

थोड़ी देर और हम बैठ जाएंगे। ३ वजे शुरू करेंगे और वक्त के भीतर वहस खत्म नहीं हुई तो कुछ और आगे कर देंगे।

श्री ए० बी० वाजपेयी : मेरा कहना यह है कि सब तरह के विचारों को प्रकट होने का मौका दिया जाय। सभी प्रान्तों के सदस्य बोलना चाहेंगे।

श्री सभापति : बेशक कोशिश की जायेगी।

श्री ए० बी० वाजपेयी : वहस में सबको पूरा मौका मिलना चाहिये।

श्री सभापति : वह अगर कोशिश करेंगे ज़रा मुद्दासर कहने की तो अच्छा होगा। इससे दूसरों को मौका मिल सकेगा।

#### RE ELECTION OF CHIEF MINISTER OF ORISSA

SHRI LOKANATH MISRA (Orissa): Yesterday I had raised the question of Orissa .

MR. CHAIRMAN : Yes, you had. Your rising in the seat reminds me. The Prime Minister is going to make a statement about Orissa very soon. I cannot tell you when.

SHRI LOKANATH MISRA : Is that stall ment coming up today?

MR. CHAIRMAN : It is not today.

SHRI BHUPESH GUPTA (West Bengal): The Home Minister did not say anything about my thing, about the demand to parole the people who are candidates. Are they going to violate the precedent ? This is ....

THE MINISTER OF STATE IN THE MINISTRY OF HOME AFFAIRS (SHRI JAISUKHLAL HATHI) : I thought that Shri Bhupesh Gupta was saying something about the statement that was laid, discussing the merits and the demerits of the case. I do not know what he actually wants.

SHRI BHUPESH GUPTA: Sir, you tell him that 39 people are in detention without trial, people who are candidates in the Kerala general election.

MR. CHAIRMAN : He wants to know whether there is any intention of releasing the 39 candidates.

SHRI BHUPESH GUPTA : That is the thing. You have better intelligence than I have.

MR. CHAIRMAN : I have repeated your question briefly.

SHRI BHUPESH GUPTA: Briefly, and very well, Sir.

MR. CHAIRMAN : He wants to know whether the 39 candidates who are in detention will be released to contest their elections.

SHRI JAISUKHLAL HATHI: I do not think; I have not said, "I will agree".

MR. CHAIRMAN : He wants to know if . .

SHRI BHUPESH GUPTA : Why was the precedent violated ?

SHRI JAISUKHLAL HATHI: I did not say, "I will agree to that".

MR. CHAIRMAN : We pass on to the next item.

#### RESOLUTION RE RE- ORGANISATION OF THE PRESENT SYSTEM OF COLLEGIATE EDUCATION IN THE COUNTRY

MR. CHAIRMAN : Private Members Resolution.

This Resolution stands in the name of Shrimati Ammanna Raja but she is not here, and she has authorised Shri Sri Rama Reddy to move it. Shri Sri Rama Reddy.

SHRI N. SRI RAMA REDDY (Mysore) Mr. Chairman. with your permission, I would like to move the following Resolution :—

"This House is of opinion that with a view to ensure uniform standards of education in the country at the college level. Government should re-organise the present system of collegiate education by reintroducing the intermediate course in place of the present pre-University course."

SHRI M. RUTHNASWAMY (Madras) : Sir, on a point of order. May I ask whether this Resolution is in order? In view

[Shri M. Ruthnaswamy.]

of the fact that this is a matter for decision by the several university authorities and in view of the fact that university autonomy is one of the fundamental principles of our political life, is it proper for Parliament to discuss this question and come to a decision on what ought to be the primary and principal responsibility of the universities ?

SHRI BHUPESH GUPTA (West Bengal) : No point of order. Suppose we say that the nuclear bomb should be stopped. We do not have the nuclear bomb. We can express our opinion. Here it is only an expression of opinion.

MR. CHAIRMAN : It is only an expression of opinion, really it is not any decision. It is not binding on any party. Mr. Chagla.

THE MINISTER OF EDUCATION (SHRI M. C. CKAGLA) : I have no objection.

