

[Mr. Deputy-Speaker]

for the services of the financial year 1963-64, be taken into consideration."

The motion was adopted.

Mr. Deputy-Speaker: The House will now take up clause-by-clause consideration of the Bill.

The question is:

"That clauses 1 to 3, the Schedule, the Enacting Formula and the Title stand part of the Bill."

The motion was adopted.

Clauses 1 to 3, the Schedule, the Enacting Formula and the Title were added to the Bill.

Shrimati Tarkeshwari Sinha: Sir, I beg to move:

"That the Bill be passed."

Mr. Deputy-Speaker: The question is:

"That the Bill be passed."

The motion was adopted.

14.05 hrs.

DEMANDS FOR GRANTS*

MINISTRY OF EDUCATION

Mr. Deputy-Speaker: The House will now take up discussion and voting on the Demands for Grants under the control of the Ministry of Education. Time allotted is seven hours.

There are some cut motions to be moved. Does Shri Vishram Prasad want to move his cut motion?

Shri Vishram Prasad (Lalganj): Yes.

Mr. Deputy-Speaker: Shri Kishen Pattnayak is not here. Shri Ram Sewak Yadav.

श्री रामसेवक यादव : (बागदंकी) मैं पेश करता हूँ ।

Mr. Deputy-Speaker: Shri Vasudevan Nair and Shri Mukerjee are not there; so, cut motion No. 3 is not moved. Shri Hari Charan Soy is not there; so, cut motion No. 4 is also not moved. Shri Masani.

Shri M. R. Masani (Rajkot): I move.

Mr. Deputy-Speaker: Shri Vishram Prasad.

Shri Vishram Prasad: I move.

Mr. Deputy-Speaker: Shri Ramchandra Vithal Bade.

Shri Bade (Khargone): I move.

Mr. Deputy-Speaker: Shri Kishen Pattnayak is not here. Shri Ram Sewak Yadav.

श्री रामसेवक यादव : मैं पेश करता हूँ ।

Mr. Deputy-Speaker: Shri Pratap Keshari Deo is not here.

Shri Yashpal Singh (Kairana): His letter is here.

Mr. Deputy-Speaker: Shri Y. N. Singh is not here. So, cut motion No. 9 is not moved.

Shri M. R. Masani: I believe, he has sent a note saying that he wishes to move it.

Mr. Deputy-Speaker: I have not received the note. Shri Barrow is not here; so, cut motion No. 10 is not moved. Shri Ramchandra Vithal Bade.

श्री बड़े : मैं प्रस्तुत करता हूँ ।

*Moved with the recommendation of the President.

Mr. Deputy-Speaker: Shri Vasudevan Nair and Shri Mukerjee are not there; so, cut motion No. 12 is not moved. Shri Pratap Keshari Deo and Shri Y. N. Singh are not here; so, cut motion No. 13 is not moved.

Shri Yashpal Singh: Shri P. K. Deo's note is here.

Mr. Deputy-Speaker: I am sorry, I got it but he has to be here to move it. I am very sorry, I cannot take it as moved in his absence. Cut motion No. 14 also is not moved. Shri Barrow is not here; so, No. 15 also is not moved. Shri Vasudevan Nair.

Shri Vasudevan Nair (Ambalazpuzha): I move.

Mr. Deputy-Speaker: Shri Pratap Keshari Deo and Shri Y. N. Singh are not here; so, cut motion No. 17 is not moved. Shri Vasudevan Nair.

Shri Vasudevan Nair: I move.

Mr. Deputy-Speaker: Shri Pratap Keshari Deo is not here; so, cut motion No. 19 is not moved.

DEMAND NO. 8—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 79,07,000 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, 1965, in respect of 'Ministry of Education'."

DEMAND NO. 9—EDUCATION

"That a sum not exceeding Rs. 33,52,90,000 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, 1965, in respect of 'Education'."

DEMAND NO. 10—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,17,61,000 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, 1965, in respect of 'Archaeology'."

DEMAND NO. 11 SURVEY OF INDIA

"That a sum not exceeding Rs. 3,81,42,000 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, 1965, in respect of 'Survey of India'."

DEMAND NO. 12—BOTANICAL SURVEY

"That a sum not exceeding Rs. 25,99,000 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, 1965, in respect of 'Botanical Survey'."

DEMAND NO. 13—ZOOLOGICAL SURVEY

"That a sum not exceeding Rs. 23,80,000 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, 1965, in respect of 'Zoological Survey'."

DEMAND NO. 14—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 10,82,61,000 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, 1965, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND NO. 114—CAPITAL OUTLAY OF
THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 5,13,33,000 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, 1965, in respect of 'Capital Outlay of the Ministry of Education'."

Mr. Deputy-Speaker: These Demands are now before the House.

Shri Vishram Prasad: I beg to move:

"That the demand under the head Ministry of Education be reduced to Re. 1."

[Failure to (i) raise the standard of education in the country, and (ii) provide adequate facilities for the education of Scheduled Castes and Scheduled Tribes. (1)].

श्री रामसेवक यादव: मैं प्रस्ताव करता हूँ :

"कि शिक्षा मंत्रालय शीर्ष के अन्तर्गत मांग को घटा कर १ रुपया कर दिया जाये।"

[(१) प्राइमरी शिक्षा में एकरूपता, और (२) शिक्षा के माध्यम से अंग्रेजी को हटाना (२)]

Shri M. R. Masani: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[(i) Poor quality, high prices, inadequate supplies and faulty distribution of textbooks published by Government, and (ii) widespread evil of counterfeit and spurious textbooks. (5)].

Shri Vishram Prasad: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[Need to (i) implement the recommendations made by the National Council for Women's Education from time to time, (ii) implement the recommendations made by the Central Board of Secondary Education from time to time, (iii) provide adequate financial assistance for the production of literature for neo-literates, (iv) provide adequate facilities for the rehabilitation of displaced persons in homes/infirmaries and allied institutions, (v) assess the working of Lalit Kala Akademi, (vi) assess the working of the Indian National Commission for Co-operation with UNESCO, and (vii) provide adequate facilities for free and compulsory education, (6)].

Shri Bade: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[Need to (i) give special pay to clerks for handling cash in Government schools in Delhi, and (ii) co-ordinate Educational Development Schemes for various courses in degree colleges and schools. (7)].

श्री राम सेवक यादव : मैं प्रस्ताव करता हूँ :

"कि शिक्षा मंत्रालय शीर्ष के अंतर्गत मांग से १०० रुपये कम कर दिये जायें।"

[(१) वैज्ञानिक तथा औद्योगिक अनुसंधान परिषद्, और (२) विश्वभारती के मामलों की जांच करने की आवश्यकता (८)]

Shri Bade: I beg to move:

"That the demand under the head Education be reduced by Rs. 100."

[Preparation of Who's Who of persons who took part in the struggle for freedom and (ii) need to give adequate aid to States for education. (11)].

Shri Vasudevan Nair: I beg to move:

(i) "That the demand under the head Survey of India be reduced by Rs. 100."

[Need to implement the Second Pay Commission's recommendations in regard to the employees of the Survey of India. (16)].

(ii) "That the demand under the head Other Revenue Expenditure of the Ministry of Education be reduced by Rs. 100."

[Deficiencies in the working of C.S.I.R. (18)].

Mr. Deputy-Speaker: These cut motions are now before the House.

Shri M. R. Masani (Rajkot): Mr. Deputy-Speaker, Sir, I am speaking in support of my cut motion No. 5 which deals with the subject of textbooks in schools. There are two parts to it; first, poor quality, high prices, inadequate supplies and faulty distribution of text-books published by Government, and, secondly, the widespread evil of counterfeit and spurious textbooks. These are two aspects of one and the same problem to a large extent. This has become a matter of some public concern—the deterioration of the standards of textbooks prescribed in the schools in this country—and as one who in the past has had a little share in pioneering in the direction of making facts and information available to young people in schools, not without some success, I would like

to raise this matter which is, as I say, a matter of great concern to parents of the rising generation.

In this Report of the Education Ministry on page 10 there is a reference to the fact that the Government of West Germany has donated three printing presses which are to be devoted to the publication of textbooks by Government and that the Governments of Australia and Sweden are making valuable gifts of paper also to be used for printing textbooks published by Government. It says that 75 per cent of their requirements of paper for printing these so-called nationalised textbooks are to be met from these gifts. I am sure, we all appreciate these gifts but the question arises to what kind of use we are putting them and what kind of material is published in these presses and on this paper.

Nationalisation is a misnomer here. One does not nationalise textbooks. Probably we are the only country that uses that term in that sense. What is really meant is a State monopoly of textbook publication at the level of the States. In some States there is a State monopoly; in others there is partial publication by the State and partially the publishing trade is allowed to perform this service.

On a point of theory it is obvious that a State monopoly of textbooks is a most dangerous institution in a democracy. The fact is that only Communist and Fascist dictatorships practise such a monopoly of indoctrination of children. It is obvious that if the Government of the day is allowed to monopolise the kind of information given to young people in schools then there is a danger—I do not say the danger is always 'real'; but the danger is there—always present—that some people in Government might misuse this power to give loaded information in order to indoctrinate children as is done in totali-

[Shri M. R. Masani]

tarian regimes. That is a theoretical objection.

In fact, there is nothing new or novel or progressive about this so-called nationalisation of text-books. [It is only a reversion to the British imperialist practices from which we have emancipated ourselves in the recent past. From 1824, the British Government took on itself the publication of text-books. In 1824, a *Lipidhara*, a *Gannit*, *Bal Goshtee* and several books were published and this went on for a century. By the beginning of the twentieth century, however, the publishing and book-selling trade developed in this country and Government very wisely withdrew from the field to a certain extent, allowing publishers of repute to publish their books and make them available for readers in schools. So, what started as a Government monopoly under British rule became a mixed economy under free India from 1947. This continued for the first decade of our freedom.

In 1942, Sir, a committee was appointed to investigate this matter and it came to the conclusion that there should be competition between publishers on the one hand and between publishers and Government on the other in regard to the publication of text-books. The Committee of 1942 says:

"We are strongly opposed to any scheme that may eventually restrict the freedom of authors and publishers in producing books. Secondary schools now enjoy freedom of selecting the books that are most suitable to them and in the interest of education they should not be deprived of that freedom. If this right of free choice of books is denied to schools, whether primary or secondary there will be no experimentation with new methods of approach and new methods of treatment."

Secondly, it says:

"We are in agreement with the view that more than one set of books on the same subject are necessary to suit different environments and different teachers."

And thirdly, it says:

"We subscribe to the view that education should not be used as an agency of propaganda of any nature....."

Very wise findings come to by this official committee.

Unfortunately, in September, 1957, at the State Education Ministers Conference, when Maulana Azad, my hon. friend's predecessor, was the Education Minister, this unfortunate move for what was called nationalising text-books came up. I am very glad that the Minister from my own State, Mr. Dinkarrao Desai, vehemently opposed this move. He said that nationalisation of text-books was not a democratic policy and not for a democratic society. Unfortunately, my State was in a minority in holding this enlightened view and generally it was left to the State Ministers and Education Departments to do whatever they liked. The result has been this drift towards State monopoly in the publication of text-books in many States.

There were other committees that gave the same warning as that of the committee of 1942. The Mudaliar Committee was one of these. Another official committee said:

"The monopoly of State text-books leads to regimentation of thought...danger of hack work compiled through lack of competition in an intellectual and economic ivory tower...."

But these warnings have all been ignored so far. Leave aside the

theoretical dangers of a State monopoly of education in the way of text-books. Experience shows that it has been a miserable failure. Three facts have come to light in the last few years; first, that the text-books published by State Governments are, by and large, of poor quality; secondly, that they are published at high cost and at high prices and that this is a disguised tuition fee actually raising the cost of education and that there is profiteering on the part of many State Governments; and, thirdly, that they are not even competent enough to put the books on the market and make them available to parents and children in time. Year after year, there is a scandal that text-books prescribed by State Governments are simply not available. Now, on all these three points, I will give a little information

In regard to quality, the best comment comes from a judgment of the Madras High Court, a judgment by Mr. Justice Balakrishna Ayyar of the Madras High Court on 12th January, 1959, on a writ petition directing Government and the D.P.I. to withdraw from the list of text-books an abridged version of Sir Walter Scott's *Quentin Durward* which I commend to the hon. Minister to read. A lady called Mrs. Shanmugasundaram published a certain abridged edition and the petitioner went to the High Court to stop this pernicious abridged edition from being put on the market in the hands of young children. The High Court dismissed the petition on the ground that the examination was only a month away and that it would not like to disturb things. But the Judge made some very interesting comments which I would like to read to the House. The judgment of the Madras High Court says:

"One becomes less ready than before to condemn, as proceeding from a purely conservative attitude of mind, the view that matters of this nature are best left to private initiative and

private endeavour. Attempts to create monopolies in the channels of learning are liable to be even more harmful than in purely economic fields....

"I agree that the petitioner has just cause for his indignation. To no literary virtue can this book lay any claim. It is badly written and badly printed. The author and the printer alike disdain the use of punctuation marks. In the matter of bad spelling, they had original views of their own and recognised allegiance to nobody. In the matter of grammar and syntax, the author was 'an individualist', who declined to be bound by the tiresome rules of good grammarians. The book is an example of what a good text book should not be."

Very shortly after that, a newspaper in Madras, the *Madras Mail* of 28th August, 1959 commented on another book *Oliver Twist*—my hon friend and I are familiar with that—published by the D.P.I. Andhra State. The *Madras Mail* had this to say on this other epic:

"It is regrettable that to them, when they are at an impressionable age, should be presented such expressions as, "show him a roof over his head", "opened his eyes on to consciousness again," "out on shopping", "the next date was cast", "Rose had gone in for a higher and dangerous fever" and "this week-days growth of beard". The rules of punctuation have been totally neglected or flouted. Such a book would hardly have been selected...."

I would commend this thought to my hon. friend.

"Such a book would hardly have been selected by a text book committee if it had not borne the *imprimatur*, which is, no doubt, tantamount to a command, of the Government...."

[Shri M. R. Masani]

In other words, the danger is that the prescribing authorities will accept from the State text-book committee or board something that they would throw into the waste paper basket if a private publisher dared to put before them. The *Madrās Mail* continues to say:

"Let it, by all means, publish books, but let these compete fairly with those produced by private publishers. The evils of monopoly will be obviated and the students will read the best books available. This is no more than fair and just. The public abhors the Government treating the publication of text-books as a source of revenue, and it distrusts the possibility of this monopoly being utilised for indoctrination."

This is not only an evil confined to Madras and Andhra. Here, from the *Tribune* of Ambala, right in the far north, comes the same complaint. Quoting from "Navin Bhugol" a nationalised text book for eighth class students in Punjab schools published in 1954 by the State Controller of Printing and Stationery are the following gems revealed by the *Tribune* of 28th August, 1954. According to this text-book put out by the Punjab Government...

Shri A. N. Vidyalankar: That is an old story.

Shri M. R. Masani: But the things have not changed very much. The House would be interested in the gems of learning that are given to the young children in Punjab. They are that Delhi is famous for the drilling of oil, the Taj is located in Vizagapatnam, Ludhiana exports coconut and coconut oil and Cochin is the location of many Government offices.

Shri A. N. Vidyalankar (Hoshiarpur): Those are quotations. They are questions put to the children. They are not from the texts. They are just wrong questions that are put to them so that they may make corrections.

Shri M. R. Masani: I appreciate the anxiety of the hon. Member to defend his State Government. But there are so many things in the Punjab which are indefensible. (*Interruption*). I do not want to be interrupted. I have got limited time at my disposal and I do not want to waste it.

An Hon. Member: He was the Education Minister at that time in Punjab.

Shri M. R. Masani: The *Statesman* of 10th March, 1964—since my friend wants me to come a little nearer our time—made a survey of school education and it says that in U.P. and Punjab there is an extensive resort to the serious menace of sub-standard text books being got approved for schools under pressure from appropriate quarters. This is a comment from the *Statesman* of 10th March, 1964 which shows that this evil is by no means extinct.

14.20 hrs.

This matter came up, as I said, in 1957, and at that time, I took the liberty of writing a letter to Dr. K. L. Shrimali, who was then the Deputy Minister of Education, warning him a few days before this conference took place—my letter was dated 16th March, 1957—and pleading with the Ministry of Education here to stop the State Governments from trying to make profit by selling text-books and reducing text-books to this kind of mockery. I am very sorry that that kind of warning went unheeded. Today, after five years we can see what damage has been wrought. And I do appeal to my hon. friend who has come new and with a fresh mind to this, to be good enough to look into the quality of the text-books put out by the State Governments and really to consider whether something should not be done to protect the children of this country from this kind of misinformation and poor quality of stuff which is put before

them. If they do insist on publishing text-books, let the State Governments at least agree to compete with private publishers, so that some standards are maintained. At least, let there not be a monopoly. I realise that in some States that is the position today. But let the Ministry of Education at the Centre use its position to see that at least the doors are kept open to both State publications and free publications simultaneously; that at least would be a guarantee of some kind of standards being maintained.

Now, I come to the second part of my cut motion, that regarding spurious and counterfeit books. I believe that this has now become a nationwide evil, like the poor quality of nationalised textbooks. I understand that a body exists—I do not know where it is, or who they are, but I understand that a body exists—called the All-India Anti-Spurious Text-books Committee, and I read a report in the press that they approached the hon. Minister recently and put the facts before him. I was very glad to see that because that makes my burden a little lighter.

Now, the facts here are that, according to a Press Trust of India report recently published, not less than seven States in this country have become the victims of a large-scale trade in pirated books and it is estimated that the result of this pirating of State-published books has resulted in a loss to the State Governments of about Rs. 10 crores. According to the Anti-Spurious Text-books Committee, about whose identity, as I said, I do not know, the States affected are Bihar, Madhya Pradesh, Uttar Pradesh, Punjab, West Bengal, Orissa and Maharashtra. The Government of Maharashtra had issued a denial saying that Maharashtra at least is not suffering in a big way from this evil, which I am glad to note.

The situation appears to be worst in Bihar. In Bihar, the Government established a Text-books and Educa-

tion Sub-committee five or six years ago, and the mischief started about the same time. Half the books are published by this Committee under the Education Department and the other half are published by publishers who pay a royalty to the Bihar Government. In a journal called *Rashtra Nirmata*, the organ of the Bihar Teachers' Association, a great deal of valuable material is to be found in Hindi about this evil. Its January 1964 issue is, in fact, devoted exclusively to this aspect. It is called the *Jali-Pustak Virodhi Visheshank*. It says that the rot set in six or seven years ago when Government came into the picture and published text-books for standards I to XI. Government books, as I said earlier, proved to be no cheaper or better, and the production and distribution was so mismanaged that the field was thrown open for these counterfeiters to come in. This journal has published a table of 56 books published by the Bihar Government. I shall hand it over to the hon. Minister if it is of any use to him. The statistics have been taken from the Bihar Government Text-books and Planning Committee. As on 30th March, 1963, this tabulation shows that of the series of four *Free India Readers* published by the Bihar Government, 1,50,000 should have been sold, but, in fact, the sales for these four text-books were only 17,000, 16,500 and 1,200 and 1,100; in other words, much the larger part of the market was appropriated by the counterfeiters who put out spurious editions of the same text-books. The shortfalls in the series of seven arithmetic books are even more striking. Instead of selling 16½ lakhs of copies of Part I, only 24,000 were sold; instead of 2 lakhs copies of Part VII, only 25,000 were sold. In terms of money, the loss to the Bihar Government exchequer is put at over Rs. 1.06 crores over the last three years. In other words, the Bihar Government have been losing around Rs. 35 lakhs a year through this pirating of text-books.

[Shri M. R. Masani]

I have with me here several examples of this pirating that goes on, of some books published by private publishers and others by Government. There are two ways of pirating text-books; one is to set them up again by letter press: since no decent printing press will counterfeit a book, they have to go to shabby presses, and the result is that the original appalling quality of the Government text-books is further lowered by more mistakes made by the counterfeiters. Some other people are more progressive and modern in their technology. They photograph pages of books; that is fool-proof, because only the original mistakes are repeated.

Here, for instance, is Nesfield's Grammar which many of us studied at school. This is done by photographic means. It is a Macmillan book which has been pirated, and it is exactly page by page the same, and no mistakes have crept in. But in those books—one of which I notice is written by my friend Shri Udairaj Sinha, a Bihari writer in Hindi and English—which are done by letter press, you find a large number of shabby mistakes. Here, for instance, is the original, and here is the counterfeit. Here is the original Bihar Government book and here is the counterfeit and so on. Here, the quality of the contents and spelling and everything else goes down tremendously and spurious, noxious, stuff is put in the hands of children.

