

की जाए, तो इतिहास का उद्घाटन हो सकता है। मैं चाहूंगा कि सरकार उस तरह ध्यान दे और पुराने खंडहरों और गढ़ों की खुदाई कराए जिससे इतिहास का उद्घाटन हो सकता है।

जहां तक समाज कल्याण की बात है, इस बारे में मैं इतना कहना चाहता हूँ कि आदिवासी लोगों की शिक्षा के बारे में कुछ प्रगति हुई है और उनके सुधार के लिए कुछ कदम उठाये गये हैं और यह प्रसन्नता की बात है लेकिन इन क्षेत्रों में खराब पानी का बहुत बड़ा रिवाज है। मैं चाहता हूँ कि इन दिशा में इस तरह के कदम उठाने चाहिए जिससे इन बुरी बातों में जो वे लोग पड़े हुए हैं और जिसे उनका स्वास्थ्य भी खराब हो रहा है, उससे इनका पीछा छुटे और वे आगे बढ़ें। इस दिशा में सरकार को कुछ ऐसे काम करने चाहिए जिससे वे इस बुरी गत से छूटें।

हमारे समाज में बहुत से ऐसे लोग हैं जो हाथ, पैर और आंख से अपंग हैं। उनकी पढ़ाई लिखाई के लिए कुछ थोड़ी बहुत व्यवस्था की गई है लेकिन फिर भी बहुत बड़ी संख्या में ऐसे लोग हैं जिनके लिए समाज की तरफ से कुछ पढ़ाई-लिखाई और आ का व्यवस्था हो और वे खाने-पाने लायक बनें। मुझे कुछ इस तरह के अपंग लोग मिले, जिन्हें इस प्रकार की शिक्षा दी गई लेकिन उनको काम देने की कोई व्यवस्था नहीं की जा सकी है। ऐसी हालत में जो कुछ काम वे कर सकते हैं और अपने जीवन-यापन करने के लिए उनको कुछ करने की आवश्यकता भी है, तो ऐसे लोगों को काम देने का भी कुछ प्रबन्ध होना चाहिए। जो काम वे लोग सीखें हैं उसको करने के लिए उनको कुछ सहायता दे जाए, ऐसा मेरा आर्ष कहना है।

बहुत सी महिलाएं औद्योगिक संस्थानों में काम करने जाती हैं। उनकी सुविधा के लिए भ्रमण से विश्रामालय होने चाहिए जहां पर वे अपने खाली समय में या विश्राम के

समय में जा कर बैठ कर आराम कर सकें। इसके अलावा उनकी दवा के लिए भी उचित व्यवस्था भ्रमण से होनी चाहिए। इस तरह पूरा ध्यान नहीं दिया गया है। मैं सरकार का ध्यान इस तरह भी आकर्षित करना चाहता हूँ।

इन शब्दों के साथ मैं इस मंत्रालय की अनुदान की मांगो का समर्थन करता हूँ।

SHRI C. K. CHANDRAPAN (Telli-cherry): Sir, when the demands of the Education Ministry are being discussed, we raise certain fundamental problems of education, not as a matter of criticism, but because we would really like to see that our educational system becomes an instrument which will lead to social changes. I have been using, I think, the same words while participating in this discussion every year. But the problems which we have posed all along remain unresolved. In regard to the goal and perspective of our education and the content of the textbooks, I must say with great regret that the government has not succeeded in bringing about any desirable change. When we read this report and try to understand our educational system, we find that our education is rather detached from the realities we are facing today after 26 years of independence. In the universities, schools and other educational institutions, we are trying to mould the future of this country and ensure that the education should be such that it should meet the requirements of independent India and not the requirements of India before independence. When you look at it from this angle, you find a lot of disparities between the situation today and the requirements of the country.

Education in my opinion is trying to take an attitude of an impartial institution. Does it teach the students or does it bring into the minds of the younger generation in our country that they stand for democracy and secular

[Shri C. K. Chandrappan]  
 arism and they will fight for socialism? These are the goals to which the nation stands committed. But if you read the textbooks, especially those prescribed for the school students, you can see that very reactionary and outmoded ideas are penetrated in those textbooks. Only yesterday—my friend Mr. Stephen must have read it—there was a news in the Kerala press that a resolution was moved in the Kerala University Syndicate demanding that a book produced by the Language Institute, an institute financed by the Centre, should be scrapped and it was accepted. The book is on the political system in our country. The Senate had to agree that it should not be used even as a reference book because of the way in which it ridicules the whole system of democracy in our country and the Indian Constitution. It is not an accident that this has happened. In the school books you can see that governments are categorised as democracy and dictatorship even today! Maybe 26 years ago it was all right. Soviet Union and Hitler's Germany were both dictatorships. Does it not make any difference? This kind of textbooks give a certain orientation to the minds of the young which is not suited to the needs of the country. In many textbooks Mr. Jayaprakash Narayan is portrayed as a living hero of democracy. In the second sentence of this report, it is said; it begins like this: "With the proclamation of the Emergency, however, the general atmosphere took a dramatic turn for the better and the country's educational system has greatly benefited as a result. Educational life has now been restored to normalcy and academic programmes are running on an even keel." Who was responsible for this? The mention of the reference is apparently about the struggle which was launched by Shri Jayaprakash Narayan. I know there are other problems which lead to student unrest. But this particular reference is towards that struggle. In the textbooks, he is shown as one of the apostles of democracy. That is not good.