SHRI N. SRI RAMA REDDY: Sir, I thank you very much for allowing me to speak on this Resolution.

University education has had a very long history behind it. Of course, from time to time a lot of changes were made, changes which were sometimes considered favourable and changes which were sometimes considered unfavourable. The present situation is a very crucial one and it is necessary that good traditions and good foundations are laid for higher education because the well-being of the country entirely depends upon the type of education that we give to our young men who are seeking university education today. With that object in view, I would like to speak in favour of this Resolution.

In this connection, it may be of some interest to this House to note or to recapitulate in a small way the history or the survey of the educational system in India. The origin of the system of education which is prevalent today can be traced to the beginning of the 19th century. The then Government of the day got some surveys made of the systems of education prevalent: the reorganisation of education to suit the needs of the times was taken up as early as the 19th century. Starting from Macaulay's Minute regarding the educa-

tional policy, Lord William Bentick's Government issued a communique stating that the great object of British Government ought to be the promotion of European literature and science among the natives of India. This was the objective that was placed before the educational system that was to be developed. Establishment of schools under this system became popular and the scope for employment under the Government for such students was a great attraction.

Then, after a number of years, came what was called the Despatch of 1854. This was known as Wood's Despatch issued in 1854 creating a Department of Public Instruction and establishing for the first time universities in India. This system worked almost till 1882. In 1882, a Commission called the Hunter's Commission was appointed. This Report was an excellent study on education. Government took over the entire responsibility for providing education, and the grants-in-aid system for secondary education was also introduced. Under this system high school education made a big progress. Then in 1902, the University Commission was appointed and the Indian Universities Act of 1904 was passed, which brought secondary education under the domination of the universities.

I am only giving you a bird's eye-view of the entire survey of the education system.

Then came the Board of Secondary Education and secondary education was made independent of university education and the Secondary School Leaving Certificate course came into vogue.

Since it was felt that the system was not satisfactory, two experts, Mr. Abbot and Mr. Wood, were invited in 1936-37 to investigate certain problems of educational reorganisation, particularly problems of vocational education. Their Report suggested a complete hierarchy of vocational institutions parallel with the hierarchy of the institutions imparting general education. As a result, polytechnic institutions came into existence alongside.

Then came the Sargent Report in 1944 according to which free and compulsory education for children between the ages of six and eleven was thought of. High School

education came up for the age group between eleven and sixteen years. The object was to provide good and all-round education. Lastly, the University Education Commission came into existence, with which your esteemed self was also associated as one of the members, and it was presided over by our respected and illustrious President, Dr. S. Radhakrishnan. As you very well know, Sir, this Commission recommended that the standard of admission to university courses should correspond to that of Intermediate examination. The remarks, in brief, pertained to the subject we are discussing. It says :

"It is unfortunate that neither the public nor the Government have realised the importance of Intermediate colleges in the Indian educational system."

Furthermore :

"Our secondary education remains the weakest link in our educational machinery and needs urgent reform."

This in brief is the survey of the progress of the educational system in our country.

Sir, the present pattern obtaining in the educational system of our country is like this. First of all there is what is called the pre primary stage or the nursery school. Then comes the primary stage, and then comes the higher elementary schools, and then the three years' education in the Higher Secondary Schools. This higher secondary system has been formed by the addition of one year to the high school system or by taking away one year from the Intermediate side and adding it to this side. The University course took four years, two years for the Intermediate and two years for the degree course. Out of this, one year of the Intermediate course was taken away and added to the higher secondary system. This is the system that came into existence. The higher secondary system reduces the University course to three years and the Intermediate course is abolished. The Intermediate colleges, as they were called, were converted into pre-University course colleges. This pre-University course comes after the student has passed the three-year higher secondary course. This is the system obtaining now.

Now let us see the objects of this Resolution. This change has brought in its

wake certain defects and disadvantages. Let me point out these disadvantages, either in the pre-University system or in the Higher Secondary system.