In fact, it is safe to say that this kind of thing would not have happened if Government had not taken on the publication of text-books. There are three reasons why nationalised text-books lead to this kind of piracy. The first is that the prices are unduly high. The State Governments profiteer like all good monopolists, and that being so, the margin of profit is so high that the counterfeiter is attracted more to pirating a Government text-book than a private text-book because it gives a good margin.

(Interruption). I do not yield, Sir, and my hon. friend can reply when his time comes. But this is a fact—that the margin between the cost and the sale price is much higher in the case of Government monopoly than when there is competition. This is a law of economics and nature, and there is nothing particularly wicked about the Bihar Government, because all monopolists are extortionate and profiteering.

The second reason is that the Government books are not easily available and are not on time. The private publishers who want to make a profit see to it that their books are on the market when the schools open. The Bihar Government and other Governments default on this requirement. This gives a counterfeiter a wonderful opportunity to be first in the field, and when a child or a parent is given a choice of buying a book which appears to be authentic, because there is no sign that it is counterfeit, or of waiting for the Government text-book to come, he naturally buys the book that is available in the market.

The third reason is that the Government do not give a fair margin of profit to the trade. While private publishers give 15 per cent discount and credit to the book trade, Government give only 10 per cent discount and no credit but only on cash. The result is that the book-sellers therefore are tempted to keep the pirated edition and not the official edition. And lastly, Government books are easy to copy because of the poor quality of the original, and both look more or less equally bad.

There are two remedies for this. One is the legal remedy, and another is the more real remedy. You cannot make people moral by legislation. We have found that out in the case of prohibition; we shall find it wherever else we go against human nature. Now, you can amend the law. Somebody has suggested that

section 482 of the IPC should be amended so as to make it a cognizable offence. Certainly, if that can help, let Government do that. But I think my hon. friend will agree that just by making an offence a cognizable offence, you do not stop people from committing that offence in a large measure.

The real remedy is to see to it that this State monopoly of text-books is ended. Until that is done, there can be no check on counterfeiting for the reasons that I have given. The only thing is to throw the text-book trade open to those who know how to publish text-books and who know how to put them on the market at a reasonable price. When that is done, let those gentleman fight their war against the counterfeiters just as private manufacturers of dye-stuffs or soaps or other things are able to keep the evil of counterfeiting within certain limits; so that the problem of nationalisation of text-books and of spurious text-books is a combined one.

I shall conclude by drawing attention to a very amusing Laxman cartoon in *The Times of India* of 15th February, 1964. The scene is in a book printing press, and undoubtedly, it refers to nationalised text-books. This is what is said in the caption. One man says to the other:

"Don't forget to put in mistakes, don't make the facts and figures too precise and remember to maintain a sub-standard level—otherwise, they will find out we are issuing spurious text-books!"

Shri Vasudevan Nair: Mr. Deputy-Speaker, Sir, this is the first budget of the new Education Minister and I think it is only proper that I should welcome him on this occasion, and I would like to wish him success.

But I should like to remind him that he has taken charge of a Ministry which

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was up till now a silent witness to all the unplanned, haphazard development that has taken place in the field of education during all these seventeen years. I should say that this Ministry has failed during the last many years to give a clear, definite, lead in the moulding of a new system of education. That was the need of the day, and that is the need of the day even now.

This Ministry and the Government of India have made bold promises, they have made sound declarations. But the great disparity between word and deed in the work of this Ministry is really astounding. I would like to quote some examples. It was claimed that education will be free and universal and compulsory for children of the age group of six to fourteen by 1960. But now it is a distant objective. At the present rate this target will not be achieved even in 1990. It was decided to have a twelve-year higher-secondary course in our country. But in effect it is given a go-by. It was decided to have a three-year degree course. But even today many universities are doing what they like. The University Education Commission, headed by no less a person than our present President, recommended that the medium of instruction up to the university level should be the regional languages. But what is the situation today? I feel that even today this is a topic for speculation in our country, this is a topic for discussion in our country.

What is the real malady that has affected us? What is the real difficulty that is behind all this unsatisfactory situation? Very often we hear that the politicians are responsible for the situation; we hear that the teaching community is not rising to the occasion; we hear that our students have gone astray, that they are all indisciplined. And so many charges are levelled against various sections of people connected with our system of education. I am not here to refute every one of those charges

[Shri Vasudevan Nair]

or anything like that. But I would like the Government to give serious consideration to the question whether the Government itself is clear in its mind about its objectives.

Shri Tyagi (Dehra Dun): Now it would be clear.

Shri Vasudevan Nair: I feel that the policy of education cannot be viewed, cannot be considered in isolation and vacuum. It is a projection, it should be a projection of the basic and fundamental economic and social objectives that our country should follow. I would like to know whether our planners or educationists have really tried to give form and content to our education, keeping in mind what we are aiming at as a country, as a nation, as a people. I do not want to convert this occasion to make a political speech as such, but all the same I would like the House to consider whether the trends in the development of our education are in a progressive direction, in a popular direction, in a nationalist direction, and whether they help us in our objective of building a socialist society in our country. These are inseparable things which we have to consider when we consider the policies in the field of education.

My feeling is that in the field of education, even today, outmoded ideas are reigning. I do not want to refer to personalities, but I would like to say that it is high time that many of our universities and higher educational institutions were cleaned of superannuated personalities who do not know what is happening in the present-day world, who do not know what our people are aiming at. Even today, I regret to say, in deciding on policies, fundamental policies, on education, considerations of power politics enter. Even allotment of colleges and schools and other educational institutions to private agencies is done as a means of rendering political favour and other kinds of favour.

Shri P. K. Deo (Kalahandi): Vote catching!

Shri Tyagi: Uncharitable.

Shri Vasudevan Nair: I will come to it later.

I would like the hon. Minister to comprehend the very difficult task that he is going to tackle. I would like to touch on only three or four major points. This is a vast department which deals with small and big subjects. But I would like to concentrate only on three or four major questions. The falling standards of our education is a problem that concerns every one in our country and there is a lot of talk going on in our country by educationists as well as others on this particular problem. I am not here to deal with it in detail, but I would like to submit that there is a very close relationship between this general question and the question of medium of instruction. The hon. Minister himself has stated in this House and outside that our students in the universities are really finding it so difficult to have the changeover from the secondary stage to the university stage as far as the medium of instruction is concerned; because, practically in every part of our country today in the schools the regional languages are the medium of instruction. But in many universities, and in many States, even after so many years of this changeover at the school stage, the medium remains English. We all know that the poor boys and girls who have learnt everything in their regional language up to the school level are really at a loss when they enter the universities. We naturally made the changeover in the school stage with the perspective that before long there would be a changeover to regional languages, also at the university level. As far as I can understand, the University Education Commission had the idea that this changeover at the university level should not be a very distant perspec-

tive; it should rather be expedited. All steps should be taken for the speedy implementation of that scheme of changeover. I would like to quote from their report:

"Higher education is the door through which some of the educated youth will pass into the federal services and federal politics, but much the greater proportion will remain in the provinces. Both from the point of view of education and of general welfare of a democratic community, it is essential that their studies should be through the instrumentality of their regional language".

I am sure there is none in this country now at least who openly refutes this finding of the University Education Commission. Government also is wedded to this perspective. But the Commission pointed out:

"Although we recognise that in the near future the regional languages will be the principal media of instruction at all stages"—the words 'in the near future' should be underlined; this was stated in 1948—"we consider it desirable that the university should have the option to use the federal language as the medium of instruction either for some subjects or for all subjects".

I would like to know what the Ministry has been doing all these years, whether Government has decided not to implement that important recommendation of the Commission that a board of scientists and linguists should be appointed to prepare the necessary material in the form of text-books so that this changeover can be expedited. As far as I know, no such board has been appointed till now. On the other hand, the Ministry may claim that they are giving a kind of grants, loans and the like to various agencies engaged in the preparation of text-books and the like. I would like the Ministry to go by the recommendation of the Commission in letter and

spirit. I would not like it to dilate and to keep on speaking about the difficulties of the changeover. Always you hear about the difficulties and hardships that will be caused. There will be difficulties, but we have to surmount them. Only we can really get depth in knowledge as far as our graduates are concerned. Then you will be helping the young people of this country in really getting to the roots of the matter. This will also avoid a lot of wastage which is taking place today.

Coming to secondary education, what has happened to the higher secondary scheme? To me it is a very sound principle because after twelve years of higher secondary education the bulk of our youth should be ready to undertake productive work in the various fields of our activity. That was the conception of higher secondary education. But except perhaps the city of Delhi, no State has gone ahead energetically with this scheme. In my State, Kerala, this academic year they are going to have a kind of junior college. After ten years of schooling, the students will have to pass through a two-year junior college course like the old intermediate and then the three-year degree course. I would like the Minister to enquire whether all this decision was taken purely on considerations of educational principles, because the new colleges are being doled out—distributed—how? On the basis of community—Nairs will get 10 colleges, Christians will get 5 colleges, Izhavas will get 3, Muslims 4 and so on.

An hon. Member: No, no.

Shri Vasudevan Nair: And then some MLAs will get some colleges.

Shri Himatsingka (Godda): It cannot be correct.

Shri Vasudevan Nair: I was really surprised and shocked to hear this.

Shri Tyagi: Are these private institutions or government institutions?

Shri Vasudevan Nair: All these colleges are started in the private sector. Government is not prepared to take up any responsibility whatsoever in starting these new institutions.

The running of colleges and schools is a regular business in many parts of our country. It is on the basis I have mentioned that this doling out of educational institutions is taking place. The result is that the scheme accepted by the Education Ministers, by the Government, by Parliament, in regard to higher secondary education is given the go-by in the name of financial difficulties and private arrangements.

Shri Tyagi: Will he explain what is meant by 'doling out'? Is it recognition he is hinting at?

Shri Vasudevan Nair: Yes. I have very little time. I cannot explain it.

Mr. Deputy-Speaker: You have another speaker also.

Shri Vasudevan Nair: As regards reaching the target envisaged in our Constitution, especially the education of girls and women, we are told that even by the end of the Third Plan even in the age group 6—11 we may not reach it, and in the age group 6—14 even at the end of the Fourth Plan we may not hit it. What are we doing to reach the target in as short time as possible?

There is another very important question to be considered by the Ministry—the problem of providing facilities for working people to have education at the same time. I am referring to the question of starting as many evening colleges as possible; I am referring to the need for expanding the correspondence courses in our universities. Practically nothing has been done in our country in this regard. We should examine the pattern of education of pupils coming into colleges. Then we will see that even in free India, the son of a worker remains a worker, the son of a dhobi remains a dhobi, the son of a barber

remains a barber. The pattern remains the same.

Shri P. K. Deo: The son of a Minister?

Shri Vasudevan Nair: The Minister knows that in Bombay there are millions of textile workers. I would like to know how many children, boys and girls, of these workers are in the higher educational institutions or even in secondary schools. Are we here to promote education for a few or are we here to take education even to the grassroots of our population? This is a very important matter. I am sorry that Bombay University decided to close down the morning colleges which were there even in the British days. Even after the State Government's intervention and a lot of agitation by the students affected, I am told the University is adamantly sticking to its stand that the morning colleges cannot be restarted. I would like Government to give as much help as possible to colleges and universities to expand the facilities for education together with work.

There are only two small points I would like the Minister to consider before I conclude. One concerns some of the employees working in the Survey of India. Last year, some of us raised their problems, because we are told that even after the recommendations of the Second Pay Commission, these employees do not get those benefits. They were making representations. They have got an association of theirs. I would like the Minister to go into the matter and see, if there is discrimination against them as compared to many other Central Government employees, it is put an end to.

Similarly, we have received many representations from the non-teaching staff of the Delhi schools. I am told that the Upper Division Clerks in the category of non-teaching staff are not getting the special allowance which is given to many other clerks working in other departments of the Delhi Administration.

These are two comparatively small matters which the hon. Minister has to examine, and I am sure that he will try to do whatever is possible.

I would conclude by saying that if the new Minister succeeds in giving a new look to our educational policies, if he succeeds in really co-ordinating the educational policy with the declared policies of this country, and if he succeeds in really seeing to the implementation of what is declared on the floor of the House and outside, he can really feel that he has done something for the development of education in our country.

श्री सिद्धेश्वर प्रसाद (नालंदा) : उपाध्यक्ष महोदय, मैं नये शिक्षा मंत्री और शिक्षा उपमंत्री का स्वागत करते हुए और शिक्षा मंत्रालय की ओर से जो मांग पेश की गई है उस का समर्थन करते हुए, सरकार का ध्यान इस बात की ओर आकृष्ट करना चाहता हूँ कि अभी तक हम लोग शिक्षा की कोई राष्ट्रीय नीति निर्धारित करने में सफल नहीं हो सके हैं। अक्सर ऐसा कहा जाता है कि शिक्षा केन्द्रीय सरकार का विषय नहीं है, यह राज्य सरकार का विषय है। यह सही है कि ७वें शेड्यूल की दूसरी लिस्ट की ११वीं गैट्री के मुताबिक शिक्षा राज्य का विषय है, लेकिन संविधान की और दूसरी धारायें भी हैं जैसे कि ७वें शेड्यूल में ६३, ६४, ६५, ६६ और इस के अतिरिक्त संविधान की धारा ४५ तथा ४६, इन सब के मुताबिक शिक्षा के प्रति केन्द्र का भी दायित्व होता है। लेकिन यह पहली बार है, चाहें, नये शिक्षा मंत्री के कारण हो, चाहे भारत सरकार के शिक्षा के प्रति दृष्टिकोण में कोई परिवर्तन हुआ हो उसके कारण हो, कि हम यह पाते हैं कि जो वार्षिक विवरण सन् १९६३-६४ के लिए शिक्षा का प्रस्तुत किया गया है उसमें केन्द्रीय सरकार ने शिक्षा के प्रति और शिक्षा से संबन्धित हिन्दी भाषा तथा दूसरी भारतीय भाषाओं के प्रति उस का जो दायित्व है उस को खुले तौर पर स्वीकार किया है। इसलिए सरकार के दृष्टिकोण में जो

परिवर्तन हुआ है उस का मैं स्वागत करता हूँ और उस के लिए शिक्षा मंत्री को धन्यवाद देता हूँ।

अक्सर हम लोग इस बात की चर्चा करते हैं कि जब कि अकबर के जमाने में हमारा देश सब से धनी था तब भी क्या वजह थी कि हमारा देश गिरता गया और पश्चिम के सब देश आगे बढ़ते गये। इस के और भी कारण हो सकते हैं लेकिन मेरे ख्याल में सब से बड़ा कारण यह रहा कि यद्यपि अकबर बादशाह ने देश को शक्तिशाली बनाने के लिए और दूसरी बातों के लिए काफी प्रयत्न किये लेकिन जब कि पश्चिमी देशों ने शिक्षा के सम्बन्ध में एक राष्ट्रीय नीति अपनाई तब वास्तव में हमारे देश में शिक्षा के सम्बन्ध में किसी राष्ट्रीय नीति या राष्ट्रीय दृष्टिकोण का विकास नहीं हो सका। जबकि पश्चिमी देशों ने काफी पहले विज्ञान को अपनाया, टेकनालॉजी को अपनाया तब इस २०वीं शताब्दी में भी हम अपने शिक्षा के दृष्टिकोण में परिवर्तन नहीं कर सके हैं, और अभी भी जब केन्द्र के वित्त मंत्री अपना बजट पेश करते हैं तो उस में शिक्षा के लिए काफी धन की व्यवस्था करना बे आवश्यक नहीं मानते हैं।

मैं केन्द्रीय सरकार के ध्यान में यह बात लाना चाहता हूँ कि यह बड़े दुःख की बात है कि अनेक राज्य सरकारें पिछले कुछ वर्षों में शिक्षा पर अपने बजट का जो प्रतिशत खर्च करती आई हैं उसमें उन्होंने कटौती की है। उदाहरण के लिये मैं कहना चाहता हूँ कि बिहार में सन् १९६०-६१ में १७.४ प्रतिशत खर्च किया गया, सन् १९६१-६२ में १६.८ प्रतिशत खर्च किया गया लेकिन सन् १९६२-६३ में उस को कम कर के ११.७ प्रतिशत कर दिया गया। इसी तरह से केरल में सन् १९६०-६१ में जब कुल बजट का ३४ प्रतिशत खर्च किया गया तब सन् १९६१-६२ में उसे घटा कर ३२.६ प्रतिशत कर दिया गया और सन् १९६२-६३ में और भी कम कर के १७.३

[श्री सिद्धेश्वर प्रस.द.]

प्रतिशत कर दिया गया। इसी प्रकार से और राज्य सरकारों के भी उदाहरण हैं। ऐसी स्थिति में संविधान ने सरकार पर शिक्षा के प्रसार का और नागरिकों को शिक्षित करने का जो दायित्व सौंपा है उस का निर्वाह सरकार कैसे कर सकेगी यह बात मेरी समझ में नहीं आती है। कोई भी ऐसा प्रगतिशील देश नहीं है जहां हमारे देश की तरह शिक्षा की उपेक्षा की जाती हो और उस पर इतना कम खर्च किया जाता हो।

अभी राजकांट के माननीय प्रतिनिधि ने इस बात का संकेत किया कि जाली पुस्तकों की संख्या में काफी वृद्धि होती जा रही है। इस में कोई सन्देह नहीं है कि शिक्षा के स्तर पर इस का प्रभाव पड़ेगा। लेकिन मेरी समझ में यह बात नहीं आती कि जब तक संविधान में जो शिक्षा की स्थिति है उस में कोई परिवर्तन नहीं किया जाता तब तक केन्द्रीय सरकार इस सम्बन्ध में कोई कदम कैसे उठा सकती है। इस लिये शिक्षा के स्तर को बढ़ा कर या जाली पुस्तकों को लेकर या पाठ्य पुस्तकों को लेकर या शिक्षा के माध्यम को लेकर हम जो चर्चा यहां करते हैं उस के बुझावों को कार्यान्वित करने के लिये, केन्द्रीय सरकार तब तक कोई कारगर कदम नहीं उठा सकती है और सफलता नहीं प्राप्त कर सकती है जब तक राष्ट्राकृष्णन कमिशन के अनुसार शिक्षा को कांकरेंट लिस्ट में लेने से केन्द्रीय सरकार सफल नहीं होती है। वास्तव में काफ़ी पहले कन्सल्टेटिव कमेटी में ने सुझाव रखा था कि शिक्षा को यूनिजन लिस्ट में ले आया जाये। लेकिन यदि यह सम्भव न हो तो कम से कम इस को कांकरेंट लिस्ट में लाने की पूरी कोशिश की जानी चाहिये। मुझे कोई वजह नजर नहीं आती है कि राष्ट्र के सम्मुख आज जो गम्भीर समस्याएँ हैं, जो अनेक प्रकार की विघटनकारी प्रवृत्तियाँ पैदा हो गई हैं उन्हें देखते हुए क्यों विभिन्न राज्य सरकारें इस बारे

में किसी प्रकार की आपत्ति उपस्थित करेंगी।

दूसरी बात जिस की तरफ मैं सरकार का ध्यान आकृष्ट करना चाहता हूँ वह है हिन्दी के प्रति केन्द्र का सवैधानिक दायित्व। धारा ३५१ में हिन्दी का प्रचार और प्रसार करना केन्द्र का काम है, और यह काम शिक्षा विभाग को सौंपा गया है। इस सम्बन्ध में मैं ज्यादा कुछ कहना नहीं चाहता, केवल महात्मा गांधी का एक उद्धरण जो कि उन्होंने सन् १९१८ में लिखा था, सदन के विचारार्थ प्रस्तुत करना चाहता हूँ :

“हम अंग्रेजी के माह में फंसे हैं। हमारी प्रजा अज्ञान में डूबी है... हमें ऐसा उद्योग करना चाहिये कि एक वर्ष में राजकीय सभाओं में, कांग्रेस में, प्रांतीय सभाओं में और अन्य सभा समाज और सम्मेलनों में अंग्रेजी का एक शब्द भी न सुनाई पड़े। हम अंग्रेजी का व्यवहार बिल्कुल त्याग दें।”

इसी को और स्पष्ट करते हुए गांधी जी ने आगे कहा था :

“अंग्रेजी को भारतीय भाषाओं का या हिन्दी का स्थान नहीं दिया जाना चाहिये। अगर अंग्रेजी ने यहां के लोगों की भाषाओं को निकाल न दिया होता तो प्रांतीय भाषाएँ आज आश्चर्यजनक रूप में समृद्ध होतीं। अगर इंग्लैंड फ्रेंच भाषा को अपने राष्ट्रीय काम काज की भाषा मान लेता, तो हमें आज अंग्रेजी का इतना समृद्ध साहित्य न मिलता। नार्मन विजय के बाद वहां फ्रेंच भाषा का ही जीर बा, लेकिन उस के बाद लोक प्रवाह विगुड अंग्रेजी के पक्ष में हो गया। अंग्रेजी साहित्य को

आज हम जिस महान् रूप में देखते हैं, वह उसी का फल है।”

श्री रामेश्वरानन्द (करनाल) : महात्मा गांधी की पूंछ तो जब तक राज्य नहीं मिला था तब थी। उन की बातें तो तब सुनी जाती थीं। जब राज्य मिल गया तो अब क्या जरूरत रह गई महात्मा गांधी की बात सुनने की ?

