like to know why that change has been made. I would like the hon. Minister to give a categorical answer to this question.

In conclusion, I would like to draw his attention again to what happened in the President's Estate school, to the murder case about which the hon. Minister gave a reply in answer to a short notice question. I only want to tell him that it did not convince us. It did not convince the people in Delhi. There is a fear lurking everywhere. The students are going there but the parents feel unhappy about it. The hon. Minister or his Department may be satisfied. At least personally if he can make an inquiry about what happened

PROF. S. NURUL HASAN: I had made this offer that if detailed facts were given to me by any hon. Member, I would personally go into the matter. I am still waiting. Immediately after the debate here I told my hon. friends that if any details were given to me, I would be glad to go into it myself. As soon as I get it, I shall, as I have promised, go into this matter

SHRI C. K. CHANDRAPPAN: We shall try to give him some more facts.

Last week, we had submitted a memorandum to the Prime Minister, and I think the Education Ministry must also have received a copy of it; it was intended to bring about

a new improved situation among the students. You know what happened in Gujarat. When the mess bill went up in the hostel, the agitation started. So, we demanded in our memorandum that students all over the country should be given subsidised food at a cheap rate which should not be more than the average rate of food charges in 1971.

This should be provided to all students in all hostels all over the country. Also cheaper transport and a consultative committee of students with wide powers at the national level and State levels to discuss the problems with the students in which the student organisation representatives also may be included

I request the hon. Minister to consider all these problems I raised. I hope he will kindly give a reply to these points. I am thankful to the hon. Chairman for the indulgence shown to me. I cannot support the Demands for Grants because they are disappointing

श्री जगन्नाथ मिश्र (मधुबनी) सभा-पति जी, मैं शिक्षा मन्त्रालय की मांगों का समर्थन करता हूँ और चाहता हूँ कि केन्द्र एक राष्ट्रीय नीति का निर्धारण करे प्रान्तों की इस मामले में अग्रगण्य करे। परन्तु लगता है कि शिक्षा मन्त्रालय न अभी अपने को केवल अनुदानों के वितरण और स्वीकृति प्रदान करने के ही क्षेत्र में बाँध कर रखा है, इस लिये यह दिशाहीन जैसा प्रतीत होता है। मैं चाहता हूँ कि केन्द्र जिस नीति का निर्धारण करे, बड़ी मुस्तैदी के साथ यह प्रान्तों के द्वारा उसे लागू करवाये। शिक्षा जो आज जीवन का एक आवश्यक अंग है, जिस तरह से जीवन के संचालन के लिये हवा और खाद्यान्न आवश्यक हैं, मैं नहीं समझता कि इन दोनों के मुकाबले शिक्षा का स्थान कम है।