[THE DEPUTY CHAIRMAN in the Chair]

Talking of the Higher Secondary system, I would like to say that certain schools were simply upgraded to Higher Secondary schools by tagging on one year of the University course to the existing course. There arose the question of equipment necessary for such a course which may not have been there in many of the schools. I know of a number of schools which were unfit to teach the University course of one year, but still sanctions have been given for converting the secondary schools into Higher Secondary. There has not been sufficient equipment, especially for science laboratories, etc. nor have there been enough of teachers capable of teaching the one-year University course. This, according to me, is a very great and serious disadvantage especially to the boys coming from the rural areas who have not had sufficient grounding in the various stages of their school education. The Higher Secondary or the pre-University course is a gate-way. Unless he crosses that, he cannot go over to any technical course or to the University courses. A great bottleneck at the present moment is felt for want of proper teachers in the higher secondary stage as also for want of proper equipment for training students either for science or for other subjects. Mere lecturing is not helpful.

Madam, what I feel is that there is a sudden rise in standard, whether it be the pre-University stage or the higher secondary stage. In this stage, suddenly pupils are asked to give essay type of answers whereas in the secondary school stage it is only filling up of the gaps or words or phrases are to be given for a proper pass. And this is all compressed in one year. There is an enormous stepping up so far as the subjects—it may be science, it may be humanities—are concerned. And on top of it, the whole thing has been compressed into one year. It may be all right. Madam, for students coming from the educated classes or the upper urban classes where the grounding has been quite good. Not only they are educated in school, their

[Shri N. Sri Rama Reddy.] knowledge is further supplemented by the tutorial system, by parents and others in the house. So, even if the course is compressed into one year, they can probably follow, they can manage. But the students coming from the rural areas, who have no grounding whatsoever, find it extraordinarily difficult to cope up with this pre-University or the higher secondary system of education. I can also show by figures how awful wastage has been there in this pre-University system. The duration of courses of only 180 days is insufficient to enable him to assimilate whatever is taught to him. Even lectures he is not able to absorb and assimilate. After all, if education is not absorbed and assimilated, it serves no purpose. It is a different thing that he gets a pass, but subsequently in life, in technical courses he finds a lot of difficulty.

Madam, I happen to be in charge of a certain hostel where students seeking University education from the rural areas have been given a dominant place, where free feeding is done. The hostel is situated in Bangalore city. And we find that not even one per cent pass out completely in any year ever since this pre-University course has been introduced. I think it was introduced in 1956-57—I do not recollect. Ever since that time, the students have been finding it difficult to pass. Madam, I have been managing this hostel since 1940. In the Intermediate system, somehow, because it was a two-year period, they slowly and steadily learnt something, absorbed and assimilated something. In the Intermediate system there was a possibility for me science students to actually conduct experiments, but in the pre-University stage no chance seems to be given to the students to conduct experiments either in physics or chemistry. Of course, physics, chemistry, mathematics are most important subjects. How much they are sought after, the hon. Minister is very well aware of. The greatest premium is placed on these three subjects, and rightly too. But in the pre-University stage the pupils hardly get any chance to conduct any experiment. It is simply demonstrated, if at all, by the teacher or lecturer. In my hostel there are plenty of students belonging to the pre-University courses. When I ask them whether they have ever conducted any experi-

ment, the reply is "No". The properties of oxygen are just demonstrated to them but they themselves had never any opportunity of manufacturing oxygen. They have not handled a single test tube. Is this the way in which we are training our future citizens? This is going to play a great havoc, especially in such of the backward population in the country who have not had enough training in the lower stages, either in the primary or middle or in the secondary stage. Such students find it difficult. Passes may be there and passes are there but who are passing? The passes that we see in this can be very easily traced to the educated parents at home or the rich people who can afford plenty of tuition. Even there, it looks as if it is mugging up of subject or memorising and not assimilation. This is the crux of the problem. The fundamentals are not grasped, there is only a question of memorising. Fortunately or unfortunately our educational system also is such that if one is capable of memorising, he passes through. I may tell the Minister that it is playing a great havoc.