श्री सिद्धेश्वर प्रसाद : मैं दो शब्द यहां विश्वविद्यालय अनुदान आयोग के पुनर्गठन के सम्बन्ध में भी कहना चाहता हूं। अभी विश्वविद्यालय अनुदान आयोग में केवल उत के अध्यक्ष ही स्थायी सदस्य हैं। मेरा ख्याल है कि विश्वविद्यालय अनुदान आयोग का इस रूप में पुनर्गठन किया जाना चाहिये कि उस में केवल विश्वविद्यालयी और उच्चतर शिक्षा ही न हों बल्कि उस के अन्तर्गत टेकनिकल, मेडिकल और ऐग्रीकल्चरल एजुकेशन भी आ सके। मेरा खयाल है कि मंत्रालय का ध्यान इंग्लैंड के प्रोफेसर राबिन्स की अध्यक्षता में जो समिति गठित की गई थी उस की रिपोर्ट की ओर गया होगा। केन्द्रीय सरकार उस की रिपोर्ट के अनुसार क्रदम उठाए और विश्वविद्यालय अनुदान आयोग का इस रूप में गठन करे जिस में सब प्रकार की उच्चतर शिक्षा आ जाय, चाहे वह टेकनिकल हों, चाहे ऐग्रीकल्चरल हो या चाहे मेडिकल हों। इस के लिए यह बहुत जरूरी होगा कि इसमें स्थायी सदस्यों की संख्या बढ़ायी जाय। और इसके साथ-साथ यह भी जरूरी होगा कि विश्वविद्यालय अनुदान आयोग की अभी जितनी रकम दी जाती है, उससे काफ़ी अधिक रकम दी जाय, तभी यह अच्छा काम कर सकेगा।

15.00 hrs.

इसी सम्बन्ध में मैं इस बात की ओर भी इशारा करना चाहता हूं कि अभी आप मेचिंग घांट के रूप में जो पैसा देते हैं उसके कारण

जो विश्वविद्यालयों की योजनायें हैं, वे सफल नहीं हों रहीं क्यों कि राज्य सरकारों का पूरा सहयोग नहीं मिल रहा है। इसलिये यह जरूरी है कि आप जो अनुदान दें वह शत प्रतिशत के रूप में दें।

एक और बात की ओर भी मैं सरकार का ध्यान आकृष्ट करना चाहता हू। पिछले कुछ दिनों से इस बात की चर्चा की जा रही है कि विश्वविद्यालय अनुदान आयोग की तरह माध्यमिक शिक्षा के लिये भी कोई कमीशन बनाया जाय। मेरा ख्याल है कि सरकार के ध्यान में यह बात भी आयी होगी और इसके गठन की ओर भी सरकार का ध्यान गया होगा।

इसी प्रकार से अखिल भारतीय शिक्षा सेवा और अखिल भारतीय वैज्ञानिक सेवा का प्रश्न भी सरकार के विचाराधीन है। मेरा ख्याल है कि राज्यों में जो शिक्षा का स्तर गिरता जा रहा है और प्रशासन में जो अनेक प्रकार की शिकायतें सुनने में आती हैं, अगर हम अखिल भारतीय शिक्षा सेवा और अखिल भारतीय वैज्ञानिक सेवाओं का गठन कर लेंगे, तो बहुत दूर तक ये शिकायतें दूर हो जाएंगी और शिक्षा का स्तर ऊंचा होगा, और इसका सामान्य प्रशासन के स्तर पर भी प्रभाव पड़ेगा।

बहुत दिनों से विश्वविद्यालयों के लिये आदर्श विधान बनाने का प्रश्न सरकार के विचाराधीन रहा है। मेरी समझ में यह बात नहीं आती कि क्यों अभी तक इसमें देर की जाती रही है और विश्वविद्यालयों के लिये एक आदर्श विधान बनाने में अभी तक सरकार सफल क्यों नहीं हो सकी है।

इसके साथ ही मैं इस बात की ओर भी सरकार का ध्यान आकृष्ट करना चाहता हूं कि राष्ट्रीय श्रृण छात्रवृत्ति योजना और वैज्ञानिक प्रतिभा की खोज की जो योजनाएं सरकार ने शुरू की हैं उनका निश्चय ही बहुत

[श्री सिद्धेश्वर प्रसाद]

स्वास्थ्यकर प्रभाव पड़ेगा, लेकिन वैज्ञानिक प्रतिभा की खोज योजना के लिये सन् १९६४-१९६५ के लिये केवल ३५० जगहें रखी गयी हैं। इतने बड़े देश के लिये इतनी कम जगहें काफी नहीं हैं। इनकी संख्या काफी बढ़ायी जानी चाहिये।

एक बात मैं अपने देश में जो विदेशी भाषाओं की शिक्षा दी जाती है, उसके सम्बन्ध में कहना चाहता हूँ। जहाँ तक मुझे पता है, इसके लिये अभी तक कोई उचित योजना नहीं बनायी जा सकी है। विभिन्न देशों से हमारे राजनीतिक सम्बन्ध हैं, लेकिन उन देशों की भाषाओं की शिक्षा देने का यहाँ अभी तक उचित प्रबन्ध नहीं है। मेरा सुझाव है हमारे जिन जिन देशों से राजनयिक सम्बन्ध हैं उनमें से एक-एक देश की भाषा सिखाने का प्रबन्ध एक-एक खास विद्यालय को सौंपा जाना चाहिये। एक विश्वविद्यालय में एक विदेशी भाषा पढ़ायी जाय, दूसरे में दूसरी विदेशी भाषा पढ़ायी जाय। यदि ऐसा प्रबन्ध किया जाय तो उन देशों की भाषा सिखाने सिखाने का उचित प्रबन्ध हो सकेगा और उन देशों के साहित्य, संस्कृति और परम्परा आदि की ओर भी उचित रूप में हमारा ध्यान जा सकेगा।

इसके अतिरिक्त में साहित्य अकादमी के कार्य की ओर भी माननीय शिक्षा मंत्री का ध्यान आकृष्ट करना चाहता हूँ। साहित्य अकादमी हमारे देश की एक अत्यन्त महत्वपूर्ण संस्था है। लेकिन मेरा ऐसा अनुमान है कि जितना महत्वपूर्ण काम इस संस्था को करना चाहिये था उतना महत्वपूर्ण काम उसने नहीं किया है। हमारे देश में अनेक उन्नत भाषाएँ हैं, जैसे तमिल, तेलगू, बंगला, मराठी, गुजराती आदि। इन भाषाओं का साहित्य अनूदित हो कर हिन्दी भाषा में आना चाहिये और हिन्दी का साहित्य अनूदित हो कर उन भाषाओं में जाना चाहिये। इसकी बड़ी आवश्यकता है। लेकिन मुझे

बड़े दुःख के साथ कहना पड़ता है कि एक तो यह काम बहुत थोड़ा हुआ है और दूसरे बहुत धीमी गति से हो रहा है। अगर इस गति से यह काम चलेगा तो राष्ट्रीय एकता का जो महत्वपूर्ण कार्य है उसकी ओर हम तेजी से आगे नहीं बढ़ सकेंगे। मेरा ख्याल है कि विभिन्न राज्यों के लोगों में विभिन्न भाषा भाषियों के प्रति जो अविश्वास और कटुता उत्पन्न हो गयी है उसे दूर करने के लिये इन भाषाओं के साहित्य को एक दूसरे के निकट लाने का प्रयत्न होना चाहिये। मैं समझता हूँ कि इस के लिये अगर देश में एक लिपि अपनाने की बात सम्भव हो सके तो उसकी ओर भी माननीय मंत्री का ध्यान जायगा।

एक और बात हमारे ध्यान में लायी गयी है कि हमारे देश में परीक्षा में फ़ेल होने वालों की संख्या बढन अधिक है। मेरे ख्याल में हमारे देश में जाँ छात्रों में अनुशासनहीनता थढ़ गयी है उसका भी यही कारण है। ऐसा क्यों होता है? ऐसा इसलिए होता है कि जिन विद्यार्थियों को विश्वविद्यालय में नहीं जाना चाहिये या उच्च शिक्षा के दूसरे केन्द्रों में नहीं जाना चाहिये वे विद्यार्थी विश्वविद्यालयों में और उच्च शिक्षा के केन्द्रों में चले जाते हैं। पढ़ने में उनका ध्यान नहीं लगता, फेल हो जाते हैं और शोर मल करते हैं। इसलिए जो विद्यार्थी योग्यता के आधार पर उच्च शिक्षा के केन्द्रों में प्रवेश योग्य न हों उनके लिये हम व्यवसायिक शिक्षा के केन्द्र खोलने की उचित व्यवस्था करें।

वैज्ञानिक शिक्षा और टेक्नीकल तथा टेक्नालाजीकल शिक्षा के सम्बन्ध में अभी तक जो हमारी नीति रही है, उस के सम्बन्ध में मुझे कहना पड़ता है कि वह बहुत संतोषजनक नहीं है। अक्सर इस सदन में खेती की पैदावार के बारे में चिन्ता प्रकट की गयी है, लेकिन सरकार का ध्यान इस ओर नहीं गया है। हमारे देश में एग्रीकल्चर और वैंट्रीजरी

साइंस पढ़ने वाले विद्यार्थियों की संख्या बहुत कम है। अगर हमारे देश में एग्रीकलचर और वैंटरीनरी साइंस के प्रोजेक्ट काफ़ी संख्या में नहीं होंगे तो हमारी कृषि की पैदावार बढ़ाने की योजनायें सफल नहीं हो सकतीं। इस की तरफ़ सरकार का ध्यान जाना चाहिये। दूसरे मैं यह कहना चाहता हूँ कि जो हमारी प्रयोगशालायें हैं उन की दूरी विश्व-विद्यालयों से कम करनी चाहिए और उन में और विश्वविद्यालयों में निकटता लाने की कोशिश होनी चाहिये। राष्ट्रीय प्रयोगशालाओं में जो वैज्ञानिक अनुसन्धान होता है उस का लाभ विश्वविद्यालयों को लेना चाहिये और जो प्रोफ़ेसर विश्वविद्यालय न रह कर अपने को सीमित मानते हैं उन को अपने ज्ञान का लाभ इन प्रयोगशालाओं में काम कर के उन को देना चाहिये। मेरा ख्याल है कि इस तरफ़ भी सरकार का ध्यान जाएगा।

मैं माननीय शिक्षा मंत्री का ध्यान इस बात की ओर आकृष्ट करना चाहता हूँ कि जब तक हम शिक्षा को इनवैस्टमेंट के रूप में नहीं मानेंगे तब तक हम इस में सफल नहीं हो सकते और शिक्षा का स्तर ऊंचा नहीं उठाया जा सकता। इस संबंध में मैं चर्ड फाइव इयर प्लान की कुछ पंक्तियाँ आपके सामने उद्धृत करके अपने वक्तव्य को समाप्त की और ले जाना चाहता हूँ। उसमें कहा गया है :

"Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie on the base of the effort to fore the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country."

इन सारी योजनाओं की सफलता के लिए यह आवश्यक है कि

शिक्षकों की ओर ध्यान दिया जाए। हमारी शिक्षा की कोई भी योजना तब तक सफल नहीं हो सकती जब तक हम शिक्षकों के सम्मान और उनके वेतन को ऊंचा उठाने का प्रयत्न नहीं करते। यह बहुत दुःख के साथ कहना पड़ता है कि . . .

श्री रामेश्वरानन्द : आप शिक्षकों की बात कर रहे हैं, विद्यार्थियों की बात तो करिए। शिक्षक क्या करेंगे अगर विद्यार्थी ही कुछ काम के न होंगे? उधर भी ध्यान दीजिए।

श्री सिद्धेश्वर प्रसाद : मुझे दुःख है कि हमारे देश में शिक्षकों को बहुत कम वेतन दिया जाता है। इंग्लैंड में विश्वविद्यालय के उपकुलपति और शिक्षक के वेतन में आठ गुना से ज्यादा फ़र्क नहीं होता। शिक्षक को सात सौ या आठ सौ मिलता है और उप-कुलपति को इसका सात या आठ गुना मिलता है। लेकिन यहां तो हम देखते हैं कि प्राइमरी स्कूल के शिक्षक को चालीस या पचास रुपया मिलता है और विश्वविद्यालयों में जो प्रोफ़ेसर हैं उनको उपकुलपति के मुकाबले में बहुत कम मिलता है। इस विषय की ओर सरकार का ध्यान जाना चाहिए, और कम से कम प्राइमरी स्कूल के शिक्षक को सौ रुपया तो अवश्य मिलना चाहिए और विश्वविद्यालय या कालेज के किसी भी प्रोफ़ेसर को तीन सौ रुपए से कम वेतन नहीं दिया जाना चाहिए। जब तक शिक्षकों का स्तर संतोषजनक नहीं होगा तब तक शिक्षा का स्तर ऊंचा नहीं हो सकेगा। जब तक ऐसा नहीं होगा तब तक न तो शिक्षक विद्यार्थियों पर अपना प्रभाव डाल सकेंगे और न राष्ट्र-निर्माण का कार्य आगे बढ़ सकेगा।

शिक्षकों तथा विद्यार्थियों का जो हमारे यहां अनुपात है उसकी ओर भी सरकार का ध्यान जाना चाहिए। हमारे यहां शिक्षक-विद्यार्थी अनुपात बहुत असंतुलित है।

[श्री सिद्धेश्वर प्रसाद]

इन शब्दों के साथ जो बजट पेश किया गया है मैं उसका समर्थन करता हूँ और आशा करता हूँ कि जिस प्रकार सुरक्षा परिषद में माननीय शिक्षा मंत्री ने हमारे देश का गौरव बढ़ाया है उसी प्रकार इन समस्याओं को हल कर के भी हमारा गौरव बढ़ायेंगे।

Shri Muthiah (Tirunelveli): Mr. Deputy-Speaker, Sir, Education is most essential to man, because it is education that brings out all the hidden potentialities in man. The very word 'education' is derived from the Latin root which means 'to draw,' 'to bring out', and education brings out all that is good in man. It brings out the best in man; it makes man integrated in his various faculties, in reason, in emotions and in will. Education, therefore, occupies a very great place in our national economy.

Education, according to our Constitution, is a State subject. But then the Centre has its own functions, its own duties and obligations and its own responsibilities in regard to education. The Central Government has certain functions for promoting education: the maintenance of the Central universities and institutions of national importance; the maintenance of certain professional, vocational and technical institutions; the co-ordination and maintenance of standards in universities and colleges and Research institutions. The Central Government has obligations to implement the Directive Principles of State Policy given in the Constitution under articles 45, 46 and 351.

Under article 45, the State shall provide free and compulsory elementary education for all children in the age-group of 6—14. Under article 46, the State shall promote educational and economic interests of the weaker sections of the people, particularly, the Scheduled Castes and Scheduled Tribes. Under article 351,

the State shall develop, enrich and spread the Hindi language.

I shall now say a few words about the progress of education in the past years, particularly in the last year, at different levels. Coming to elementary education, I find that there has been a real increase in elementary education, more so in the primary stage. There has been a great expansion in primary education and the target of 76 per cent fixed for the third Plan has been exceeded, and it will go up to 80 per cent as anticipated. The progress is not uniform in all the States. In the State of Madras, the target has been exceeded, and it has been exceeded in some other States also, but in yet some other States there are shortfalls. The Central Government has given a grant of Rs 2 crores in 1963 for additional teachers in elementary schools.

With regard to middle school education, we know that it is also expanding. The original target of 28 per cent fixed for the Third Plan is sure to be exceeded and it will go up to 32 per cent by the end of the Plan. In the year 1963, seven States in our country have passed laws for compulsory and free primary education, but other States like Madras are still hesitating to follow this example.

The living conditions of the teachers in primary schools have to be improved considerably, and the State Governments are doing their best to ameliorate their conditions. The Central Government also is giving liberal grants to the State Governments in order to improve the living conditions, the pay-scales, etc., of the teachers in the primary schools and secondary schools.

The triple benefit scheme adopted in Madras is a very sound scheme and it is most beneficial to teachers, and the scheme should be adopted by all

the States in the country. With regard to the school meal scheme, it has proved very beneficial to the poor children in the schools. About 70 lakhs of children have benefited from this, and the Central Government has given aid to the tune of one-third of the State Governments' expenditure. The Central Government has also decided recently to distribute text-books free to poor students and this is really a very heartening news.

The education of girls also is expanding. 89 per cent of the girls will be enrolled in elementary and secondary schools before the end of the third Plan. The Centre has given special grants in 1963 to promote girls' education. Coming to secondary education we find that it is making great progress. There has been a large increase in the number of secondary schools in the States. The Centre is giving financial aid to develop multi-purpose schools in the States. The Centre is also making sincere efforts to foster examination reforms in the schools in the States.

The subject of examination reform is a serious one, and it requires all the attention of the Government. In this connection, I want to submit that in order to help the really good and deserving students who unfortunately for reasons or circumstances beyond their control fail in their final examinations, the class record of the students in the schools and colleges should be considered along with the marks obtained by them at the final examination, whether it is Government examination or university examination. It is very necessary to do so in the interests of good, deserving students.

Then I come to the resolutions passed recently by the Conference of State Education Ministers and Vice-Chancellors of universities in November, 1963 in Delhi, to improve school education. The resolutions are: (1) universal and free primary education on a compulsory basis should be achieved by the end of the fourth

Plan; (2) a 12-year course of secondary education should be the goal towards which the country should move, the standard at the end being the standard at the end of the old intermediate college course; (3) the standard and quality of secondary education should be raised by attracting abler and more efficient teachers; (4) teachers' training should be improved; (5) science laboratories, libraries and workshops in schools should be strengthened; (6) the school syllabus should be improved and modernised and brought up-to-date; (7) the age of entry into colleges should be 16 plus. These resolutions should not remain as resolutions on paper. I request the Minister to take steps to implement these resolutions as early as possible.

I come to university education. University education, like elementary and secondary education, is also expanding fast in the country. The Central Government is giving liberal aid for expanding universities and colleges. It is giving full aid to the four Central universities and is giving partial aid to the State universities and colleges through the University Grants-Commission. The UGC has been set up to enforce the co-ordination and maintenance of standards of higher education in the whole country. It is giving aid to the State universities for development projects. The UGC is giving liberal contributions for the improvement of salary scales of college teachers, for the construction of hostels, library halls and laboratory halls, and for the award of scholarships and fellowships for post-graduate work. The UGC has given grants up to Rs. 28 crores to 49 universities for developmental projects.

I want to say a few words about the centres of advanced study. It is a new scheme which is promoted by the UGC. The UGC is setting up centres of advanced study in different universities and these centres are being set up to maintain high standards of advanced study. Twenty-four have already been set up.

[Shri Muthiah]

Then I come to rural higher education. There is a great need for rural institutes of higher education today in rural areas in different parts of the country. Four such institutes have been opened in the Third Plan and two more will be opened, and the total number will come to 16. The diploma in rural services is recognised by 23 universities as equivalent to the B.A. degree.

I must say a few words about evening colleges and correspondence courses. There is a great need for evening colleges and correspondence courses today in the country. Now, these evening colleges and correspondence courses are being conducted by the Delhi university, and they have proved a boon to hundreds of employees. These enable the employees to study and get degrees even while continuing in the service. The Madras university, I understand, has decided to start evening colleges in 1964 and this is most welcome.

Then I come to financial demands for the year 1964-65. I find that the total grant comes to about Rs. 60 crores. This, I submit, is meagre and insufficient to meet the growing needs of education in the country. Therefore, I plead that much more funds should be allotted for the growth of education at all stages and at all levels in the country.

Investment in education is the best investment, because it is investment in man; it is investment in national character. So, any money that is spent on education would be the best investment.

There are so many scholarships awarded by the Centre and the University Grants Commission. I would like to mention particularly scholarships for the children of school-teachers for post-matric study and national loan scholarships for post-

matric studies. The latter, i.e. the national loan scholarships for post-matric studies are very popular and there is a great demand for these scholarships all over the country. Then we know, there are scholarships for students of backward communities, particularly scheduled castes and scheduled tribes, scholarships for children of political sufferers and scholarships for study abroad.