In regard to other matters, we always demanded that the education system should not be left at the mercy of the management. It happens that our education is largely run by private management who are commercialising it into a profit earning enterprise. I do not want to go into the various problems relating to appointments, admissions and corruption in this field, which are rampant. In the schools run by religious minorities, compulsory prayer is imposed on the students. In a democracy like ours, such things are not desirable. We feel that the education should be nationalised and the textbooks should be prepared by the Government through an agency which can regularly review the content of education so that it will have a scientific orientation.

Coming to the examination reform, UGC has appointed certain committees and their reports are being implemented. The fact even today remains that our examination system, as a whole, is obsolete. It puts the student under a rigorous torture. It is a memory orientation. I do not know why we are struggling with this examination reform for years and years and decades and decades. I hope, Government will introduce some reforms in the system of examination very soon.

There are public schools in our country. They are a legacy of the past. They remain and flourish. We have these institutions which are creating elitism in our country which is contrary to the principle of socialism. These institutions should be abandoned forthwith. This country should be able to go forward without this menace of public schools being created and public money spent on them. I think that the Government should make up its mind once for all. The Government is trying to dilute the public school system by saying that we will have some reservations in them. This public school system has a tradition of creating an elitism and that is not

permissible in a system which we are trying to create in our country.

When the Emergency was declared, we supported it because it was a bold action taken by the Government against reactionary forces which were trying to subvert democracy in our country. We never thought that it was due to something that has happened in Patna or anywhere. It has its deep roots in the social fabric everywhere. In our educational system, it has its roots. This is not a new invention that I am trying to bring before your notice. Who does not know that CIA is actively working through various agencies in our educational field? Who does not know that RSS and Anand Marg are active in our educational field? The Government has made bold declarations that it will wipe and weed them out. The time is less; otherwise I will tell you many stories. But I would cite one example, only one. Here is an article, "Education and Anand Marg". This is a photostat of an article published by G. C. Pande. This gentleman is the vice-chancellor of the Rajasthan University, now, at this moment. And he says in his article—I quote:

"Sri Sri Anandamurti combines in himself this rare synthesis of the past and the present, the Indian and the universal, the spirit and the secular. Anand Marg thus ramifies in a number of branches and covers human life and activity in a comprehensive manner."

He was eulogizing Ananda Murti who is in jail in Patna, facing prosecution in an alleged assassination case. And this gentleman is till today continuing as the vice-chancellor of the university in Rajasthan. And I am told—I was in Jaipur the other day and I was told by respectable teachers and students—that the guest house of the Jaipur University is a den of Avadhoots; that and even to those Avadhoots who were arrested and jailed the guest house provided food. Maybe, Dr. Pande thought that Ananda Murti's Avadhoots should not suffer in jail. Is it

permissible? If this happens at the top levels of our educational institutions, is it an accident? I don't think the Government is unaware of it. And till the day the Anand Marg was banned, the wife of this gentleman was the treasurer of an Anand Marg-run institution. Did you do anything? Hardly anything. This is the case in regard to Anand Marg. This is only one case. There are many like this. We make bold declarations and heroic speeches; but when it comes really to touching the people, pin-pointing the responsibility and punishing them for the crimes they are perpetuating against the younger generation in our country, we often prove lacking in courage. I don't say that it is spinelessness; but it is something like it.

12.59 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

Now, coming to CIA, the other day, my friend, Shri Das Muni was asking a question here, viz. whether the Government was aware of the CIA ramifications in the educational sphere. First, the Minister tried to answer negatively—it was not the Minister of Education, but the Minister of Home Affairs. Later, he agreed that there are various institutions working in the educational field who are receiving money from various CIA-cover organizations. What have you done about it? What about the Vishwa Yuvak Kendra? What are its activities? What kind of relation is the Government having in regard to it? The World Assembly of Youth was dubbed and identified as one of the cover organizations of CIA. This Vishwa Yuvak Kendra, which was being financed by the same source, was never touched. It is working scot-free. It has only changed its label. It is working in Chanakyapuri near Diplomatic Enclave.

RSS is in the administration. Administration includes the administration of the Ministry of Education as well. I am not saying who is there. In the administration there are RSS

[Shri C. K. Chandrappan]

elements. Not only among the teachers, but even among the students there are RSS elements. What measures have the Government taken to weed them out? I do not think much has been done.

13 hrs.