I do not mean that by introducing the Intermediate system all these will vanish but something is possible in two years. I went from a small village for education outside and when I went to the college, I really found—in spite of my good marks in the S.S.L.C. examination—that even two years were not quite sufficient for me to grasp all my chemistry, physics and mathematics which, of course, I studied in the Intermediate. It took two years. I failed in the second year which I had never done before. I had to study with the help of a tutor especially in the subjects of physics, chemistry and mathematics. I had to struggle and I had to seek the permission of my lecturer to conduct my own experiment and a little observation and then matters were set right and I passed. I was a very sincere student in addition, I would like to claim, but in spite of my being sincere. I found it insufficient to cope with the university course because there is such a great stepping up from High School to the University stage. This is my personal experience.

SHRI N. PATRA (Orissa) : In between there is the P.U.C. Class. So it is a four-year course.

SHRI N. SRI RAMA REDDY: In one year you cannot do it. You cannot keep pace with everything and you cannot ask it of a student who had only 180 days' duration and where no experiment has been conducted. Such a student cannot cope with it. It is working against the interests of the backward classes, particularly the agricultural classes who are seeking now University education. It may be all right with officers, it may be all right with the educated parents, it may be all right with the rich classes of people, it may be all right with all other classes but 90 per cent, of the students that are seeking education are having very serious disadvantage in this system. Therefore, two years' time must be given for them which can be done only by re-introducing the Intermediate system. There is too much of racing of leaching or lecturing. What is happening is, in most of the places, there is such an enormous growth of these Higher Secondary Schools and Colleges and, of course, backed up by Secondary Schools. There is such a terrific rush for admission in the pre-University Class or Higher Secondary School that the institutions are not capable of coping with them. There is too much overcrowding. In every class there is overcrowding. There are 70 to 80 boys in a section. I have known it and such a thing is permitted. When that is the case, there is racing. The colleges and schools of this kind are not opened till late in August or even September. On account of various difficulties of admission and other things, there is a lot of confusion. I would like to tell the hon. Minister that a lot of confusion is there. Text-books are not available. On account of text-books a further delay of one or two months takes place because such a huge number of books are to be printed. Unless we remove this confusion, the progress of the country will be affected. Of course, the progress of the country can be directly in proportion to the educational progress. Everybody knows it. But if this is the sort of education which our boys are receiving, what is to be our fate ? It will be a very serious disadvantage. I have known this difficulty. I am talking from the practical aspect which I have seen for a number of years. Therefore, this anomaly has to be remedied.

There is too much of racing. I have known that when public examination was

coming on, on the previous day also, just to complete the formality of teaching, lecturers have been doing their job. Is it fair, I would like to ask ? Overcrowding is the order of the day. So no intimate knowledge of the level and understanding of the pupil can be judged by the teacher. In my own house, there are pre-University boys. The notes of those boys have not been corrected by any lecturer; The boys have to cope with many subjects. English on the one hand, vernacular or the regional language on the other and Shakespeare. On the top of this, a drama in English, Poetry. Essay and a non-detailed. This is the amount of English knowledge one is to have. Similar is the position in regard to the vernacular language. With regard to science, there are the physics, chemistry, mathematics and biology for P.C.M. If it is so, all these things cannot be assimilated within one year. That is my point. You have to give time to the child. Some of them are getting mad if they are not able to cope with these. That is the actual picture that I have seen in this pre-University level. The poor lecturer also cannot cope with it because so many students are there in every section. The previous Intermediate colleges have been reduced to pre-University colleges and there every section has 50 to 70 boys. There is a craze for P.C.M. and P.C.B. as they are considered lucrative.

The Higher Secondary course which is considered equivalent to P.U.C. is even more detrimental to the educational interests. When well-qualified staff, equipment and buildings in the P.U.C. system cannot deliver the goods, how could the Higher Secondary Schools deliver the goods ? The performance in the P.U.C. examination is said to be very deplorable. I have seen some good information from the Ministry for which I thank them. Speaking of Mysore, in 1957-58 the passes in the Pre-University Public Examination came to 23.9 per cent. Next year it was 37 per cent, of course. The next year it was 30 per cent. Then there was a fall in 1960-61 to 26.6 per cent, which is the total number of passes. Of course, 23,531 candidates appeared for the pre-University examination.

SHRIIUTJ SHARDA BHARGAVA (Rajasthan) : On a point of order. Where

there is Intermediate course, is the result better than this ?