With regard to social education, the Centre is spending a good lot for social education, particularly for adult education, for education of the handicapped i.e. the blind and the deaf and for education of mentally deficient children. It is also spending a lot over child welfare and women's welfare.

I now come to moral and religious education. You know, Sir, that a committee was set up under the chairmanship of Shri Sri Prakasa. But I find that the recommendations of that committee on moral and religious education have not been implemented so far. I submit that these recommendations should be implemented as early as possible, because we find that national character is going down. People always speak about corruption. But corruption can be stopped only when man is developed and refined in character at the very base level. It is education that develops and refines man and raises him above the animal level and even human level and makes him a super-man even. Therefore, the recommendations of the Sri Prakasa Committee should be implemented. Non-sectarian and non-dogmatic religious education with a deep spiritual and ethical basis should be imparted to students in schools and colleges. India is known for centuries and millenniums for its religious and spiritual culture. India has produced a long line of saints and sages who are revered throughout the world. Religious and spiritual education should

not be ignored. It should be given its due place in the educational system in the country. Today we find that students are growing indifferent to religious and spiritual values. Therefore, religious education is necessary and it should be given with a spiritual and ethical basis in our schools and colleges.

The Centre is also promoting cultural activities. The aim of the Central Government is to conserve and unearth the ancient culture of our country and to improve art and culture like literature, music, dance, drama, painting and sculpture. The aims of Centre's cultural programmes are to promote the basic unity of Indian culture, to promote emotional integration among all the people, to bring the rural and urban people closer to one another, to have cultural relations with other countries and to popularise Indian culture abroad. All these aims are being promoted by the Centre by the various Akademis, various associations and through various activities.

I will conclude with a few requests. I have to request the Government to reconstitute the University Grants Commission with more permanent members and with more powers and more allocations of funds. It is very necessary. Then I plead for the setting up of a Central Commission on secondary education on the model of the University Grants Commission. I also request the Government to take steps so that the UGC may have jurisdiction and control over technological, medical and agricultural education. I request the Government to take earnest steps to popularise Hindi, because that is one of the obligations which the Government has to fulfil. Government should adopt a programme for the popularisation of Hindi by persuasive methods. Then, Government should take steps for improving the teacher-pupil ratio, for upgrading the pay-scales of teachers at all stages, for formation of the Indian Educational Service. Finally, I appeal to the Government to use its influence with

the Madras Government to see that the proposed Maduari University comes into being as early as possible.

डा० महादेव प्रसाद : (महाराजगंज) :

उपाध्यक्ष महोदय, हमारे देश, में शिक्षा की जितनी शोचनीय अवस्था है, उतनी शायद ही दूसरी किसी चीज की हो। अभी एक-आध मित्तों ने हमारी शिक्षा में कुछ सुधार करने के उपाय उपस्थित किये। मैं समझता हूँ कि शिक्षा में सुधार करने का उपाय लार्ड कर्जन के जमाने से ही शुरू हो गया था, लेकिन अब यह रोग इतना बढ़ गया है कि उस के इलाज से कोई फायदा नजर नहीं आता।

हमारी जो शिक्षा प्रणाली है, स्वतन्त्रता से पूर्व हम उस को हर प्लेटफार्म से कोसते थे, किन्तु मुझे आश्चर्य है कि स्वतन्त्रता मिलने के बाद उस शिक्षा प्रणाली को क्यों रखा गया। यह शिक्षा प्रणाली न तो अर्थकारी है, न यशस्वी है और धर्मकारी तो यह कतई नहीं है। इस का कम से कम उद्देश्य छात्रों को परीक्षा में उत्तीर्ण करना रहा, किन्तु उस दृष्टि से भी यह कितनी शोचनीय अवस्था में पहुँच गई है, इस को मैं सरकारी रिपोर्ट को प्रस्तुत कर के अपनी सेवा में निवेदन करना चाहूँगा।

यह पुस्तिका "एडुकेशन इन इंडिया, १९५९-६०" मिनिस्ट्री आफ एडुकेशन, गवर्नमेंट आफ इंडिया के द्वारा प्रकाशित हुई है। इस के पृष्ठ १३५ पर "रिजल्ट्स आफ मेट्रीकुलेशन एंड इक्वीवैलेंट एग्जामिनेशन" दिये गये हैं। तमाम सूबों के परीक्षाओं के जो प्रतिशत हैं, वे इस में दिये गये हैं। मैं उन सब को पढ़ कर सदन का समय नष्ट नहीं करना चाहता हूँ। मैं केवल इतना कहना चाहता हूँ कि हमारी परीक्षाओं का फल ३१.५, ३२.७, ३४.१ और ३६.६ प्रतिशत तक पहुँच गया है। यह बड़ी शोचनीय अवस्था है। ऊँचे दर्जे की परीक्षाओं के फल का विश्लेषण यूनिवर्सिटी ग्रांट्स कमिशन की ओर से प्रकाशित "रिपोर्ट ऑन

[डा० महादेव प्रसाद]

एग्जामिनेशन रिफार्म" में किया गया है। उस के ४६ वें पेज पर १९५१ से १९६० तक आई० ए० बी० ए०, आई० एस० सी०, और बी० एस० सी० के परीक्षा-फलों का विश्लेषण किया गया है। आप को मुन कर आश्चर्य होगा कि हमारा परीक्षा-फल ४४.४ प्रतिशत तक पहुंच गया है, यानी १०० में से केवल ४४ लड़के पास होते हैं और ५६ फेल हो जाते हैं, उन का जीवन बर्बाद हो जाता है।

हमारा शिक्षा मंत्रालय अगर किसी और बात की तरफ ध्यान नहीं देता, तो कम से कम वह परीक्षा-फलों से संतोष तो जाहिर न करे। मेरे हाथ में "सैक्रेटरी एड्जुकेशन" की एक प्रति है, जो कि मिनिस्ट्री आफ एड्जुकेशन, गवर्नमेंट आफ इंडिया, की तरफ से ही निकलती है। इस में हमारे शिक्षा मंत्रालय के सैक्रेटरी, श्री पी० एन० कृपाल, का एक लेख है। इस को पढ़ कर मुझे बड़ी हैरत होती है कि शिक्षा मंत्रालय के सैक्रेटरी किस तरह से अपने उत्तरदायित्व का निवाह कर रहे हैं। इस लेख का हैडिंग है "आर स्टैंडर्ड्स इन सैक्रेटरी स्कूल्स फालिंग?"। कौन कौन से कारण हैं, उन्होंने इस की चर्चा की है। इस लेख में एग्जामिनेशन पर भी उन्होंने ने गौर किया है। जरा सुनें कि उन की क्या राय है।

"To take the examination results first. Poor results at the High School examination is not a recent phenomenon in this country. It has been recorded that all the candidates who took the first matriculation examination of the Bombay University failed to pass. The result of this examination varied from 28 to 34 per cent in the years between 1882 to 1902. In subsequent years the percentage fell in one year to 26 and rose in another to 54. In the case of the Madras University it

was stated that, over sixty years ago, when the present Governor of Punjab, Shri, P. Thanu Pallai, appeared in the matriculation examination, the pass percentage was 21. Another recent study made by the Directorate of Extension Programmes in Secondary Education reveals that the results of most Boards of Secondary Education varied only slightly from year to year. It will thus appear that examination results do not furnish any reliable evidence of the standards in secondary schools."

ज्यादातर शायद उन का ध्यान इस पर जाता है कि हमारे देश में अंग्रेजी की शिक्षा पर जोर नहीं दिया जाता है और अंग्रेजी शिक्षा पर जोर दे दिया जाए तो फिर सारे का सारा एग्जामिनेशन में फेल होने का जो सवाल है, वह खत्म हो जाएगा। आगे के पैरा में उन्होंने थोड़ा उस पर संकेत किया है कि जिसको कुछ देर के बाद मैं आप की सेवा में उपस्थित करूंगा। लेकिन इस सिलसिले में मैं यह कह देना चाहता हूँ कि अंग्रेजी शिक्षा पर जोर देना बड़े ही दुर्भाग्य की बात है। हमारे वर्तमान शिक्षा मंत्री ने मद्रास में कोई भाषण दिया है और उस की चर्चा अखबारों में आई है। मैं समझता हूँ कि जो हिन्दी के प्रेमी हैं, उन को उन का वह भाषण अच्छा नहीं लगा होगा। अगर यह रिपोर्टिंग सही है और इस प्रकार से अगर हमारे शिक्षा मंत्री हिन्दी के प्रति अपनी भावनाओं को व्यक्त करते रहेंगे तो मुझे भय है कि राष्ट्रीय एकता की जो हम बात करते हैं, दक्षिण और उत्तर को मिलाने की जो हम बात करते हैं, उस को वह चीज हानि ही पहुंचायेगी, लाभ नहीं पहुंचायेगी। रिपोर्ट से ऐसा आभास मिलता है कि आगे जो आने वाला शिक्षा मंत्रियों का सम्मेलन है, उस में अंग्रेजी की पढाई तीसरे दर्जे से शुरू हो, इस पर उस में वह जोर देने की बात शायद सोच रहे हैं। इस विषय में मैं अधिक तो नहीं कहना चाहता। अभी तो मैं मंत्री जी

की जो राय है इस अंग्रेजी शिक्षा के बारे में, उस में हमें कहां तक सफलता मिलेगी, उसी को उपस्थित करना चाहता हूं। जिस लेख की बात मैंने कही थी उसी के दूसरे पैरा में सचिव साहब कहते हैं :

"As indicated in the Delhi study, the public is generally concerned about the deterioration in the teaching of English."

कहां तक पब्लिक कंसर्न है, यह एक विवाद की बात है। वह आगे कहते हैं :

"But the standard of English of an average secondary school student in this country has never been high. It has been observed that failures in matriculation examination from the earliest years were largely due to poor results in English. Although one-third of the time was devoted to the teaching of English, many teachers in Indian universities were complaining at the close of the last century about the lack of their students' ability to follow college lectures."

यह उन की राय है तो मैं जानना चाहता हूं कि आज भी जब आप अंग्रेजी पर जोर देते हैं तो कौन सी ऐसी युक्ति आप उपस्थित कर देंगे कि अंग्रेजी के अध्ययन से आप ज्यादा उन्नति कर सकेंगे। आप के समक्ष मैं किसी हिन्दुस्तानी की इस विषय में राय नहीं रखता हूं। हम हिन्दुस्तानी लोग तो अंग्रेजी के खिलाफ हो सकते हैं, हिन्दुस्तानी लोगों में क्षेत्रीय भाषाओं के प्रति मोह हो सकता है, लेकिन इंग्लिश एजुकेशन के विषय में विशप व्हाइटहेड ने १९२५ में भारतीय शिक्षा की समस्या पर विचार करते हुए अंग्रेजी के शिक्षण पर जो अपनी राय प्रकट की थी, आप की आज्ञा से मैं इस पुस्तक के कुछ उद्धरण सदन के सामने पढ़ देना चाहता हूं। उन्होंने जो दोष बताये थे, मैं शिक्षा मंत्री का

ध्यान उन की ओर आकर्षित करना चाहता हूं। उन्होंने कहा था :

"In the first place, from a purely educational point of view, the fact that English is the medium of instruction for all the higher education of the country, not only in the universities and colleges, but also in the upper classes of the high schools, has placed a tremendous burden on the large majority of the students, which they are quite unfitted to bear."

दूसरे

"The double burden of mastering their subjects and thinking in a foreign language is far too great a strain on them. It crushes their individuality and power of independent thought and fosters and intensifies one conspicuous fault of Indian mentality, an excessive reliance on the memory."

"And this vicious system demoralised not only the students but the teachers as well. Imagine the plight of an able tutor with high ideals of education confronted with a class of students, of whom 60 per cent have a very imperfect knowledge of English and are incapable of studying the subject he has to teach. If he lectures in a reasonable way and aims at helping the students to think for themselves 60 per cent will be utterly unable to follow him or understand what he tries to teach and in due course will go off to another college. If he lectures down to the level of the large majority of his class he fails to educate the best of his pupils. Many of the tutors that I knew in Calcutta avowedly gave up the attempt to educate and aimed only at enabling as many of their pupils as possible to scrape through the examinations."

[डा० महादेव प्रसाद]

"And just as it demoralised students and tutors so also it tended to keep at a low level the standard of university examinations. Just as it was impossible to teach above the heads of the large majority of the students, so it was impossible to examine above the level of the teaching."

ये विषय ग्लाइडहेड के बिचार थे, किसी हिन्दुस्तानी के नहीं। मेरा अपना जो दस साल का विद्वविद्यालय में और विद्वविद्यालय के नीचे अध्यापन कार्य करने का तजुर्बा है, उस के आधार पर मैं इन के कथन की पूर्ण रूप से पृष्टि करता हूँ।

शिक्षा के विषय में सोचने की बात यह है कि क्या हमारे शिक्षा मंत्रालय का ध्यान ठीक तौर से इस ओर गया है या नहीं गया है कि आजकल शिक्षा बिल्कुल निरुद्देश्यी चल रही है। शिक्षा का समाज से, घनिष्ठ सम्बंध होता है। जो वार्षिक रिपोर्ट शिक्षा मंत्रालय की ओर से हमें मिली है उसमें पृष्ठ २ पर कहा गया है कि स्वतंत्रता प्राप्ति और विदेशों: संविधान के आरम्भ होने के बाद में सरकार ने मुख्य रूप से शिक्षा की एक ऐसी राष्ट्रीय नीति और कार्यक्रम निर्धारित करने का प्रयत्न किया है जो पूर्णतः सम्भव सीमा तक उन शैक्षिक उद्देश्यों को शीघ्र ही पूरा करने में सहायक हो सकें जो राष्ट्र ने अपने लिए निर्धारित किए हैं। किन्तु यह समझ में नहीं आता है कि शिक्षा ने राष्ट्र का लक्ष्य क्या माना है? समाज का उद्देश्य क्या माना है? उस सम्बंध में द्वितीय योजना में शिक्षा के ऊपर जो अध्याय है, उस के प्रारम्भ में जो कुछ कहा गया है में शिक्षा मंत्रालय का ध्यान उस ओर आकर्षित करता हूँ, उस को पढ़ कर सुनाना चाहता हूँ। उस में बहा गया है :

"The system of education has a determining influence on the rate at which economic progress is achieved and the benefits to be

derived from it. Economic development naturally makes great demands on human resources, and in a democratic set-up it calls for values and attitudes in the building up of which the quality of education is an important element."

हमारी योजना में शिक्षा ने कहां तक महत्व का स्थान प्राप्त किया है, उस को बेग रूप में न कह कर, मूल रूप में और कुछ आंकड़ों के रूप में मैं प्रस्तुत करना चाहता हूँ। अभी पिछले दिनों यह बहस देश में चली थी कि हमारी जो ४७ प्रतिशत आय योजना के परिणामस्वरूप बढ़ी है वह कहां गई है। अभी कुछ दिन पहले हमने अखबारों में पढ़ा था कि योजना आयोग के जो उपाध्यक्ष है, उन्होंने राज्यों को एक सर्वराल भी भेजा है कि वे इस का पता लगाएं। मैं आप के सम्मुख उसी संदर्भ में आंकड़ा प्रस्तुत करना चाहता हूँ। १९५१ में हमारी राष्ट्रीय आय ८८७० करोड़ थी और १९६१ में यह १२,७३० करोड़ हुई। इस प्रकार से इस में ४३.५ प्रतिशत की वृद्धि हुई। १९५१ में हमारी कार्यकर शक्ति यानी वकिंग फॉर्स १३ करोड़ ९५ लाख थी जो १९६१ में १८ करोड़ ८५ लाख हुई। इस प्रकार उस में ३५ प्रतिशत की वृद्धि हुई। इसी प्रकार प्रति कर्मी की उत्पादन क्षमता यानी प्रोडक्टिविटी पर एक्टिव वर्कर १९५१ में ६३६ रुपये थी जो कि १९६१ में ६८८ हो गई यानी उस में ८.२ प्रतिशत की वृद्धि हुई। अब आप जरा कृषि क्षेत्र को देखिये। १९५१ में कार्यकर शक्ति १० करोड़ ६ लाख थी जो १९६१ में १३ करोड़ ६५ लाख हो गई यानी ३५ प्रतिशत की वृद्धि हुई। किन्तु कर्मी की उत्पादन क्षमता किस रूप में बढ़ी इस को आप देखें। १९५१ में यह ४३२ रुपये थी जो कि १९६१ में केवल ४३२.५ ही हुई। इस का मतलब हुआ कि केवल उस में ०.३४ प्रतिशत की ही वृद्धि हुई। इस का अर्थ यह हुआ कि हमारे समाज में प्रदूषण बेकारी यानी डिस्गाइज्ड अनएम्प्लायमेंट

अथवा ग्रंथर एम्प्लायमेंट जोरों पर है । औद्योगिक क्षेत्र में क्या हुआ । इसे भी आप देखें । औद्योगिक क्षेत्र में वर्किंग फोर्स १९५१ में १ करोड़ ४९ लाख थी जो कि १९६१ में बढ़ कर २ करोड़ साढ़े २७ लाख हो गई, अर्थात् उस में ५२ प्रतिशत की वृद्धि हुई । लेकिन कमी की जो उत्पादन क्षमता थी वह जहां १९५१ में ९९३ रुपये थी वह १९६१ में घटकर ९२७ रुपये रह गई यानी उस में ६.६ प्रतिशत का ह्रास हुआ । फर्टियरी सेक्टर, कामर्स एंड ट्रांसपोर्ट में ९४ लाख वर्किंग फोर्स हमारी १९५१ में थी जो कि १९६१ में १ करोड़ ६ लाख हुई, यानी उस में ९३ प्रतिशत की वृद्धि हुई । प्रति कर्मी जो उत्पादन क्षमता सन् १९५१ में १७७६ रु० थी वह बढ़ कर सन् १९६१ में २३०३ रु० हो गई । यानी ३० प्रतिशत वृद्धि हुई । इसी प्रकार अन्य सेवाओं में भी २४ प्रतिशत वृद्धि हुई । अतएव स्पष्ट है कि हमारे देश में दो वर्गों का सृजन हुआ । एक को हम लोग हज़ूर वर्ग कहते हैं और दूसरे को मज़ूर वर्ग कहते हैं । मज़ूर वर्ग की भ्रामदनी दिनोदिन घटती गई और हज़ूर वर्ग की भ्रामदनी दिनोदिन बढ़ती गई । हमारी शिक्षा का जो उद्देश्य होना चाहिये था कि समाज के अन्दर जो हज़ूर और मज़ूर दो वर्ग हैं उनको समाप्त करे, उसके सिलसिले में मैं आपका ध्यान प्राइम मिनिस्टर नेहरूजी के एक भाषण की ओर आकृष्ट करना चाहता हूँ । उन्होंने १७ जनवरी, १९६१ को कहा था :

"India could not reach the goal of socialism unless equality of opportunity and the basic necessities of life were provided to every individual."

उन्होंने यह भी कहा

"that the aim of education must be co-related to the kind of
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society that was being established in India."