On the contrary, certain very peculiar initiatives are being taken under the very nose of the Education Minister. I do not know what is the inspiration behind it. I was told that teachers in Delhi are given assignments to bring in a certain number of people for sterilization operation; otherwise, they will not be given their salaries, or their promotion will be in trouble. Even unmarried lady teachers are told "you should bring 10 or 15 people for sterilization operation". This is ridiculous. Is it part of education? I do not understand it. Is it the way in which it should be done? Not that I am opposed to family planning, but you are doing it in such a manner that it becomes so vulgar and ridiculous.

Then, the young students in the Delhi schools are given a form to be filled in by their parents and sent back within 24 hours. What is that form? It is a form which seeks information whether the father has undergone sterilization operation and, if not, whether he is willing to undergo that. If the child does not bring that information, he will not be admitted for the examination. Is it good? Is this the way of campaigning for something, however good it may be? This is nothing less than madness. Yet, this is the kind of thing which is taking place in Delhi.

Then I come to the participation of youth and students in the implementation of the 20-point economic programme. Sometime back we gave a memorandum, to which fortunately Shri Das Munsi was also a signatory, suggesting that those organisations which support the Government on the question of socialism, secularism and democracy should be called upon to do

a certain creative work in the field of education. After the 20-point economic programme was announced, we again approached the Government with the same request that those organisations which are supporting the Emergency, which are supporting the 20-point economic programme should be given the due role in the implementation of this programme.

In the Government's routine report there is reference to certain committees for afforestation, fight against dirt and disease etc. I have nothing against them. But I say that it does not create a sense of involvement among the students. After all, in this country without getting the tacit support of organised youth and student movement, if the hon. Education Minister thinks that through his Secretaries he can implement this programme, he is badly mistaken.

Take the experience of Kerala. When the Congress-led student organisation—I am not speaking about the Communist-led one, because that may create problems for them—when they were given this role, they mobilised tens of thousands of students to participate directly in the national reconstruction programme and other programmes. We also had our humble role in that work in building bunds, removing weeds which are badly affecting the agriculture, without any budgetary allocation. You can do it here, provided you have the right approach. But, unfortunately, you do not have that approach. Your approach is typically bureaucratic. You leave it to the Ministry, and the Ministry leave it to the officers down below, and red tape delays things. So, it will never come to fruition. You will never be able successfully to implement the 20-point economic programme without a sense of involvement of the student community.

One word about the physically handicapped. This is not to plead for anything special I think the Ministry is doing certain things, but

they should have a more sympathetic approach, a more creative approach, so that these people find their place in society.

DR. V. K. R. VARADARAJA RAO (Bellary): I am speaking on the subject of education after an interval of five years. This is because I had imposed on myself a ban that, having been a Minister of Education, it would not be appropriate for me in any way to speak on the subject or cause embarrassment to those who are administering this portfolio. Five years was my limit because I thought that Parliament would be dissolved at the end of five years, and I hope I will not be a Member of the new Parliament. Therefore I thought this might be the last occasion on which I would have an opportunity to speak, and hence I sought the permission of the chief whip of my party to speak on this particular topic.

I do not want to be critical. I know what problems are involved in administering the portfolio of education. It is not like transport, shipping or railways or even industries where a great deal of authority, finance and administrative power rest with the Central Government. In case of education, to a very large extent Government has to rely on persuading the State Governments and persuading other people in the educational field, and whatever little money they have got is spent not directly by them, but by these organisations, the most important of which, of course, is the UGC. Therefore, I am very much aware of the practical limitations that are there. That is why, even when I was Minister I used to say that the Minister of Education is mainly a talking Minister. He inaugurates conferences, gives key-note speeches, addresses seminars, puts forth ideas, but when it comes down to getting things done, he is very much handicapped. I say all this because I know the difficulties

under which the Ministry is functioning and, I am afraid, will continue to function for some time more.

I want to lay before the House for the record what I think are a number of uncompleted tasks in the field of education. There are other forums from which I can talk about it, but since I am a Member of Parliament and I happen to be an educationist, having spent 45 years as a teacher and an educational administrator, it is but proper for me to place before the House what I think are a number of uncompleted tasks that lie before the country in the field of education, so that through this august House some impact may be made on Government for speedy action in dealing with them.

I would give priority of importance in this list to the question of adult illiteracy. It is a subject on which I have got very strong feelings. For years and years, both before I was a Member of Parliament and afterwards, I have been talking about the need for making this country literate. The number of illiterates in this country, as I am sure is known to this House, is probably there hundred million or more. The number of illiterates has increased after independence. Every country in the world, after independence, has gone in for a programme of liquidation of illiteracy. Whether you want democracy, whether you want industrial civilisation, whether you want application of science and technology or the removal of superstition and so on, unless you make the population literate, you are preventing them from having all these things. That is what the Soviet Union did; what China did; what Indonesia did; what Cuba did. Here, there has been no sustained programme undertaken by the Government against adult illiteracy. I would like to know what is happening in this field.

When I was functioning on the other side of the House, we had set aside an amount of money for adult