SHRI N. SRI RAMA REDDY : It is not a point of order. I will tell you. So the position is very deplorable. With regard to Higher Secondary, it is much worse. It is as low as 11 per cent, in Mysore. Is it not a very great national loss ? If Intermediate has been brought down, it has to be eliminated. My point is, eliminate it reasonably, in a reasonable time some time-limit should be put and then the performance must be judged. This is a very deplorable state of affairs and it has to be judged.

THE DEPUTY CHAIRMAN : You have five minutes more.

SHRI N. SRI RAMA REDDY: Then what is its effect, I would like to know, *on* the degree courses ? Are there any courses that the student, generally speaking, somehow passes in the very first attempt ? Several times he fails and sometimes he gets some marks and gets into. Of course, there are so many ways as the hon. Minister is already fully aware of. Getting 45 per cent, or 40 per cent, of marks in the optional subjects will enable one to gain entrance into all sorts of educational institutions. And sometimes seats have to be purchased and this system has come into vogue. Of course, the hon. Minister is very much against it and I am really happy about all the things which he is struggling hard to put an end to—some of these systems—and it has an effect on the degree course.

What is the position in regard to the degree course ? Any person who studies physics, chemistry, mathematics or any science subject has got to do a lot. Of course, the three-year degree course is a very difficult affair, and the student finds it all the more difficult because he has not had, apart from memorising certain facts and 'vomiting them in the examination, he has not had any good grounding, and he finds great difficulty in the degree course. Not only the quality of the degree course has dropped down on account of this system; also its usefulness to the country as a whole has been very much reduced. There- j

fore, whether it be from the point of view of the technical education or from the point of view of the later degree course, this particular university system has been playing very great havoc and so I would like this system to be ended. A B.Sc. new scheme student, majoring in physics and mathematics, has to undergo a total number of 300 hours of lecture work in physics and 550 hours of lecture in mathematics—to illustrate one case—in addition to 86 experiments in physics. This naturally requires a very good preparation in the pre-degrees course, which is not available at the present moment. The roots of education in all stages must be made strong if the nation has to reap the full fruits of university education. These P.U.C. and Higher Secondary passed students enter the college, raw and ill-equipped, and they find themselves in bewilderment in the degree courses. Let us see what is the progress of the rural students, what is happening there. Causing great difficulty and expenditure to their parents the rural population come into the degree course and there, once again, failure, failure and failure, any number of failures. You are only seeing the cold figures, that so much is the percentage of passes. But all those passes at the first entrance stage can straightway be attributed, in 99 per cent, of the cases, only to the educated classes or the richer classes and others, certainly not to the rural population. If anybody believes that the rural population is getting great advantage on account of this expansion of the educational system, I would like to give him a very friendly warning that it is not the backward classes of people that get this educational benefit; it is the others that are reaping the benefit, a different class of people about whom I have mentioned. You have put all of them together and quoted facts and figures, and facts and figures we are satisfied with. Even there the overall pass percentage has been very low. Therefore, Madam, I would like—of course apart from the other reforms that I would certainly like the hon. Minister to introduce in this educational system, as I have said before, I would like that the roots in every stage of education must be very strong; they must strike the root of the soil and derive nourishment, and that is the only surest way to proper education, not the mere passes and things like that.

Therefore, Madam, I very strongly appeal, without trying to take any more of the time of the House. I very strongly urge the hon. Minister to kindly accept this Resolution and see that at least the two-year Intermediate course is re-introduced along with the many other reforms which certainly are required today. That is the need of the hour and our educational system must be put on a very good and solid foundation if we have to fulfil all the obligations that our sovereign democratic-Government puts upon us. Thank you very much, Madam.

*The question was proposed.*

SHRI BHUPESH GUPTA: Madam Deputy Chairman, I welcome the discussion on this Resolution though I do not know exactly how we should settle our minds with regard to the specific suggestion that has been made in it, namely the return to the Intermediate course. In such matters, I should like to go by consultations between the authorities and the teachers and the students and, naturally, we are hardly competent, however much we may think about ourselves, to express a final, clear opinion on a subject of this kind.