उन्होंने यह भी कहा कि इस अर्थ में भारत बाहर के बहुत से पूंजीवादी देशों से पीछे है, और मैं कहता हूँ कि पीछे रहेगा जब तक शिक्षा में और समाजवादी व्यवस्था में कोरिलेशन नहीं होगा, समन्वय नहीं किया जायेगा । शिक्षा समाज के अनुरूप होनी चाहिये हम जनतन्त्र की बात करते हैं लेकिन हमारे देश में नरसरी स्कूल हैं बड़े लोगों के पढ़ने के लिये । छोटे लोगों के पढ़ने के लिये हमारे गोरखपुर में एक ऐसा स्कूल है जिस को चिचिड़िया स्कूल कहते हैं । वहां पर बच्चे चिचिड़िया स्कूल में जाते हैं । इस तरह के चिचिड़िया स्कूल भंगर रहते हैं तो किस तरह से डिमाक्रेसी की बात या किसी तरह के सोशलिज्म की बात रहेगी । जब तक अर्थ पर आधारित हमारी सारी शिक्षा का एक तरह से पुनर्गठन नहीं किया जायेगा तब तक समाजवादी व्यवस्था नहीं हो सकती ।

गांधी जी ने बुनियादी शिक्षा का नाथ सिया था । हमारी इस रिपोर्ट में भी बुनियादी शिक्षा की बात है, लेकिन मैं उसे बुनियादी नहीं बुनियादी शिक्षा कहता हूँ । बुनियादी शिक्षा का मतलब है कि जीवन का शिक्षा से समन्वय होना चाहिये । अलग अलग जीवन और शिक्षण को नहीं किया जा सकता । शिक्षा का उद्देश्य जीवन स्तर को ऊंचा नहीं, जीवन को ही ऊंचा करने का होना होगा । साथ ही साथ शिक्षा के प्रति हमारे सामने एक समग्र नीति होनी चाहिये । खास कर गांधों में हम प्राथमिक पाठशालायें खोल रहे हैं । प्राथमिक पाठशालाओं को खोल कर हम गांधों के जीवन को नष्ट कर रहे हैं, अगले यह स्वरूप प्राथमिक पाठशालाओं का होना ।

[डा० महादेव प्रसाद]

प्राथमिक पाठशालायें गांव के सामुहिक जीवन का केन्द्र होनी चाहियें। वहां जो अध्यापक है वह गांव के जीवन का नेता हो तब जा कर हमारी योजना सफल हो सकेगी। एक मिसाल मैं आज की शिक्षा की दे दूँ। मैं एक बुजुर्ग के पास बैठा हुआ था तो वहां पर गांव के कुछ श्रमिक आये। उस ने उन का हाल चाल पूछना शुरू किया। कहा कि तुम्हारे तीन लड़के थे, तीनों का क्या हाल रहा। एक श्रमिक ने कहा कि बाबजी, पहला लड़का तो मर गया, एक लड़का पढ़ लिया और तीसरा अभी छोटा है। यानी जो पढ़ लिया उस को भी उस ने मरा हुआ समझ लिया। अगर यह स्थिति देश में है तो हमारी योजनायें कभी सफल नहीं हो सकती हैं। शिक्षा में ग्रामूल परिवर्तन करने की आवश्यकता है।

श्री काशी राम गुप्त (अलवर) :

उपाध्यक्ष महोदय, अभी अभी विज्ञान डाक्टर महोदय का भाषण हुआ और उस में बहुत सी आवश्यक बातें भी उन्होंने बतलाई। हमारे नये मंत्री महोदय इस बात के लिये तो बघाई के पात्र हैं कि वे प्रयत्न कर रहे हैं सही दिशा में। साथ ही मैं निवेदन करूँ उन से, आप के द्वारा, कि जब तक वे अपने साथी मंत्रिगणों को इस प्रकार जवाबदेह नहीं बनायेंगे कि वे इस लोक सभा में कम से कम हिन्दी बोलने का और उसमें काम करने का प्रयत्न करें तब तक उनकी जो जवाब देनी संविधान के प्रति है वह पूरी नहीं होगी। इस लिये सब से पहली और आवश्यक बात यह है कि हमारे नये मंत्री महोदय इस और ध्यान दें और अपने साथियों को यह बार बार बतलायें, खास तौर से इस लिये भी कि वे स्वयं इस बात के हाथी हैं कि यह जो शिक्षा है वह केवल प्रदेश सरकारों का विषय नहीं होना चाहिये, भारत सरकार और प्रदेश सरकार दोनों का मिला ज़रूरी विषय होना चाहिये। जब तक यह विषय ऐसा नहीं

होगा तब तक यह गाड़ी आगे नहीं चलेगी। आज की परिस्थिति यह है कि पांच, दस वर्ष से भी जो मंत्री हैं वे भी यदि उन से कहा जाय कि वे हिन्दी में बोलें तो नाक भी सिकोड़ने लग जाते हैं, और बार बार यह धमकी देते हैं, यदि कोई उत्तर भारत वा आदमी इस बात को कहना है, कि वह हिन्दी का शत्रु है, हिन्दी का दुश्मन है। इस प्रकार से संविधान के प्रति भ्रवहेलनापूर्ण व्यवहार यदि हमारे मंत्रियों में चलता रहेगा तो यह शिक्षा मंत्रालय जो भी काज काज करता है वह काम थोड़ा रह जायेगा। कुछ समय पहले मंत्री महोदय ने मद्रास में एक बात कही कि हिन्दी थोपी नहीं जानी चाहिये, खास तौर से दक्षिण के लोगों पर और बंगाल के लोगों पर। यह बात बहुत दफे दोहराई गई है। मैं समझ नहीं पाया कि इस थोपे जाने का क्या अर्थ है। संविधान ने जो कुछ कहा है और जिस के लिये हम ने इस सदन में पास किया है कि भविष्य में हिन्दी चलेगी और उसक साथ साथ अंग्रेजी भी चलेगी, यद्यपि इस अंग्रेजी का चलना कोई संवैधानिक बात नहीं थी फिर भी यह बार बार थोपने की बात कहना उचित नजर नहीं आता। वास्तविकता यह है कि जो लोग पढ़ लिख कर परीक्षार्थे पास कर के सरकारी नौकरी करना चाहते हैं उन को, विशेषकर दक्षिण वालों को और बंगाल वालों को अवश्य सुरक्षा मिलनी चाहिये। उनको मौका होना चाहिये कि वे उन हिन्दी वालों के मुकाबले में पीछे न रह जायें जो कि हिन्दी भाषी हैं। यह भी जरूरी है कि हिन्दी का जो बोध है और उस में जो वैज्ञानिक शब्द हैं उन को जो कमी है वह भी साहित्य से दूर होनी चाहिये। लेकिन यदि कोई यह कहे कि दबाव को बात है तो मैं निवेदन करता हूँ कि किसी बच्चे को भी जब हम पढ़ने भेजते हैं तो क्या वह साधारण रूप से खड़ी से पढ़ने चला जाता है। उस को भी भेजने के लिये कुछ चापलूसी करनी पड़ती है, कुछ धमकी देनी होती है, बहुत कुछ करना

पड़ता है और कभी समझाना बुझाना पड़ता तो फिर यह दबाव की बात कहना बिल्कुल ऐसी दलील है जो आगे नहीं चलनी चाहिये :

हिन्दी के टीचर्स ट्रेनिंग कालेज खोले हुए हैं। वह कालेज तेजी से चल रहे हैं। कहां कहां वे खुल रहे हैं और कितनी तेजी से वे काम कर रहे हैं दक्षिण में इसके बारे में मुझे कोई जानकारी नहीं है, जिस के सम्बंध में मैं विशेष रूप से कह सकूँ। मेरा तो इतना ही निवेदन है कि जहां यह कालेज हैं, जहां पर कि गरीबों हो रही हैं वह बहुत तेजी से चलने चाहियें जिस से लक्ष्य को हम प्राप्त कर सकें।

15-47 hrs.

[SHRI KHADILKAR in the Chair]

कालेज के विद्यार्थियों के बारे में मुझे यह कहना है कि अनुशासनहीनता की बात अब केवल साधारण कालेजों में नहीं रह गई है। यह अनुशासनहीनता तो अब बहुत बड़े बड़े कालेजों में, डाक्टरों के कालेजों में भी चालू हो गई है। अभी अभी बीकानेर में, राजस्थान में जो डाक्टरों का कालेज था वह बन्द हो गया है। कहा गया कि वहां लड़के आपस में लड़ते हैं। उनको कौन लड़ाता है इसकी जानकारी की परवाह नहीं की गई। मैं मंत्री महोदय का ध्यान इस ओर दिलाना चाहता हूँ कि बीकानेर कालेज केवल राजस्थान का कालेज नहीं है, या बीकानेर कालेज केवल राजस्थान के डाक्टरों के लिये नहीं है, यह सारे देश में जो डाक्टरों की कमी है उसकी पूर्ति का प्रश्न था। अगर इस प्रकार से कालेज बन्द हो जाये तो यह दोष किसको मिलेगा। इस मामले में मैं खास तौर से प्रार्थना करना चाहता हूँ कि इस मंत्रालय का कर्तव्य हो जाता है कि वह देखे कि इसके भीतर क्या है। कोई राजनीति उसके पीछे घुसी हुई है या कोई अन्य कारण था और उसको वे दूर करने का प्रयत्न करें।

मैं अनुशासनहीनता का एक ताजा उदाहरण देना चाहता हूँ। अभी चार दिन हुए मैं फर्स्ट क्लास में आ रहा था गुड़गांव से, जिसमें छः आदमियों के बैठने का स्थान था। उसमें २५ कालेज के लड़के घुस आये। बेचारे २५ आदमियों को तो जगह मिल नहीं सकती थी, कोई नीचे बैठा कोई ऊपर बैठता था कोई खड़ा रहा और कोई बाहर लटका रहा।

एक माननीय सदस्य : विधाउट टिकट थे क्या।

श्री काशी राम गुप्त : नहीं वे पास लेकर चलते हैं। मैंने उनसे प्रश्न किया कि आप लोग क्यों आये हैं तो उन्होंने कहा कि हम लोग तो रोज के विद्यार्थी हैं। पटेल नगर में यह गाड़ी ठहरती नहीं है। हम जंजीर खींचेंगे और उतरेंगे। न तो उनके पास फर्स्ट क्लास के पास थे, न वह इसकी परवाह करते हैं। उन्होंने पटेल नगर में जंजीर खींची और उतर गये। यह रोज का धन्धा है। या तो रेल अपना इन्तजाम ठीक करे या फिर उन लड़कों को अनुशासन सिखाने की बात होनी चाहिये। इस तरह की चीजें हमारे सामने आ रही हैं।

अपने संविधान में जो सब से पहली जिम्मेदारी केन्द्रीय सरकार ने मानी है वह है प्राथमिक शिक्षा की। किन्तु इसके लिये जो लक्ष्य निर्धारित किया गया था उसकी पूर्ति अभी भी नहीं हुई और मालूम नहीं कि इसकी पूर्ति कब होगी। जिस प्रकार की प्राथमिक शिक्षा गांवों में चल रही है उस में किसी प्रकार का कोई स्तर नहीं है। जो अध्यापक भेजे जाते हैं वे ऐसे कच्चे होते हैं कि बजाय शिक्षा देने के वे अशिक्षित लोगों को बिगाड़ और देते हैं।

श्री रामेश्वरानन्द : जिसे कहीं नौकरी नहीं मिलती वह जाकर अध्यापक हो जाता है।

श्री काशी राम गुप्त : चूँकि उनको इतनी थोड़ी तनख्वाह दी जाती है इसलिये

[श्री काशी राम गुप्त]

ऐसा होता है। स्वामी जो सही कहते हैं कि जिन लोगों को कहीं और जगह नहीं मिलती वे अभ्यापक हो जाते हैं। शहरों और कस्बों की दशा तो और भी खराब है। शहरों और कस्बों की स्थिति तो यह है कि न किसी स्कूल के लिए कोई स्थान है और बच्चों को भेड़ बकरो की तरह कहीं न कहीं ठूस कर बैठा दिया जाता है। न उनके खेलने का स्थान है। जब हम यह योजना बनाते हैं जब हमारे संविधान में यह लिखा हुआ है कि हमको यह चाहिए कि प्राइमरी शिक्षा को सब के लिए लागू करें तो हमें यह भी सोचना होगा कि उसे लागू करने के लिए अच्छा स्थान चाहिए, अच्छे उनके लिए खेल के मैदान चाहिए। लेकिन उनके लिए क्या योजनाएं हम शहरों में देखते हैं? दिल्ली जो कि देश की राजधानी कहलाती है उसमें भी वह योजना नहीं है तो फिर थोटी जगहों का तो प्रश्न ही क्या हो सकता है। इसलिए इस बारे में सोचना जरूरी है।

जहां तक टैक्सट बुक्स का सवाल है मसानो साहब ने बतलाया कि उनमें कैंसी गड़बड़ी चलती है और कैंसी खराब भवस्या उनमें रहती है लेकिन मैं कहूंगा कि उन खराबियों के साथ साथ जोकि उन्होंने बतलाई एक खराबी और भी है और वह यह कि यह टैक्सट बुक्स समय पर नहीं छपती हैं। परिणाम यह होता है कि विद्यार्थी बेचारे मारे मारे उनको खरीदने के लिए फिरते हैं लेकिन वह उनको कहीं मिलती नहीं हैं। इसलिए इस प्रकार की नीति को समाप्त करना चाहिए और ऐसी नीति अपनानी चाहिए जिससे कि लोगों को राहत मिले।

जहां तक कमजोर वर्ग का प्रश्न है, वह बिलकुल आज भी उतना ही उपेक्षित है जितना कि पहले था। कहने को तो हम हरिजनों के लिए और शैड्युल्ड ट्राइब्स के

सोर्गों के लिए कुछ विशेष कर रहे हैं लेकिन जरा जाकर मौके पर देखें तो पायेंगे कि उनके बच्चों की बड़ी खराब दशा हो रही है। आप पायेंगे कि किस प्रकार से वहां उनके बच्चों के नाम पर अनापशनाप राजनीति चलती है। जो किसी सत्ताधारी पार्टी के धादमी का चेहेता है उसके बच्चे को तो बजोफा मिल जायेगा वना आम तौर पर हरिजन और ट्राइब्स के लोग मारे मारे फिरते हैं और उनको बजोफा नहीं मिलता है।

जब यह कहा जाता है कि हमें धार्मिक शिक्षा होनी चाहिए या कम से कम नैतिक शिक्षा होनी चाहिए तो यह कहते हैं कि हमारा देश सैकुलर है लेकिन मेरा कहना है कि एक सैकुलर देश में तो यह और भी जरूरी हो जाता है कि बच्चों को नैतिक शिक्षा बहुत अधिक रूप में दी जाये। धार्मिक शिक्षा देने से यह मतलब नहीं है कि किसी एक सम्प्रदाय विशेष को शिक्षा हो वरन धार्मिक शिक्षा देने से मेरा तात्पर्य यह है कि हमारे बच्चों को नैतिक शिक्षा दी जाये और वह देश और समाज के नैतिक मूल्यों को पहचानें। अभी मेरे से पहले डा० साहब फरमा रहे थे कि हमारा नैतिक स्तर कितना गिर गया है। शिक्षा का तात्पर्य यह होना चाहिए कि नैतिक स्तर जो कि गिरता जा रहा है उसे कैसे गिरने से रोका जाय और नैतिकता का एक उच्च स्तर कायम किया जाय। इसके लिए आज हम सब लालायित हो रहे हैं और हमारे गृह-मंत्री नन्दा जी बार बार इसकी चर्चा करते हैं लेकिन जैसा मैंने कहा अगर प्रशिक्षण के शुरू में यह नैतिकता का स्तर नहीं कायम किया जायगा, ऊंचा स्तर वहां पर नहीं बनाया जायेगा तो आगे चल कर उसका क्या नतीजा होने वाला है। इसलिए किस तरह से शिक्षा में नैतिकता का स्तर कायम किया जाय यह प्राथमिकता से विचार करने का एक विषय हो गया है।

एक सेंट्रल इंस्टीच्यूट ऑफ इंग्लिश हैदराबाद में है। मैं नहीं समझ पाया कि वह हैदराबाद में होने के नाते सारे देश को कितना लाभदायक हो रहा है और उसको और ज्यादा फैलाने की आवश्यकता है या नहीं है और वह इंग्लिश की पूति किस रूप में कर रहा है और किस तरीके से वह इस इंग्लिश को पनपा रहा है और उससे कितना लाभ हमको हो रहा है और कितना लाभ नहीं हो रहा है इसका इस रिपोर्ट में अच्छे ढंग से कोई जिक्र नहीं है।

अभी एक प्रश्न चल रहा है। हाई स्कूल में दस वर्ष हों, हायर सेकेंडरी में ११ वर्ष हों और फिर हम चाहते हैं कि उसका १२ वर्ष का कोर्स हो। कोई फैसला नहीं हो रहा है। सारा देश अस्तव्यस्त है। कहीं दसवीं जमात चल रही है, कहीं ग्यारहवीं जमात चल रही है तो कहीं बारहवीं की कोशिश हो रही है। एक खिचड़ी सी पक रही है और इससे बहुत बड़ा नुकसान हो रहा है। इस बारे में जितना ही विलम्ब लगेगा उतना ही उसमें अधिक नुकसान होगा।

जब हमारे देश की सरकारी भाषा हिन्दी है तो सारे देश की जो प्रान्तीय भाषाएं हैं उन भाषाओं में जो शिक्षा होती है उस शिक्षा के साथ हिन्दी को जोड़ा जाय। हिन्दी को जितनी तीव्र गति से जोड़ा जायगा उतना ही न केवल हम अपने संविधान का पालन करेंगे बल्कि दूसरे देशों में भी हमारा मस्तक ऊंचा हो सकेगा। हम देखते हैं कि हर एक देश अपनी भाषा को लेकर भागे बढ़ा है। रूस भागे बढ़ा, चीन और जापान भी अपनी अपनी भाषाओं को लेकर भागे बढ़े लेकिन हमारा एक अभागा देश हिन्दुस्तान ऐसा है जो कि अभी भी विदेशी भाषा अंग्रेजी के साथ लिपटा हुआ है और हिन्दी के जरिए वह उच्च शिक्षा में भागे नहीं बढ़ पा रहा है। एक तो अंग्रेजी के साथ लिपटे रहने से देशकी एकता अष्ट होती जा रही है इसलिए यह

जरूरी हो जाता है कि शिक्षण के क्षेत्र में केवल सांख्यिक रूप से ही वृद्धि न हो, पढ़ने लिखने वालों की तादाद में ही वृद्धि न हो बल्कि उनके बीच एक आत्मबल भी आये, कुछ उनका नैतिक स्तर बने और आत्मबल बने। अभी इस सम्बन्ध में कितने ही आंकड़े हमारे सामने आये और वह आंकड़े भी हमको यह बतला रहे हैं कि हम नीचे गिरते जा रहे हैं।

मैं निवेदन करूँ कि हायर सैकेंडरी स्कूलों के अन्दर जो टीचर्स होते हैं, ग्रामों में जब वह जाते हैं तो उनको अपार कठिनाई होती है। उनका कोई मकान नहीं होता है। जितने भी अपसर जायेंगे उनके मकान तो आपको वहां पर बने हुए मिलेंगे लेकिन यह अध्यापक ऐसे अभागे होते हैं जिनको कि कहीं मकान नहीं मिलते और वह बेचारे गांव गांव में मारे मारे फिरते रहते हैं और अपने दुःख को किसी से कह भी नहीं सकते। इस प्रकार की एक दयनीय स्थिति उनकी वहां पर होती है।

अन्त में मैं यह निवेदन करूँ कि यह जो राजनीति हमारी है दुर्भाग्य से यह सब जगह पहुंच गयी है और यह स्कूलों के खुलने में बहुत चलती है। उनको यह कहा जाता है कि हम तुम्हारे यहां स्कूल खोल देंगे लेकिन पहले यह बतलाओ कि तुमने हमको चन्दा दिया है या नहीं। अगर हमें चन्दा दे दोगे तो हम स्कूल खोल देंगे लेकिन अगर चन्दा नहीं दोगे तो स्कूल नहीं खुलेगा। चुनावों के समय जब बोट हासिल करने होते हैं तो यह चीज चलती है कि देखो भाई स्कूल खुलवायेंगे तो हम ही खुलवायेंगे क्योंकि कांग्रेस का राज्य है, यह विरोधी लोग स्कूल नहीं खुलवा सकेंगे इसलिए अगर स्कूल खुलवाना है तो हमें बोट दो। इस प्रकार की चर्चाएं चुनावों के समय होती हैं जिसका कि नतीजा यह होता है कि लोगों का स्तर चुनावों के समय और गिर जाता है। इसलिए ऐसी बातों का प्रबन्ध होना चाहिये लेकिन आज इसका कोई

[श्री काशी राम गुप्त]

प्रबन्ध नहीं है। उसको कोई करप्ट प्रैक्टिस भी नहीं मानता कि यह बहुत बुरी बात है। यह कानून से बाहर है कोई ऐसा नहीं मानता।

साधारण रूप में यह चल रहा है और ऐसे ही यह चलता रहेगा इस तरह से सोचना और कहना एक बुरी बात है।

इसी तरह से मैं एक मिसाल दूँ कि हमारे यहां एक अलवर शहर में जहां से कि मैं आया हूँ वहां १३०० विद्यार्थी कालिज में पढ़ रहे हैं। जब उनसे कहते हैं कि साहब यहां पर एक लड़कियों का कालिज खोल दीजिये तो वहां उनकी राजनीति चलती है और कई कारण उसमें बताये जाते हैं। कुछ लोग आते हैं रुपया देने के लिये लेकिन चूंकि वह लोग उनके ग्रुप के नहीं हैं और कहीं इससे उनकी संज्ञा के ऊपर धक्का न पहुंच जाय तो इस प्रकार से अच्छे अच्छे कामों में भी राजनीति घुसेड़ी जाती है। राजनीति का इन कामों में घुसेड़ना वह हमको पीछे की तरफ ले जाने वाला और वह नहीं होना चाहिए। पोस्ट ग्रेजुएट कोर्स का जहां तक सवाल है कहीं तो कहते हैं कि युनिवर्सिटी उन्हें खोल दी है इसलिए नहीं होगा और कहीं पर वह खुल जाता है। इसलिए मैं मंत्री महोदय से निवेदन करूंगा कि वह राज्य कि सरकारों को इस प्रकार का ध्यान दिलायें कि जबतक यह कौनकौरेट लिस्ट में नहीं आ जाय, शिक्षा में इस प्रकार का अन्याय न किया करें और उचित रूप से इसका बटवारा करें जिससे कि इस प्रकार की बेचनी जो इसको लेकर लोगों में फैलती है वह न फैलने पाये।