My friend, Mr. Rama Reddy, is associated with an educational institution, and he has had the experience from which he has spoken. Many of us are not so fortunately placed in order to bring practical personal experience to bear on this subject and to solve the problem. Therefore I have an open mind but, really, before you think of giving the country a new reformed scheme of education, you should settle the question of standard itself. I think, in our country today, under the regime of the present Government, the standard of education is falling, and it will be admitted by all that we have to give our deepest thoughts to this particular problem of the standard of education. Now, once you deal with the standard of education, you are up against a whole number of problems, acute problems, which deserve the attention of the Central and the State Governments and others also in this country.

As I am speaking today, in Calcutta, in the streets of Calcutta, perhaps thousands of secondary school teachers will be march-

ing to the Assembly and ventilating their grievances and demands, and from the newspapers I find that they will launch an indefinite sit-down strike should the police prevent them from approaching the Assembly House. Now, in this agitation the entire teacher community of West Bengal has been drawn in, irrespective of political beliefs, and so on. As I am visualising the spectacle of those teachers in the streets, we have also now before us another spectacle of the school teachers all over the country going on a hunger-strike because of some of their grievances, because they feel that they have been very badly let down by the Congress regime.

On the 19th of last month I was in Calcutta and I saw teachers of all categories, university teachers, college teachers, secondary school teachers, primary school teachers, all marching in a huge procession, peaceful but very eloquent in voicing their demands, in Calcutta. Such is the situation. Now, naturally, today, as I speak, my mind goes to that teaching community, to those who make and unmake, or to those who mould the cultural life of the nation in a very vital way, and I think the Education Ministry should pay attention to them. In one of the posters I saw in the Calcutta demonstration on the 19th of last month, it was said: "Education should be made a Concurrent Subject." I am not prepared to give my opinion on it because other questions are involved. But why today teachers are demanding that education should be made a Concurrent Subject? We must look into it. It is because they feel that the State Governments are not at all looking after them properly—they are suffering—for lack of funds and so on, that is why they expect the Central Government, more especially when it controls the funds, to come into the picture and save education from the present critical situation. I think Mr. Rama Reddy, intelligent as he is, will be well advised to give his thought, to apply his mind to this specific, pressing, urgent problem, rather than engage the House in an academic debate, not much well-informed as far as the House is concerned, a debate on as to whether we should go back to the Intermediate course. I have an open mind perhaps in this matter, but I do not think the problem is one of going or not going back to the Intermediate course.

[Shri Bhupesh Gupta.] as far as our educational standards are concerned.

Madam Deputy Chairman, let me start with the Calcutta college teachers and university teachers. They do not get a fair deal today and you will be surprised that they get Rs. 125 per month as salary as far as the non-Government colleges are concerned and then they get a dearness allowance of Rs. 30 and then another dearness allowance, from the Government, of Rs. 17-50; altogether Rs. 172-50. Where they get a little more, there also the amount is very little: those who get a little higher salary, a basic pay of Rs. 150. they get, all told, about Rs. 237. Therefore. I say that here this is the problem, that the teachers do not get a fair deal, which you can understand. Hon. Members here, the other day, spoke eloquently on the increase in their salary; they managed to get Rs. 500 for them, from Rs. 400 to Rs. 500. I do not know how many people we educate in the country, but certainly we make speeches, propaganda, agitation and so on. That way we also educate people, perhaps in a political sense, and we get OUT allowances raised.

But when it comes to the question of the teaching staff, the Government does not give enough money. You will be surprised that in the West Bengal some teacher-, yesterday or the day before were given a little rise, but it is nothing much. Only everybody has been levelled. That is the position and that is the lot of the teachers. Many of the teachers, most of the teachers in the country suffer. So, if you think of the standard of education, let us at this particular moment turn our minds to the problem of the teaching community of the country who have been very badly let down by this Government. You will be surprised to know that in West Bengal where you have got several universities, many well-known teachers are leaving the profession for the last four years or so, and agitating and expressing in their *moderate* and dignified way for getting some of their very pressing grievances redressed. But they have spoken in vain and up to now nothing has been done to meet their grievances.