सभापति महोदय, आप आश्चर्य करेंगे कि जिस प्राथमिक शिक्षा का यह हाल है उस प्राइमरी शिक्षा को हमारे यहां खासतौर

से राजस्थान में पंचायतों के अधीन किया गया है। नतीजा इसका यह हुआ है कि हमारे राजस्थान में खासतौर से जो वहां के विद्यार्थी हैं और जो हमारे वहां के टीचर्स हैं, अध्यापक हैं उनका स्तर बिल्कुल समाप्त हो गया है। वह यह सोचते हैं कि अब तो हम सरकार के नौकर हैं नहीं। मुझे कोई पेंशन नहीं मिलेगी और मुझे क्या होने वाला है इसका भी कुछ पता नहीं है। इसलिए वह उन पंचायतों और सरपंचों आदि की खुशामद करता रहता है क्योंकि अगर वह खुश बने रहते हैं तब तो वह कायम रहता है वरना वह एक दिन भी काम पर नहीं रह सकेगा। अगर कहीं अभाग्यवश सरपंच महाशय अध्यापक से नाराज हो गये तो उसकी फौरन वह बिलटी बांध कर भेज देंगे। इसलिए यह एक विचारणीय विषय है कि पंचायतों को प्राइमरी शिक्षा का काम सौंपना ठीक है या नहीं। आज इस संबंध में एक प्रश्न भी उठा था जिसके कि उत्तर में उपशिक्षा मंत्री महोदय ने बतलाया है कि अभी इस बात के ऊपर विचार किया जा रहा है। मैं निवेदन करूंगा कि इस पर बहुत गहराई के साथ विचार करें कि सारे देश में पंचायत समितियों को प्राइमरी शिक्षा के सारे अधिकार दिये जायें अथवा न दिये जायें। यह केवल राजस्थान के स्तर के गिरने की ही बात नहीं है बल्कि सारे देश के स्तर का सवाल है। इसका असर सारे देश पर आने वाला है। इस प्रकार से यह मुख्य विषय है जिसके कि ऊपर उनको ध्यान देना चाहिए।

अन्त में मैं कालिज की एक बात कह कर समाप्त करूंगा। जो बटवारा आपने ऐसे स्कूलों का किया है, छोटे छोटे स्कूल आप दिल्ली से बैठ कर चलाते हैं, प्रदेश के स्तर पर और जिलों के स्तर पर चलाते हैं, वहां उन जिलों में उन की उपयोगिता है अथवा नहीं इसकी जांच मैं समझता हूँ कि नाकाफ़ी हुई है और जो स्कूल अभी तक खुले

हैं वे नाकाफ़ी हैं। मैं ने सुना है कि यह स्कूल कोई ३०० की तादाद में खुलने वाले हैं। इसलिए जहां जहां वह खुलने वाले हैं वहां वहां कितने कितने मिलेटरी के बोग ज्यादा हैं कितनी कितनी नरमरी और बेसिक स्कूलों की तादाद है इन सब को देख कर उनको खोलना चाहिए और चलाना चाहिए। अन्त में मैं आप को धन्यवाद देता हूँ कि आप ने मुझे बोलने के लिए समय दिया।

16.00 hrs.

Shri Chandrabhan Singh (Bilaspur): Mr. Deputy-Speaker, Sir, I find myself in a very peculiar position here. This august House to me appears to be an urbanised House and when we think of this country, it is a ruralised country. We have been independent for 17 years and what do we find? When we look to the villages, when we look at primary education and when we look at the Constitution, we feel that we are in deep waters. Primary education which should have been started in each and every village is nowhere to be seen. The persons here are discussing about the research education, technical education, higher secondary education and all those things. But they do not bother about the primary education. Think about those illiterate villagers and think of those villages who have a population of 2000 or more. There is no primary school much less any other thing better. When I think of all this, I am surprised that we lay stress on most meagre objects and forget the basic ones. Remember once for all that if you want this country to come up, you have got to start education, education and education, first and last. Without education, we are living in darkness and with darkness there is no light anywhere. On education we are spending about 2.8 per cent of our national budget. Is that enough? Go to any modern country in the world and then you will find what they spend on education. They spend 10 to 12 per cent of their overall expenditure on

education. I will plead with the Education Minister "that the time has come when it is his outlook to see that proper stress is laid on primary education." The people must be told and this august body must do something about it. I know, you always say, "Well, what can the Government do? Primary education is a State subject". Probably, I agree there. But the time has come, with the view of the Education Minister now, that education must be taken completely by the Central Government. If you want to eliminate all the trouble, this subject must be brought into the Concurrent List. This is a pre-eminent disposition which this House must decide. The time has come when the Education Minister must tell everybody without any fear or favour that education has got to be a Concurrent subject and the Centre will be responsible for primary education in each and every village.

Now, when we come to other part of education, my friend Dr. Prasad just now mentioned what is the status of education in the middle-grade, what is the status of education in the higher secondary grade and what is the status in the university grade. The whole thing has remained in the doldrums. I cannot understand why it is there. There are people who have got their own ideas. They think of their own methods. They think of their own designs. But no one bothers about the real education. Think of the university education. Every boy who passes his matriculation or higher secondary examination or intermediate wants to go to the university. Is that right? Is that desirable? Is it possible for this country to give the highest education, university education, to all these boys and girls? Is it necessary? I am bold enough to say that it is not necessary. Let us put a line somewhere that this boy and this girl will remain in the secondary group; that this boy and this girl will remain in the higher secondary group; that this boy and this girl will go to the university grade, and this boy and this

[Shri Chandrabhan Singh]

girl will go to the research grade. I am quite ashamed and quite surprised that so far the Education Ministry has not decided this simple problem. I think this is a very simple problem. There should be no difficulty to make any criterion, that the boy who gets so much marks will go so much and no further. This thing has not been done. What are you afraid of? By your fear, indecision and all these fissiparous tendencies that we have got, you have ruined the education of this country and the time has come when after 17 years we are still in the same if not worse position. I plead with the Education Minister to say that he must turn a new leaf. He has got a bunch of secretariat staff. They are bred and brought up in the old tradition. Our thinking is in a mess, still in the same method that the British used to think. Let us change our methods. If we do not change our methods, our future is entirely dark. This is a very important point and I must plead that education must become a Concurrent subject and this excuse that it is a State subject should not hold good any further.

Then, there are some important points, I should say, about technical education. Technical education in the country, as is well-known, is in the doldrums and it is at a very low level. Take, for instance, medical education. What is the state of medical education? In medical education, you are admitting 7000 to 8000 graduates in 72 medical colleges that you have in the country and they are producing round about 6000 graduates in the medical colleges. Our population is increasing at the rate of one crore a year. If you want to take that standard of 1 doctor for a population of 2000, we need a very large number of doctors. With the present position, that number will never be reached and the time has come when you must lay stress on these important points. The same thing holds good for agricultural education and for other courses also. We have not been able to go beyond that.

Why? It is because you are spending very little money on education. The time has come when you must think aloud and must spend more money on education. You talk aloud about our standards, our spiritual high levels and all those things, but you do not do any work on those lines.

One thing more I must say about medical education. I was very glad to hear the other day and this morning that the new Education Minister has, more or less, dissolved about 80 sub-committees. I will request him to dissolve most of them. They do not do much useful work.

An Hon. Member: All of them.

Shri Chandrabhan Singh: I agree; all of them. I am a member of one sub-committee, the Central Advisory Board of Education. There was a meeting in Panchmarhi. We were there for four days. We had a lovely time there. We enjoyed it. I am glad to say that we enjoyed that part of the work. But what real work did we do? Hardly any work. We had some civil functions and there were certain programmes and we went through all those. I will be happy even if that is dissolved completely. I am reminded of one important point. In that meeting of the Central Advisory Board of Education in Panchmarhi there was a discussion about the text-books also. There is a plan with the Education Ministry that cheap editions of expensive text-books will be produced in the country. I mentioned it to the then Minister of Education, Dr. Shrimali—he is no longer here—that the time has come that some facilities of this type for producing cheap medical text-books for medical students should be available in the country. When the first minutes came to me, I was surprised to see that there was no mention of this at all there. The minutes were sent to me and there was no mention at all about this. Well, the Secretary of the Ministry is sitting over there and I want him to take note of this that there is no mention of this

at all. As I said in the beginning, about 8000 medical students are admitted every year in the medical colleges. Those boys go from pillar to post to get the medical text-books. Medical text-books are very expensive. Publication of each text-book will cost a very heavy sum to the publisher. How can they buy such expensive books? From where to get the money? The then Education Minister promised me that he will look into the matter and see that certain text-books are produced cheaply for our medical students in the country. That is a very important point. The time has come when cheap text-books for medical students must be produced. There should be no two opinions about that. That must be done. I have been a teacher for more than 25 years and I know the difficulties of medical students and what they do. The difficulties are still great and there are certain boys who are without text-books at all. In view of all this, I plead with the Education Minister to kindly look into this very important matter.

People have spoken about higher moral values of life. That is a very good thing. The country is well-known for higher moral values. Who doubts that? But where are we? Who is there to teach them higher moral values? In the primary schools, there is no question at all about that. The IAS or ICS officers send their children to nursery schools where money is fleeced from them. Then from the nursery school, those children go to some sort of basic schools and then they go to high schools etc. But what about the primary schools? The majority of the boys do not go even to the primary schools. Where is the chance for them to get moral education?

I am here reminded of one important point. When I talked about religious education, somebody said 'This is a secular country. How can we give them religious education?'. I said 'By religion we do not mean either Islam or Hinduism or Sikhism; we do not mean that at all. After all, what

does religion teach? Religion teaches the higher values of life, be it Christianity, or Hinduism or any other.' Every boy and every girl must know what the higher values of life are. Whether it is Christianity or Hinduism or any other, every religion teaches higher values of life. I feel that in every primary school, from now on, we must see that religious education must be given. I may suggest that in each village let there be some sort of Gandhi kutis where religions there and let the students gather there and let the students gather there either in the morning or in the evening and sing a national song, whatever that national song may be. I think that sort of religious education must be given to all these boys and girls. That is a very important thing, and I plead with the hon. Minister that he should keep this in mind and take care to see that religious education is given in all these schools completely.

Last but not the least, there is research education. We always hear about research, research and research. People talk about research. Even those Toms, Dicks and Harrys who do not know the meaning of the word talk about research and ask 'Where is research done in this country? There is no research anywhere'. And they say 'Look at agriculture, look at medicine and look at other things, there is no research'. Well, they do not know the meaning of the word research at all; they do not understand what is meant by the word "research". Let them go to foreign countries and find out the amount of money that is spent on research. I would submit that our country is not probably having research on that scale here. Research means investigation into certain problems and finding out a solution for them. You have got certain problems and you have got to solve them. That is called research. Have our research workers done anything in that kind of

[Shri Chandrabhan Singh]

way? I make bold to say and ask whether any research worker in our country has thought over a problem and given his idea of a solution to that problem. So, research means taking up a problem for solution. And mind you, research is a specialised job. But what is happening now? They say that this research must be done in one year or two years. They give a research programme to a student saying 'In one year, do this, in two years do this, in three years, do this' and so on. Those who do this do not know what is research. I have been a research worker, and I have helped also in research work, and I know what research means. But the majority of those who plan research courses do not know what research is. I would suggest that the people who take up research must have a special cadre. Those who take up research must have a certain capability for it; they must get more than 80 per cent marks in schools and colleges, and they must be given special facilities for research, and there must also be a special cadre for them, so that their future may be assured to them; then alone, you can bring about real research in this country.

With these words, I support the budget.

श्री यु० सि० चौधरी (महेन्द्र गढ़) :

सभापति महोदय, आज जिस महत्वपूर्ण विभाग की मांगों पर बहस हो रही है, उस बहस को मैंने बहुत ध्यान से सुना है। जिन जिन माननीय सदस्यों ने इसमें भाग लिया है और अपने विचार प्रकट किये हैं उन में से एक ने भी, हमारे जो नए मंत्री हैं जिन्होंने शिक्षा विभाग का भार अपने कंधों पर लिया है और जिनके लिये यह एक नया तजुर्बा है, जहां तक शिक्षा के क्षेत्र में सुधार करने का सवाल है या शिक्षा को समाज की आवश्यकताओं के अनुरूप बनाने का सवाल है, यह नहीं कहा है कि इन पिछले सत्रह सालों में हमें एक प्रतिशत भी सफलता मिली है। दो बजे से शिक्षा के ऊपर बहस हो रही है और

शुब सवा चार बजे है अब तक जितने भी वक्ता बोले हैं उन्होंने चाहे कुछ भी कहा हो, अलग अलग विषयों के बारे में उन की चा कुछ भी राय रही है लेकिन इस विषय में सब के सब बिल्कुल एकमत हैं कि शिक्षा के क्षेत्र में जहां तक सुधार करने का ताल्लुक है, हमें एक प्रतिशत भी सफलता नहीं मिली है। सभी ने इस बात पर जोर दिया है। कुछ माननीय सदस्य केवल राजनीति के स्कालर थे, कुछ शिक्षा शास्त्री थे, कुछ दूसरे क्षेत्रों से आए थे लेकिन सभी ने इस मामले पर दबाव दे कर कहा है कि शिक्षा के क्षेत्र में कोई भी किसी प्रकार का भी ऐसा परिवर्तन जो किसी भी स्वतंत्र देश के अन्दर होना चाहिए, नहीं हुआ है। यह डिमांड पास हो जाएगी, लेकिन यह डर्रा क्या इसी प्रकार में चलता रहेगा? अगले साल फिर इसी प्रकार से डिमांड आएगी, तब क्या हम यही बात कहेंगे? क्या ये सभी बातें इसी तरह से चलेंगी। इन बातों के अन्दर जो छिपा हुआ चैलेंज है, उसका मुकाबला किया जाना चाहिये। सारी की सारी बात जो इतनी शक्ति के साथ कही जा रही है, इतने बलपूर्वक कही जा रही है जोकि देश के ऊपर एक प्रकार की चोट है, उसके बारे में शिक्षा मंत्री महोदय को गम्भीरता से विचार करना चाहिये। यह चीज हमारे नए शिक्षा मंत्री को कसौटी पर कस रही है। क्या जिस प्रकार से शिक्षा मंत्रालय आज तक चलता रहा है, उसी प्रकार से आगे भी चलता रहेगा? या हमारे नए शिक्षा मंत्री शिक्षा मंत्रालय को इस जाल में से निकाल कर कुछ ऐसे ठोस और सही कदम उठायेंगे कि एक साल के बाद जब दुबारा हम लोग इस पर अपने विचार प्रकट करें तो जो वाक्य आज हर माननीय सदस्य ने दोहराया है कि शिक्षा के मामले में एक भी कदम नहीं उठाया गया है, उसको दोहराने का किसी को मौका न मिले? और बहुत से मामले हैं, जिन में कुछ न कुछ काम हुआ है, जैसे इंडस्ट्री है,

उसमें काम हुआ है, नहरें भी खोदी गई हैं तथा दूसरे जो मामले हैं उन सब में कुछ न कुछ काम हुआ है ऐसा कहा जा सकता है। लेकिन जहां तक शिक्षा का सम्बंध है पिछले १६-१७ सालों में कुछ भी काम नहीं हुआ है। इस चीज को बहुत ताकत के साथ दोहराया गया है और यह चीज नए शिक्षा मंत्री के लिए एक कसौटी बन कर आई है। इस कसौटी पर वह खरे उतरें, ऐसी आशा सभी को करनी चाहिये।

अपने पूर्व वक्ता के विचारों के साथ अपने विचार मिलाते हुए मैं इस बात का पूर्ण समर्थन करता हूँ कि पिछले १७ सालों में शत-प्रतिशत कोई भी ऐसा काम शिक्षा के क्षेत्र में नहीं हुआ जिसके आधार पर आज भरोसे के साथ यह कहा जा सके, विश्वास के साथ कहा जा सके कि हम इस क्षेत्र में आगे बढ़े हैं। हां एक दो एक्सपेरिमेंट अवश्य हुए हैं, जैसे हाई स्कूल सिस्टम के स्थान पर हायर मैकेंडरी सिस्टम चला दिया गया है या इसी प्रकार के कुछ और काम हुए हैं। आजादी के बाद एक दम बेसिक शिक्षा का नारा बहुत जोरों से लगा था। इस बेसिक शिक्षा के सम्बंध में कुछ बात मैं आप को बतलाना चाहता हूँ। शिक्षा के क्षेत्र से मेरा भी काफी नजदीक का सम्बंध रहा है। लेकिन तीन चार दिन पहले की ही बात मैं आपको बतलाता हूँ। दिल्ली के पास जामा मिलिया मेरे क्वाल से सबसे बड़ा केन्द्र बेसिक शिक्षा का है। उसके एक बहुत सीनियर अध्यापक ने किसी मौके पर बातचीत करते हुए यह कहा है कि पांच साल के बाद यह जो बेसिक शब्द है, जो बेसिक आधार है बेसिक प्रणाली का, वह केवल इतिहास की वस्तु बन कर रह जाएगा और हमारे ये जो स्कूल हैं इनके साथ इसका कोई सम्बंध नहीं रह जाएगा। इस बात को कहने का मेरा एक तात्पर्य है। सेंट्रल गवर्नमेंट में यही एक इस सम्बंध में बात हुई है जो कि १९४७ के बाद बड़ी ताकत के साथ की गई है। महात्मा गांधी

का भी दूसरे लोगों के साथ साथ इसके साथ नाम जुड़ा हुआ था, इस वास्ते हमको बड़े जोरशोर से लाया गया था। श्रम की प्रतिष्ठा करने के लिए शिक्षा संस्थानों को, स्कूलों और कालेजों को सोसाइटी की आवश्यकताओं के अनुरूप बनाने के लिए, जो कुछ समाज के अन्दर होता है, उनका ये केन्द्र बन सके, ऐसी कल्पना अपने दिमागों में रखते हुए हम ने बेसिक शिक्षा की तरफ जो अपना कदम उठाया था, इसके बारे में उस व्यक्ति की यह राय थी, जो मैंने आप के सामने रखी है।

बाकी जितने मामले हैं, उन का अगर आप विज्लेयण करें, तो आज तक कोई खास काम नहीं किया गया है। कमेटियां ही बनती रही हैं। जहां तक कमेटियों का सम्बंध है यह किसी समस्या को टालने का बहुत अच्छा ढंग था। इसका मुझ से पहले बोलने वाले एक वक्ता ने भी जिक्र किया है। वह जिस कमेटी के मेम्बर थे उस कमेटी का यही काम था कि वह पंचमढ़ी का हिल स्टेशन देख आए इसके अलावा और कोई काम उसके द्वारा नहीं हुआ। मैं अपना भी एक तजुर्बा आपके सामने रखना चाहता हूँ। पिछले साल मैं भी एक एजकेशन कनसलटेंटिव कमेटी का मेम्बर था। हमें डा० श्रीमाली हिन्दू यूनिवर्सिटी में ले गए। वहां जिस किमी डिपार्टमेंट में हम गए सिवाय टी पार्टी के अलावा और कोई काम हम नहीं कर सके। तीन चार दिन लगातार यही सिलसिला चलता रहा। कोई भी ऐसी प्रेवटीकल बात जिस से हम जाने सकें कि हिन्दू यूनिवर्सिटी के अन्दर क्या हो रहा है या यह जो इतना बड़ा शिक्षा का मंदिर है, इस में कौन सा ऐसा काम हो रहा है जिस का समाज और देश को लाभ होने जा रहा है, मालम करने का हमें मौका ही नहीं दिया गया। सुबह से शाम तक इसी चक्कर में हमें फंसाये रखा गया। हमें ऐसा चक्कर दिये गए कि

[श्री यु० सि० चौधरी]

कहीं भी किसी एक स्थान के ऊपर बैठकर किसी मामले पर हम सोच सकें, इसका मौका ही नहीं मिला . . .

श्री शिवनाथ राय (देवरिया) : प्राप क्यों चक्कर में आये ?

श्री रामेश्वरानन्द : आपने सारे के सारे देख को चक्कर में डाल रखा है ।

श्री यु० सि० चौधरी : कहने का तात्पर्य यह है कि हमारे शिक्षा मंत्रों के ऊपर इस बात की एक विशेष जिम्मेदारी है, एक विशेष उत्तरदायित्व है कि शिक्षा के बारे में जो बातें कही जा रही हैं, जो सुझाव दिये जा रहे हैं, उन पर वह गम्भीरता से विचार करें, जो कुछ हम कहते हैं उसको अमल में लाने का उत्तरदायित्व वह अपने कंधों पर लें और आमूल परिवर्तन वाली जो बातें कही जा रही हैं, उनको वह देखें । जब तक आमूलचूल परिवर्तन नहीं होगा, तब तक शिक्षा समाज की प्रावश्यकताओं के अनुरूप नहीं बन सकती है । शिक्षा पद्धति जो बहुत पहले से चल रही है, डा० मंकाले के वक्त से कली आ रही है जब कि केवल क्लर्क ही तैयार किये जाते थे, आज भी उसी तरह से जारी है । स्कूलों और कॉलेजों के अन्दर कम से कम जहां तक आर्ट साइड का सम्बन्ध है, जोर इसी बात पर रहता है कि किताबों को घोट लिया जाए, कोर्स को घोट लिया जाये, रट लिया जाए और रट कर पास परीक्षा को कर लिया जाए । उस के बाद अपनी परीक्षाओं में जा कर पूरे नम्बरों से पास हो जाते हैं । बाकी के जो दस महीने होते हैं, मुझे अध्यापक होने के नाते अनुभव है, उन में स्कूल और कॉलेजों के बच्चों के पास कोई ठोस क्रियात्मक प्रोग्राम नहीं होता । जिस के कारण जब अनुशासन की बात आती है तो उन पर लाठन लगाया जाता है कि विद्यार्थियों में यह कमी है, वह कमी है, इसके

लिये यह जिम्मेदार है, वह जिम्मेदार है, सौ तरह की राजनीतिक और सामाजिक बातें लाई जाती हैं । इस सारी की सारी समस्या के अन्दर जो मूल बात है, वह, मैं समझता हूँ, यह है कि विद्यार्थियों को किसी काम में बिजी नहीं किया जाता । उनको सारे साल में इतना काम नहीं दिया जाता कि वे पूरे साल किसी न किसी तरह उसमें लगे रहें और बेकार बातों में उन का दिमाग न जा सक । इस लिये यह निहायत जरूरी है, कि जहां हम इस बात को सोचें कि विद्यार्थियों के अन्दर डिस्प्लिन, हो, वहां हम इस बात को भी सोचें कि जो शिक्षा प्रणाली है, जिस का फल उन को परीक्षाओं में मिलता है उस में पूरा परिवर्तन हो ।

यहां परीक्षाओं के बारे में कहा गया । हमारे सिस्टम आफ एजुकेशन में जो कमियां हैं उन के बारे में अनेक बार यहां प्रश्न आये लेकिन जो पिटे पिटाये उत्तर होते हैं वही दे दिये गये कि इस मामले में यह कमिशन सोच रहा है, यह कमेटी सोच रही है । मेरे म्याल में पिछले ७०, ८० या १०० सालों के अन्दर उस के अन्दर रत्ती भर अन्तर नहीं हुआ है । उसी तरह से लड़के अपने पाठों को घोट लेते हैं और तुक्का लग गया तो पास हो गये । जो अच्छे लड़के होते हैं २०, ३०, वे तो जरूर अच्छे नम्बरों से पास होते हैं बाकी सारे लड़के अपने जीवन को इन्हीं परीक्षाओं के झगड़े में बरबाद करते हैं । जब तक सारी की सारी शिक्षा प्रणाली सम्भले नहीं, जब तक पाठ्यक्रम को बदलने के सवाल पर, परीक्षा प्रणाली को बदलने के सवाल पर गहराई से विचार नहीं किया जाता, खाली शोचने मात्र से काम नहीं चल सकता । उस के सम्बन्ध में जब तक कोई क्रांतिकारी कदम नहीं उठाये जायेंगे, तब तक अपने दिमाग में यह बात रख कर हम नहीं चलेंगे कि शिक्षा मंत्रालय जो है वह तमाम प्रदेशों के शिक्षा से सम्बन्ध जो अधि-

कारी हैं उन के जंजाल से बाहर निकल कर काम करे तब तक शिक्षा में सुधार नहीं हो सकता । जो उन लोगों के डरें हैं उन में वे मंत्रियों को ऐसा उलझाते हैं कि अगर क्रांतिकारी ढंग का मंत्री भी होता है तो वह भी उन के जाल में जा कर फंस जाता है । हमारे बहुत से भाइयों ने श्री चागला के सम्बन्ध में बहुत सी बातें कहीं । शायद पांच छः महीनों तक वे अच्छी अच्छी बातें कहते रहें लेकिन बाद में जहां अधिकारियों का चक्कर चला, वहां वे भी बातें शायद कहने लग जायें कि युनिवर्सिटी ग्रान्ट्स कमिशन जाने, हम ने फलां कमेटी बना दी है, वह इस मामले को देख रही है । इसी तरह से १७ सालों में २, ३ साल और ऐड हो जायेंगे और सारी की सारी शिक्षा प्रणाली वहीं की वहीं खड़ी रह जायेगी और सारी की सारी जनरेशन से, नवयुवकों से वही खिलवाड़ होता रहेगा जो कि पिछले १७ सालों से हो रहा है ।

16.23 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

इस मामले के अन्दर मैं एक बात निवेदन करना चाहूंगा कि यहां टेकनिकल एजुकेशन के बारे में बहुत कुछ कहा गया । इस के बारे में बहुत कुछ कमेटियां भी बनीं, कुछ ग्रान्ट्स भी मिलीं, नई नई बिल्डिंगें और मकान बनाये गये, नई नई रिसर्चें भी हो रही हैं, लेकिन हिन्दुस्तान के ६०, ६२ फी सदी जो स्टूडेंट्स हैं वे केवल ग्रांट्स के विषयों को ले कर परीक्षाएँ देते हैं । उन के वास्ते कोई अच्छा काम किया गया हो, पन्द्रह, सोलह सालों में उनकी शिक्षा प्रणाली के अन्दर कोई अन्तर आया हो, या उस पर नये तरह से सोचने का प्रयास किया गया हो, ऐसा मुझे नजर नहीं आता । आज की जो किताबी एजुकेशन है वह सारे के सारे तरीके को इस तरह से ढके ए है कि उसे कोई हल नहीं कर सकता ।

आज अखबारों में यह खबरें आती हैं कि हमारे लड़के तो बी० ए० तक पास कर चुकते हैं लेकिन उन में जनरल नालेज नहीं होती । विदेशों के बारे में तो दूर, इमारत के बारे में भी उनको कुछ पता नहीं होता । इस सम्बन्ध में अपने विषय से जरा दूर जा कर एक उदाहरण देना चाहूंगा कि किस प्रकार से जनरल नालेज हमारे यहां लैक करती है । सम्बन्ध तो इस का विदेश मंत्रालय के साथ है, लेकिन मैं उस को बतलाना चाहता हूं । अभी फल परसों ही किसी समाचारपत्र के अन्दर, हमारे हिन्दी के एक बड़े प्रसिद्ध और जाने माने लेखक, श्री सच्चिदानन्द हीरानन्द वात्स्यायन ने अपने कुछ संस्मरण दिये थे कि वे किसी योरप के दूतावास में चले गये । वहां पर उन लोगों ने सोचा, खास कर जो वहां के सांस्कृतिक सचिव थे उन्होंने सोचा, कि हिन्दुस्तान का इतना बड़ा लेखक आया है तो क्यों न उस देश के कुछ राइटर्स को बुला कर उस के सम्मान में एक पार्टी दे दी जाये । जब शाम को उस पार्टी का समय हुआ तो वात्स्यायन जी और वहां के जो कल्चरल अटेंची हैं वे दोनों के दोनों खड़े हुए थे कि इतने में कोई बहुत बड़े लेखक, उस देश के गेट में घुसे । आप हमारे कल्चरल अटेंची की जनरल नालेज का अन्दाजा लगाइये कि जब उन्होंने वात्स्यायन जी का इंट्रोडक्शन दिया तो कहा कि यह सच्चिदानन्द हीरानन्द वात्स्यायन हैं जिन्होंने हमारे देश में काम सूत्र लिखा है जब कि वात्स्यायन का लिखा हुआ जो कामसूत्र है वह हजारों साल पहले लिखा गया है । इस से आप अन्दाजा लगाइये कि हमारी जनरल नालेज की क्या हालत है । आप इस बात को तो छोड़िये कि वे अज्ञानता और एलौरा को जानते हैं या नहीं, उस कल्चरल अटेंची को यह भी पता नहीं कि काम सूत्र किस का लिखा हुआ है । पता नहीं किस तरह से विदेश मंत्रालय इस तरह के धादमियों को भेजता है जिन को मालूम नहीं कि कामसूत्र के लिखने वाले वात्स्यायन कौन थे । उन वात्स्यायन की जन्म तिथि के

[श्री य० सि० चौधरी]

बारे में भी कंट्रोवर्सी है। आज तक मालूम नहीं कि वह वात्स्यायन कौन था, वह चाणक्य कौन था और किस स्थान पर यह काम हुआ। वात्स्यायन की सेक्स पर लिखी पुस्तक कामसूत्र के साथ सच्चिदानन्द हीरानन्द वात्स्यायन का नाम जोड़ दिया गया। कहने का मतलब यह है कि हम दुनियां के देशों को छोड़ कर अपने ही देश को जानें कम से कम, यह सारा महत्वपूर्ण काम हमारी शिक्षा पद्धति का है। मेरे कहने का तात्पर्य यह है कि जहां हम शिक्षा के बारे में परिवर्तन करने की बात अपने दिमाग में रख कर कोई कदम उठावें वहां दूसरी बात यह है कि जो हमारे विचार्य हैं वह पूरे तौर पर से सारे साल अपने काम में संलग्न रहें और उन को जनरल नालेज भी प्राप्त हो सके।

एक बात जो शिक्षा मंत्रालय से सम्बन्ध रखने वाली है और जिम का जिक्र हाउस में नहीं आया है मैं उस के सम्बन्ध में भी कुछ कहना चाहूंगा। शिक्षा मंत्रालय की रिपोर्ट में पुरातत्व विभाग के बारे में, जो कि उस के अन्तर्गत काम करता है, दो चार शब्द लिख कर खत्म कर दिया गया है। पुरातत्व विभाग दरअसल इतना महत्वपूर्ण विभाग है कि उस से हमें जो सारे के सारे देश की छिपी हुई अमूल्य निधि है, जो हमारी सांस्कृतिक धरोहर है, उस का पता चलता है और मालूम होता है कि किस प्रकार वह अतीत के अन्दर छिपी पड़ी थी और उस का उद्घाटन करके हम किस प्रकार उसे प्रकाश में ला कर अपनी उखड़ी हुई इतिहास की कड़ियों को जोड़ सकते हैं। इस विभाग के बारे में मुझे निवेदन करना है कि वैसे तो उसको दो ही एक वाक्य में इस रिपोर्ट के अन्दर खत्म कर दिया गया, लेकिन उस को जो रुपया अलाट किया जाता रहा है उस में भी इस बार कटौती कर दी गई। इमर्जेन्सी का सब से अधिक असर इस आर्कैलोजिकल डिपार्टमेंट पर पड़ता है, जिस के कारण वह अपना काम पूरी तरह से नहीं

कर पाता। आज प्राइमरी एजुकेशन, सेकेंडरी एजुकेशन या ग्रीर भी सांस्कृतिक क्षेत्र की जो समस्यायें हैं उन के अलावा यह समस्या भी है कि जो हमारा ऋग्वेद कालीन इतिहास है, जो हिन्दुस्तान का बहुत पहले का इतिहास है उस के बारे में हम कुछ ऐसी बातों का पता लगायें जिन से कि बहुत सी छिपी हुई बातें सामने आ सकें। रिपोर्ट में लिखा है कि हम बहुत से स्थानों पर खुदाई कर रहे हैं। मैं शिक्षा मंत्री महोदय से प्रार्थना करना चाहूंगा कि एक ऐसा स्थान है कि अगर उस की खुदाई का प्रयास हो सके तो बहुत कुछ जाना जा सकता है। पाकिस्तान वार्डर पर एक स्थान है जिस का नाम सरसा है। वहां के सबूतों से पता चलता है कि वह सारस्वत नगर है जिस का वर्णन ऋग्वेद में है, और इस बात का भी ज्ञान हुआ है कि ऋग्वेद का निर्माण उसी स्थान पर हुआ है। वहां पर बहुत ऊंचे ऊंचे टीले हैं, अगर उस की खुदाई हो जाये तो हमारे विस्तृत अध्याय का इतिहास भी सामने आ सकेगा।

Shri A. N. Vidalankar: Mr. Deputy Speaker, Sir, first of all I extend my hearty welcome to the new Education Minister and the new Deputy Education Minister. After taking charge of the Education Ministry, the Education Minister has imparted a fresh spirit and dynamism in the administration and I hope that the new outlook that he has introduced in the administration will also be extended to the education policy. The Deputy Minister of Education is our old colleague and he has been making valuable contributions while he was with us as a non-official Member, and I am quite sure that he will also make a mark on the Education Ministry just as he surely made a mark on the deliberations of this House.

Before proceeding to make my remarks, I want to clear a misunderstanding that my hon. friend the Member from Rajkot, Shri Masani, had created in this House. He referred to certain text-books. He was trying to support the claim of private

industry in regard to text-books, and in order to support that, he referred to text-books published by certain States. He referred to Punjab also. I do not know the instances of other States, but I know the instances which he had quoted regarding Punjab. He quoted certain howlers that are alleged to have crept in the text-books that the Punjab Government had published. I agree that during the years 1943-44, in the text-books that were printed there, there were many printing errors which had crept in, but I am sorry that he has not gone deep into the instances which he had quoted as howlers. He has not seen the books carefully. In fact, at the end of the books, there are certain exercises given in order to test the intelligence or knowledge of the students. They just put things in a different way. For instance, it is mentioned there that there is a big port at Ludhiana. This was in order to test the intelligence and the knowledge of the students. From these exercises, he seems to have taken them. But that was old story. Thereafter, the text-books were improved. At present, the text-books do not contain any howlers or any mistakes. I know that printing mistakes creep in, even in the private text-books, that is, the text-books published by the private sector. In the case of the private text-books, he complained that there are counterfeits. But I know that even in the case of his own book, *Our India*, there were counterfeit books which were published, and there also printing mistakes had occurred in the earlier stages. The books published by the private publishers are not free from these defects.

From my own experience, I can say that the experiment in bringing out text-books by the Government has very much succeeded. We in fact tried to experiment again with the idea that some books might be given to private publishers; for a year, we did so, but again we got the same experience and that had to be stopped.

So far as the achievements of the Education Ministry are concerned, I

need not refer to them because in the report all those achievements are given. I do not agree with those hon. Members who say that there has been no achievement, just as my hon. friend from Mahendragarh who preceded me just now said. As my time is short, I would refer only to those points in which I consider there are certain drawbacks. That does not mean that I do not appreciate the good points and the achievements by the Education Ministry. For instance, it is generally complained that the standards are falling. We have listened to this cry since a very long time. I have read many convocation addresses. Even in the convocation address delivered before the old Punjab University—the Lahore University—in 1898, the gentleman who delivered that address also bemoaned the falling standards in education and he stated that the standards were falling rapidly. I do not agree that the standards are definitely falling, but I generally agree that education at present is not fulfilling the hopes that we have, and is not approaching in that direction. In fact, we have not been able to make any change since the Britishers left. We have not been able to impart a new outlook to our whole educational system. We have not been able to change it. There are many reasons for it, and I would not go into them. We want good citizenship. We want to cultivate social sense and collective life. We want to impart to our students the sense of ethical and moral values. We want to build up character. In all these matters, our education has failed. What are the reasons? We feel that there is a general dissatisfaction with the system. I do not blame the present Education Minister or the Ministers as such. I feel that we have not been able to apply our mind. Just as Tagore stated in the old days that our education was soulless and mechanical, the present system suffers from that draw-back.

What are the reasons? I am reminded in this connection of that part of the story which the poet Kalidas gave

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in his *Adhijana Sakuntala*. In that Dushyanta attempted to portray the figure of Sakuntala. He portrayed a very beautiful figure, and the Vidusnak, the clown, stated that it was just similar to the real Sakuntala. But Dushyanta was not satisfied, he felt it was lifeless and he could not get any inspiration from it. He thought it is because he had forgotten to put the *sirish*—the ear-ring which Sakuntala was wearing. He put the earrings, but still he was not satisfied. He thought and thought and found out that the reason why he was not satisfied was that he had forgotten to put there the Malini river that was flowing in the ashram; he had forgotten the vulcal cloth that were being put to dry them; he had forgotten the couple of swans that were slowly floating on the river. The surroundings were ignored and so the portrait did not have that charm and beauty. He put all those things there—the surroundings—and then he found that the picture contained that grace. Similarly, there are education committees. There are magnificent buildings. There are advisory committees and foreign-returned experts. All the paraphernalia is there, but the real Indian surroundings are lacking. We have not been able to create the suitable Indian surroundings around our education. That is the reason why this education has not been able to give us that sense of perfection. Therefore, we should attempt to create proper surroundings in which the students should be taught. I went to a sainik school and I learnt that the students of the primary class were punished because they uttered a single word in Hindi or in their own mother-tongue, instead of in English. So, we must create proper surroundings so that our children should qualify themselves to inherit properly the great wealth of our culture and also become capable of passing on that inheritance to posterity. We are not creating that social personality, that democratic spirit, in our schools. Where is the democratic spirit? There is only the

spirit of autocracy. The teacher is a great autocrat whom the children must obey; otherwise, they should go out of the schools.

The idea behind the basic education experiment was that we have to create proper surroundings. But where is basic education, One of the great authors of basic education, our worthy Vice-President has stated that the present basic education is a fraud on basic education. He said this two years ago. What have we done to change those conditions, to discard that fraud and have real basic education in these two years. I am a member of a committee that was appointed two years ago known as the National Council of Basic Education. Once it met and thereafter it did not meet at all.

My hon. friend there was referring to the teaching of history. Even now we are teaching the same history that was written for our nation by the Britishers. There is no national element in it. The history that was taught by the British people has created dissensions, and it has created separation. Seeds of separation, seeds of disintegration were sown through that history. I think in the teaching of that history, in the way in which history is portrayed before us, that perspective is lacking. The history that is taught at present is responsible for the lack of national spirit, for the lack of common spirit, for the lack of collective spirit in us. The National Integration Committee specially pointed out that the teaching of history should be changed and that new textbooks in history should be written. What have we done since then to re-write the history? The Cambridge History was written by the British people in Cambridge. What have we done to re-write our national history? Even after 17 years of independence we have not been able to re-construct and re-write the history of our national movement, our independence movement.

Then I come to the question of language. I am against those people who want to impose Hindi or any other language on anybody. But I am also opposed to those who want to impose English on unwilling people. The English language has erected walls between the educated community and the uneducated community. I am all in favour of keeping our doors and windows wide open towards the world. But should we shut our windows and doors towards our own people. We should open our doors and windows towards them also. At present through our education system we want to keep our windows open to the West and other countries. But we have closed the windows that keep us in touch with our own people. The English language today is separating us from our own people whether they be in Madras or Andhra, whether they be in the south or in the north.

I do not want to impose Hindi or any other language on anybody. I know Hindi is the form of national language that will survive and will continue (*Interruption*). But I think the Hindi that can be called truly the national language has yet to be built up, and that language would be a combination of all the Indian languages. I think that all the Indian languages should be taught. The way in which at present these Indian languages are being ignored in our education should be stopped. In fact, at present our educated people are incapable of communicating their ideas to the people.

We complain that scientific subjects cannot be taught in Hindi or any other Indian language. Why? I had been to Afghanistan and I found that in Afghanistan they are teaching every subject in Pushtu or Persian. In Indonesia, where they brought up their language only 27 years ago, they are teaching every subject in their own language. If they can teach those subjects in their languages, why cannot we teach those subjects in our own languages. I know that technical

terms have to be used. But our people who are educated should be capable of communicating their ideas, if any, to the people of the country. At present, because they study in English, they cannot properly express themselves. They only cram whatever is written in the books. They just copy what they have read. Copying is a sort of omitting what they have read. They just copy what is written in the book. Because they just copy what is written in the book, they get more marks. But people say that because of the English medium they are getting good marks and so their standards are high.