So far as the secondary school teachers are concerned. I am sure if they have a

sit-down strike in Calcutta, many of them will be in custody and will be thrown into jail. I do not know if the Defence of India Rules will be used in their case also. But we have lived to see in independent India teachers put in jail. I had an occasion several years back to speak on secondary school teachers in this House and following that I went to Calcutta to meet some of the teachers. But I had to meet them—men and women—in prison. Such is the situation. What standards you lay down? This is the Congress regime which pushes teachers into jail. Can you speak of any civilized country anywhere in the world which produces such a lamentable spectacle as teachers in jail? Now this is being done. It is said that they are agitators and so on. What can they do. They too have to live like other people. Here even in Calcutta nearly all university teachers took the decision to boycott the examinations because they knew that unless they did something they could not force the Government to accept their demands and so on.

These are the problems that I mention and I would ask the hon. Education Minister to take this opportunity to invite the representatives of the secondary school teachers and also the college and university teachers and discuss their problems with them. And if necessary, we shall certainly give the Central Government adequate powers. But one thing is very important. Greater allocation of funds should be made in the Fourth Five Year Plan as far as education is concerned. Twenty per cent, for education in the Budget is not very high, as far as education is concerned and even that is not being accepted by the Government. Therefore, I say the Education Minister will be well advised to take up the issue with the Finance Ministry and seek more funds. Our experience in this matter is that whenever the question of allocation of funds for education comes, it is scaled down from the sum proposed. We have seen how it was reduced from Rs. 1,200 crores to Rs. 600 crores and then to Rs. 300 crores some time back. This is another problem and unless you make more money available, this problem cannot be handled.

As far as the students are concerned, while I do not know exactly what difficul-



ties they are facing in detail, the broad things we all know. First of all, education is very costly. How many people can go in for education in Delhi? I understand that unless you spend Rs. 175 per boy or girl you cannot send him or her for college education. Maybe if you have a house here, the situation is a little better. In Calcutta I know that it is impossible for the poorer sections of the community to get higher education. Therefore many people cannot cross the threshold of the college because of poverty and because of the high cost of education. I think today we have come to the situation when we have to subsidise education and subsidise it in a big way. This is investment for the future of the country. I know all progressive countries do it. I do not call this Government a progressive government. I would call this Government in some matters progressive and in some other matters highly reactionary. But in the case of all progressive governments in important countries, education is subsidised so that it becomes accessible to the larger sections of the people. Today we must give education such an orientation before we think of very high and subtle propositions about standards, so that the worker's sons and daughters, the peasant's sons and daughters, the sons and daughters of the class TV servants and so on, will be in a position to enter universities and colleges. That should be our objective. Simultaneously, we should improve the standard of education. The standard of education is falling. You see today that we do not have outstanding young men passing out from our universities. Something is wrong with the system and with the example set for our student community. They do not have the right example. On the contrary, alien ideas are creeping into them. I hang my head in shame when I see our boys in colleges going about in drain-pipe trousers or whatever you call it. I cannot stand it.

THE DEPUTY CHAIRMAN : Your time is nearly over. Only two more minutes are left.

SHRI BHUPESH GUPTA : Therefore, Madam, these are our problems. Alien ideas and alien ways are creeping into our systems of university and college life today and it is necessary for the Government to L3RS/65—4

take note of this. We cannot think of improving the standard of education and producing excellent boys and girls if we allow the American way of life to grip them day by day. This is another aspect of the matter.

SHRI AKBAR ALI KHAN (Andhra Pradesh) : This is a matter of dress and in Russia also the same thing is there, boys going about in such bush-shirts and so on.

SHRI BHUPESH GUPTA : Mr. Akbar Ali Khan has been to Russia and he has seen the Moscow University and what they have done there. They have done things which many others cannot even dream of achieving. So let us not talk of that. You have praised their achievement when you were there and I know you will do it now also. But do not bring in the Soviet Union here. They spend so much money for education there and every student gets subsidies from the State. Education is free practically. That is why we see so much progress there. The hon. Minister, when he came from the Soviet Union, made an excellent speech about the system of education there when he landed in Bombay, I believe. Therefore, I need not tell him what he already knows so abundantly well.