Coming to the scientific subjects, now the Ministry has been re-designated as Education Ministry. Formerly, there were two Ministries—Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. In the early days of independence, the Ministry of Scientific Research was under the Prime Minister. Then, in 1951 the Ministry was separated. In 1957 it was attached to the Education Ministry. In 1958, again, it was separated and two Ministries were formed. Now we are reverting to the 1951 position. Since scientific research is such an important subject, I feel that the nomenclature should be such that scientific research will have prominence and importance. Therefore, I am of the view that the Education Ministry should be re-designated as Ministry of Education and Scientific Research. In UK there is a separate Ministry of Science. So also in UAR and Germany. Recently, our Minister, Dr. K. L. Rao went to Ceylon and there he suggested that there should be a separate Ministry of Science in order to promote science. But, on his return from Ceylon he learnt that the Ministry of Scientific Research has been merged with the Ministry of Education.

Mr. Deputy-Speaker: He should conclude now. He has already exceeded his time limit.

Shri A. N. Vidyalkar: I will take only another two minutes.

[Shri A. N. Vidyalankar]

At present the universities are teaching shops. That should not be so. The universities should be places where research can be done and developed.

Then, members of the University Grants Commission should be made permanent members. It should give more grants to scientific research. Then, the UGC has given some grants to certain universities and because they could not utilise them they have lapsed. I would suggest that the grants should be renewed because otherwise they will be put to difficulties.

Then, the teacher has no status at all now. He has got the lowest status at present. That should not be so. His status should be improved. Unless we improve the status of the teacher, it would be impossible for him to command respect from his students and there will be no respect for education.

Shri Joachim Alva (Kanara): Mr. Deputy-Speaker, this is the first time that I am participating in the discussion on the Demands for Grants relating to the Ministry of Education. My only intention is to speak on the subject of sport. There is complete deterioration in our sport. We are losing the position which we held for many years in many branches of sport. I hope the new Education Minister with his rich background, with his unrivalled knowledge of Bombay, which is the king of the Indian cities of sports, and his new Deputy who has recently been to the heights of NEFA, will enthuse a new spirit in our sporting sphere.

In the entire Annual Report of this Ministry of 153 pages they have hardly devoted 8 pages to sports. Here we have got cricket, hockey, tennis, football, indigenous games, swimming, riding, mountaineering, wrestling, yoga

and innumerable other forms of sports and all of them have been completely neglected. For fifteen years though we had the chance and opportunity we have allowed manoeuvres, party cliques and what not to reign supreme in the sphere of sports. We have got the ugly spectacle of lovely little children wanting to get admission to the cricket festivals in Delhi and, on the other hand, we have got a clique in the Delhi sporting circle which, though not able to sell tickets in time, not able to make any kind of arrangements for the tests, yet keeps out Members of Parliament who want to buy tickets for getting admission to the test matches. This scandalous state of affairs must be put an end to. Sport is not only for kings, maharajas and wealthy men. Unless you bring the poorest children craving for sport into the sport festivals and see that they are allowed to have sport from Yoga to mountaineering and even skiing and reaching the very stars, we shall not have taken our position in the front rank of Asia.

We have lost our position in cricket. Where do we stand in cricket? This great land of 400 million cannot produce 13 goods fielders. We must produce fielders who can break their hands and bones. I have ridden a race horse and if I had fallen on my head, you would not have found me here. Instead my arm was fractured and cannot move it freely as I was tied up for forty days on bed. But where are our cricket fielders? In a population of 400 millions we cannot get 13 people to field and to break their hands and heads, if necessary. We are the laughing stock of the world when we cannot find 13 fieldsmen on a national or international cricket field. I would like you to go to any cricket field in Bombay, Delhi or Calcutta. You will see that small boys want to play cricket. They want to play football; they want to be fieldsmen; they want to be bowlers. We have no fast bowlers; we have no medium, spin, googli or pace bowlers.

There is nothing of the sort and we go about talking. I would like the big captains and the moghuls of cricket to be off the field and to hand over the sport to the Government of India.

The military efficiently run various kinds of sports. The soldiers who die fighting for us want sport but these moghuls in charge of the sporting bodies or even the bureaucrats in the Government of India's Ministry of Education, are not able to manage our sports. It is high time what we did something on a revolutionary scale. All the British papers have been laughing at us saying, "These Indians collect money and hand it over to us and their folks cannot manage to see good, clean, great cricket; they all have drawn matches!" Is it not time that India took the lead and became number one on the cricket field of the world? We have got a large population. We have got men and women with guts and stamina. We have got leaders who are not tapped and exploited. Yes, sports is in the hands of this clique and that. This man is not allowed to play or that man is not allowed to play; this man wants to remain the President of the Cricket Board for all years and does not want another man to come in all this goes on in the game. It is time that we put right this in the cricket field first.

I am not a sportsman. I have not played any games in my life because the field of politics sucks out all our energies. We would like to play cricket; we would like to swim and do many things. But when we see the sad spectacle of sport declining and coming down from its pedestal, our blood boils. I want every child who wants to see a cricket match to be allowed to go and see it free. Should we allow it only to those people who have got black market money and can produce Rs. 100/- or Rs. 200/- or even Rs. 1,000/- for a season ticket? If it is your child and my child who cannot afford Rs. 5/- or Re. 1/- or four

annas, is that child not entitled to go and see a cricket match? If the Government of India claims to be a super welfare state, it must find the time, energy and sports stadia for every child, boy and girl, to be able to go and see a big cricket match or festival free of cost. If we cannot do this, we shall not have justified our coming here. We have come here; we have got their destiny in our hands; we are ready to grant any amount of money for youth festivals and others national items. Unless we do this all we cannot put our country right.

The Russians in forty years are going to be tennis champions. Tennis is the sport of the Australians. In Australia I saw small boys of eight playing tennis, from the age of 8 to 12, 12 to 14, 14 to 21. All the different courts are in one line. That is why the Australians have been able to catch the boys when they are young and take them as champions round the world. We have not got a single world tennis champion; we go begging. We have an old, aged tennis champion flaunting him as a champion of the world and to be taken round about.

We have got talented boys and girls. They have no money for badminton or for cricket. Little boys in shorts want to have cricket, players playing football without boots. But they have no money. In whose pocket is all this money going? About half a crore of rupees have been collected in cricket matches. Why do you not give it to the poor boys to have nets, playing fields, rubber balls and what-nots?

We can have Yoga also. Yoga has a great field. We must have Yoga Institutes. Yoga is the sport where people can go and do Sheersasan. We in our country, have got a type of exercise which is the best of its kind. Those who can do Sheersasan know the joys and privileges and the strength of Sheersasan. The whole system from head to foot purifies the

[Shri Joachim Alva]

body through blood circulation and one becomes strong.

What is our position in hockey? In hockey Dhyhan Chand, the Wizard, and others put us on the map of the world. We are today hovering round the third standard. We lost to Pakistan. From Pakistan side last year I saw the bowler Farooq. What a fast bowler he was? He was less than 21. Are we not able to produce bowlers of that type? We are proud of all those boys, whether they belong to Pakistan or India. Nissar belonged to our land, belonged to Hindustan, undivided India. We are proud of glorious sportsmen who have been there. But why not produce them in our own country now? Why are we not able to take the first place?

Let us come to hockey again. You do not train boys. An Indian police Officer recruit came to me yesterday and complained to me saying, "I am 21 years of age. I am being asked to play hockey and I am frightened. I will become an assistant to my umpire so that the ball may not hit my head." Now, how are you going to train him? He is 21 years of age. Why do you not give him facilities. These are matters which we have to seriously think of.

I had been to Czechoslovakia in 1948 for that famous sports festivals, Sokol. I was the first editor who along with my revered friend, Shri Deshbandhu Gupta, who used to sit in front of me here—Alas he is no more—went there and also my friend Shri Sadanand. These were the three editors who were first chosen to go to Czechoslovakia after India became independent. I saw that country with less than 10 millions of people putting a hundred thousand people on the field, small boys and girls, men and women. You cannot see that type of sport festival in any part of the world. Communists have now liquidated that festival and gone. But that is another matter. They were able to put 1,00,000 sportsmen on the field. If Czechoslo-

vakia, with 10 million people, were able to put out 1,00,000 people on the field, what are we doing, what are the bureaucrats in the Ministry of Education doing? If they cannot deliver the goods, off they must go. I hope the new Education Minister who has had unrivalled experience of public life, who is a great nationalist, who learnt great laws in the Law Chamber of Mahomed Ali Jinnah without drinking the poison of Muslim League will put new life in our sports.

Then, let us come to football. Our boys play without any proper shoes on. In Moscow, I saw in their national stadium, football being played with a lakh of spectators. Even Mr. Khrushchev landed on the football field on his return from America, when he went to see Eisenhower and then he went off to China. Here we have football players who go to field even without any proper shoes. These are the players we are at our disposal. We have girls who can play hockey and show their powers around the whole world. But neither the money comes, nor the grant comes, nor the leadership comes, nor anything else comes. Everywhere it is the same thing. In international festivals, in international games, we do not hold the first line at all! What is going on in our country? Unless you and I take matters strongly in our hands. We cannot put these things right. What is the Sports Council doing? I do not know what it consists of, as to what happens here, who is there and what they do. Everybody wants to be there all the time. Let them go off. Let the Government of India take things in their own hands. If sport must be nationalised, let us nationalise it in the interests of boys and girls who will be turned into heroes on the battle-field. You know, the generals and rulers of the United Kingdom played on the fields of Eton and once became our rulers. If our boys and girls can play well and deliver goods and deliver them effectively, we should help them and put them up.

What about the Youth Festivals? What are the Youth Festivals showing? They are showing boys and girls who can be wonderful forces. We have got the game; we know the game; our boys and girls are there; our leaders are also there. But the real players never get the chance. As I said, in the beginning of my speech, poor boys and girls were kept out of the cricket grounds because they could not afford to pay the ticket money to see the matches. We must build up stadiums where any boy or girl who want to see any game must see it free of cost. We have got the money we have got the energy; we have got the capacity and we can always be generous in regard to people who cannot afford to buy tickets and go in. Those who can afford to spend Rs. 200, black money, for tickets, let them be off and watch the television if they want. But we should see that our boys and girls are able to see and watch every game that is played, whether it is the national festival or otherwise.

Let us now come to shooting competitions. Our esteemed friend, Maharaja of Bikaner, has been going round the world and showing his prowess. Let us wish more guts to his elbow. Even his twelve year old daughter has become a shooting champion. We must help our young boys and girls because they have got a talent in them. We must help them. We must put them on their feet, and we must give them sufficient grants, and we must not give them the excuse of shortage of foreign exchange. Even one single Indian carrying the national flag in any international assembly, whether in a maidan or in a park is an honour to his land and a pride unto his land. We must help them and put them on their feet.

17-00 hrs.

Now, I come to the youth hostels. I submit that we must encourage also the sport of hitch-hiking among our boys and girls. We must see that our boys and girls not only hitch-hike

across our land but also go across across hitch-hiking to the other countries.

In regard to mountaineering, I would submit that unless we inculcate the spirit of mountaineering amongst our boys and girls, and unless we have large and extensive groups of mountaineers amongst our youths, we cannot hold our play high and eventually we cannot hold on to our borders. I am reminded of the time when the Deputy Minister of Education and myself went to NEFA at the height of about 1,500 feet above sea level. We were shivering, but yet we found that Gujarati girls—usually, the Gujaratis are not known to be physically strong, but I pay my respect to those Gujarati girls—going up the mountains and carrying away the prizes. We must help our boys and girls coming from the remotest corners of our country to go up the mountains. I hope the new Minister of Education will be able to find the money necessary for the mountaineering institute to expand its activities on a large scale.

Golf and polo are the games of the rich men and the rich capitalists' exclusive clubs in Calcutta and Bombay. We shall not worry about those games. Let them find the money for those games. But we must find money for all these other kinds of games so that we may build up our country and create the right spirit among our boy and girls.

Tren, there is wrestling. There is and also swimming and riding. Our boys and girls do not have the money to go into swimming pool. Some of the swimming pools are in the exclusive possession of a particular community or a rich club. Why should not our children be able to have free swimming in the swimming pools? There is a school in Delhi, I think it is the St. Columbus School; they have spent some money on their swimming pool, but they have been charging the boys for this. Why should not the schools

[Shri Joachim Alva]

start swimming pools which can be made accessible to the children free of cost?

These are important points, and I wanted to move a separate resolution on sport.

Mr. Deputy-Speaker: The hon Member should conclude now.

Shri Joachim Alva: I shall end my speech in two minutes, because as I have already told you I have to go for another meeting after this.

We have had Mr. A. F. S. Talyarkhan, a wonderful sports commentator on the radio. I want to know why he has been kept out. He was a master speaker on the radio on cricket. The Education Minister knows him because his father was a great barrister of the Bombay High Court, and I hope that he will see that he is put back on the All India Radio. Here is also our friend Maharajkumar Vijaya Ananda, who has also taken a great interest in sports and who has been a great commentator. I wish him a long life.

Then, we have had Mr. Anthony De'Mello. There has been no one like him who has been responsible for bringing into existence the Cricket Club of India, the National Sports Club and the national stadia. We would like Government to build more sports stadia like the one we have in Delhi. I find that Government have granted a paltry sum of about Rs. 3 lakhs for building national stadia. Government must be more generous and give more funds for this purpose.

Since my time is up, I shall conclude by saying that I hope that whatever I have said will have some effect. On the last occasion, I spoke only for three minutes on a resolution that came up before the House, but I found that whatever I had spoken had a fairly good effect, because the hon. Minister came up and said that he would nominate me as a member of the

sports council. But I have never heard anything about that, because off he went afterwards.

It is not that I would like to be nominated as a member of the sports council, but I would like the whole House to be a committee, watchful of the interests of sports. Unless we put our sports and dance and other cultural pursuits on a firm and lasting basis, these great aspects of our national life cannot be fulfilled.

Shrimati Jyotsna Chanda (Cachar): I rise to support the Demands for Grants relating to the Ministry of Education. At the outset, I must thank the Business Advisory Committee for the allotment of more hours this year for the discussion on education, because I had drawn the attention of the Speaker and the House that only 4 hours had been allotted last time for the discussion on such an important subject as education.

It is commendable that the report of the Ministry of Education, 1963-64, reveals that unprecedented expansion at all levels of education has been made during the first three years of the Third Five Year Plan, though India had to face the emergency. The original targets for total enrolment were 76.4 per cent of the children in the age group of 6-11 years in the Third Plan, but the report says that that it has exceeded the original target. But I find from the report that progress has not been uniform in all the areas. Some States such as Madras, Gujarat and Punjab have exceeded the targets. I would urge upon Government to find out the reasons why the other States could not reach the targets.

Central assistance of Rs. 2 crores for appointment of additional teachers in elementary schools has been sanctioned by the Government of India during the year under review. I hope all the States have utilised the grant to accelerate and improve primary education in their respective States.

The midterm appraisal of the Third Plan says that salaries of primary teachers have been substantially revised in West Bengal. Inequalities in dearness allowance have been removed in Orissa and Assam. Some States have revised salaries of elementary teachers and some have introduced pension schemes. Andhra Pradesh has introduced a triple benefit scheme. I hope all States will be able to introduce old age benefits to the primary teachers during the Third Plan period.

From the report, I find that the programme of school meals is progressing satisfactorily. But I should admit that my State of Assam with her little resources could not introduce the midday meal scheme throughout the State except in one place, Jorhat. I would request Government to give extra assistance to those States like Assam to facilitate full implementation of the scheme all over the States.

The Education Ministry has said that efforts have been made to improve the standard of education at all levels. but much more needs to be one in this direction. In this connection, I would like to submit that overcrowding in classes should be stopped. The teacher pupil ratio should be fixed and strictly followed if we are to improve the quality and standard of education at all levels all over the country.

It may not be out of place to mention here that in some States 60 students in a class are allowed to have two sections, but 59 are not permitted to do so. May I know if it is humanly possible to impart proper education to 59 students in a primary or secondary school class. Though trained personnel are not adequately available in this country at present, I would humbly submit that no reserved quota should be maintained in teaching for any particular community. All appointments in teaching at all levels of education should be made on qualifications, and more emoluments should be given to teachers. Otherwise, no improvement in quality and standard would be achieved in the near future.

According to the report, 63.3 per cent of girls at the primary stage, 18.2 per cent at the middle stage and 7.8 per cent at the secondary stage in the respective age groups will be in schools during the Third Plan. It is not a very encouraging progress. The Curriculum Committee set up by the National Council for Women's Education has submitted its report. It has been circulated among State Governments for consideration and action. I hope the States will go ahead with the recommendations made by the Committee for the development of education of girls and women.

The programme of seminars for women social workers was kept in abeyance during the emergency. But I am glad to find it has since been taken up again and some of the State have been requested to organise seminars this year.

The scholarships administered by the Education Ministry have also been expanded. It is stated in the report that the object of the scheme is to ensure that able students get a full measure of educational facilities unhampered by financial handicaps, and secondly, to equalise educational opportunities by providing special assistance to students belonging to the economically weaker sections of the population.

In this regard, may I draw the attention of the hon. Education Minister to the fact that the financial assistance extended to the students of Scheduled Castes, Scheduled Tribes and backward classes in the form of scholarships, reaches them only at the end of the year. At least, this is the case in my State, Assam. Does it not defeat the object and purpose of these scholarships, for they cannot buy books and other necessary things in time for promotion of their studies? I would request Government to make it possible to release the stipends or scholarships at least quarterly, if not monthly, and instruct the State Governments to give it in time.

[Shrimati Jyotsna Chanda]

It is not possible for me to deal with all spheres of education in such a short time. I again draw the attention of the Government with regret, as I did last year also, to the fact that though the Central Government is trying to do justice to Sanskrit education, the principals and teachers, i.e., Adhyakshas and Adhyapakas, of Sanskrit schools or institutions in Assam are very low paid even now. The students passing from these institutions appointed in higher secondary schools get higher pay, which is ridiculous. I would urge the hon. Education Minister to take up this matter with the Government of Assam.

I would humbly submit that more attention should be paid to rehabilitation of the handicapped children and adults. Though education is given to these people, and some of the private organisations in our country are doing much work for the training of these handicapped persons, Government should come forward with assistance to make these schemes successful, by providing rehabilitation facilities.

I would like to bring to the notice of Government another vital point. Students of the minority community of all categories have been recently coming without migration certificates to India after the atrocities in East Pakistan, and the problem of their admission to schools and colleges has come up. I would urge upon the Government to issue the necessary instructions to the Government of Assam so that they can be admitted to schools or colleges after a proper test or examination without insisting on the production of migration certificates.

It may not be out of place to mention here that though the Rehabilitation Ministry does not exist now, the responsibility and liability of the Government in this respect still exist.

Three displaced girls of the Destitute Home, Silchar, received financial assistance till they passed their matriculation examination, but after they

became students of the local college, they have been deprived of that monetary help from the Government. I myself approached the Assam Government for their help, as I feel they are still the liability of the Government, but with regret I must state that the Assam Government intimated me that they could not do anything, as the Central Government had stopped all such financial assistance to the students. I approached the hon. Education Minister, Shri Chagla, and he was kind enough to sanction Rs. 150 each these unfortunate girls from his discretionary fund. They are appearing at the pre-university examination this year. I want to impress on the Government that since they are committed to help these unattached girls or women, they should discharge their duties till they are rehabilitated.

I would like to remind the hon. Minister that he is committed to this House, as his predecessor Shri Humayun Kabir, the then Minister of Scientific Research and Cultural Affairs, that a regional engineering college would be established at Silchar in the Third Plan. I feel it will cater to the needs of Manipur, Tripura, Mizo Hills District, North Cachar Hills District and Cachar. I hope the hon. Minister will take up this matter in right earnest and establish a regional engineering college at Silchar in no time.

Lastly, I feel that the time has come when we should stress the need for moral, religious and also basic Indian cultural education in schools. Otherwise, I feel that character will not be built up, due to lack of which corruption is growing like anything.

Before I conclude I hope under the able guidance of Shri Chagla our education will develop and give impetus for building up character through proper education.

Mr. Deputy-Speaker: Dr. Mlekote,

Dr. Melkote (Hyderabad): Sir, . . .

Mr. Deputy-Speaker: The bell is being rung.—

Shri Vishram Prasad: There is no quorum in the House, Sir.

All right, he will speak tomorrow. The House stands adjourned till 11 A.M. tomorrow.

श्री श्रीकार लाल बेरवा (कोटा) :
जब साढ़े पांच बजे के लिये पहले नोटिस
जारी हो चुका है तो कोरम जरूर होना
चाहिये।

17.18 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Thursday March, 12 1964/Phalgun 22, 1885 (Saka).