SHRI LOKANATH MISRA (Orissa) : Why did you not do it in Kerala when you were there?

1 P.M.

SHRI BHUPESH GUPTA : Because you started your direct action. That is why we could not do it. You never believed in education. How can you believe in education? You were politically miseducated and in many ways illiterate. I mean, not personally but your Congress Party in Kerala. If one has to find education at a discount, one has to go to the Kerala Congress office and find it there. Therefore, let us not talk about it.

THE DEPUTY CHAIRMAN : Your time is up now.

SHRI BHUPESH GUPTA : Go to Kerala and say this thing there in the election campaign.

The Education Minister should set up a machinery for constant consultation between the representatives of the Govern-

(Shri Bhupesh Gupta.] ment on the one hand and the representatives of teachers at the secondary school level, University level and at other levels in order to evolve a correct educational policy and also to meet the urgent demands of this important community. That is all that I have to say.

### ANNOUNCEMENT *Rt* GOVERNMENT BUSINESS

THE MINISTER OF COMMUNICATIONS AND PARLIAMENTARY AFFAIRS (SHRI SATYA NARAYAN SINHA) : Madam, with your permission, I rise to announce that Government Business in this House for the week commencing 22nd February, 1965, will consist of :

- (1) General Discussion on the Railway Budget for 1965-66.
- (2) Discussion on the President's Address.

As members are alTeady aware, the General Budget for 1965-66 will be laid on Saturday, the 27th February, 1965 at 6 P.M.

SHRI BHUPESH GUPTA (West Bengal) : Madam Deputy Chairman, he has now to settle this question of discussion on the language issue.

THE DEPUTY CHAIRMAN : I thought the Chairman had said . . .

SHRI BHUPESH GUPTA: He has to settle it. I think he said that he would consider but since he is here, he has to settle it. It was discussed in the other House yesterday, in the form of an Adjournment Motion. We have given notice for discussing it under our Rules because we cannot have an Adjournment Motion. Since it has been discussed in that House, there is no reason as to why it should not be discussed in this House. On the contrary, it should be discussed in this House because in a discussion before the Chief Ministers' Conference ihe Members can give their opinions and express their tentative views. I think it stands to reason that in view of the importance of the problem, we should be given the same, equal, opportunity of expressing our opinion, tentative opinion on the subject of

language and say what we have to say. We can do so only on Monday. Therefore, Madam Deputy Chairman, I suggest that in the afternoon of Monday we take up a discussion on our motion on the language question. Unless we do that, it would be very unfair to the House. We should be asked to come up against the routine things. Our minds are attuned to this problem and therefore we demand, we request the hon. Minister to accept the suggestion here and now so that we can take time to make the necessary preparation.

About the Budget, I will say later on. Let us confine ourselves to this motion now.

SHRI SATYA NARAYAN SINHA: I do not know, Madam, but I am told that the Chairman has already announced here. So far as a discussion in this House is concerned, we are all one with him and we want it but in fixing the time, I think, it is fair always to consult the Minister concerned. Otherwise, Madam, we have no objection to Monday or any day. There is nothing sacrosanct about Monday. In the other House, it was an Adjournment Motion. I have no objection to a discussion. The Minister concerned will try to adjust it. It has been announced by the Chairman but in future, Madam, the Minister concerned should at least be consulted about his convenience, so far as time is concerned. Of course, we can have the discussion on Monday or Tuesday.

SHRI BHUPESH GUPTA: I am not opposing you. I am only saying . . .

THE DEPUTY CHAIRMAN : The Minister was present when the Chairman discussed this. Mr. Hathi was present.

SHRI SATYA NARAYAN SINHA: I simply want to consult him. That is all.

SHRI BHUPESH GUPTA: You do all that. I appreciate your difficulties but you should also appreciate our difficulties. We want to have it before the Chief Ministers' Conference. That is all.

SHRI LOKANATH MISRA : Onc<sub>e</sub> the Chairman has fixed the time in the presence of the Minister, is there anything left for the Minister of Parliamentary Affairs to decide now ?