

**DEMAND No. 19—STATE OF PONDICHERY**

"That a sum not exceeding Rs. 2,52,13,000 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, 1960, in respect of 'State of Pondicherry'."

**DEMAND No. 20—MISCELLANEOUS EXPENDITURE UNDER THE MINISTRY OF EXTERNAL AFFAIRS**

"That a sum not exceeding Rs. 4,29,000 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, 1960, in respect of 'Miscellaneous Expenditure under the Ministry of External Affairs'."

**DEMAND No. 111—CAPITAL OUTLAY OF THE MINISTRY OF EXTERNAL AFFAIRS**

"That a sum not exceeding Rs. 62,63,000 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, 1960, in respect of 'Capital Outlay of the Ministry of External Affairs'."

*Ministry of Education*

Mr. Speaker: The House will now take up discussion and voting on Demand Nos. 13, 14, 15 and 110 relating to the Ministry of Education for which five hours have been allotted.

Hon. Members desirous of moving cut motions may kindly hand over at the Table, within 15 minutes, the number of the selected cut motions I shall treat them as moved if the Members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

**DEMAND No. 13—MINISTRY OF EDUCATION**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 54,48,000 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, 1960, in respect of 'Ministry of Education'."

**DEMAND No. 14—EDUCATION**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 28,54,02,000 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, 1960, in respect of 'Education'."

**DEMAND No 15—MISCELLANEOUS DEPARTMENTS AND OTHER EXPENDITURE UNDER THE MINISTRY OF EDUCATION**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 2,16,69,000 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, 1960, in respect of 'Miscellaneous Departments and other Expenditure under the Ministry of Education'."

**DEMAND No. 110—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 63,84,000 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, 1960, in respect of 'Capital Outlay of the Ministry of Education'."

Mr. Speaker: Seth Govind Das. He is the seniormost Member in the House today.

लेठ बोचिन्द दास (बबलपुर): अध्यक्ष जी, जहां तक शिक्षा मंत्रालय का सवाल है, मैं उन लोगों में नहीं हूँ, जो यह कहते हैं कि स्वराज्य-प्राप्ति के पश्चात् उस ने कुछ भी नहीं किया है।

12. 19 hrs.

[Mr. DEPUTY-SPEAKER in the Chair]

स्वराज्य-प्राप्ति के पश्चात् हम, शिक्षा मंत्रालय जो काम करता है, उस के कई क्षेत्रों में घागे बढ़े हैं। जब तक स्वर्गीय मौलाना अबुल कलाम आझाद हमारे शिक्षा मंत्री थे, तब तक उन्होंने जो कुछ किया, उस में के जो तीन अकादमियाँ हैं, इन का एक ऐतिहासिक स्थान रहने वाला है। जब तक हम को स्वराज्य प्राप्त नहीं हुआ था, तब तक स्वराज्य प्राप्त करना हमारा मुख्य उद्देश्य था। उस के बाद अब निर्माण का काम हमारा मुख्य उद्देश्य हो गया है, तो उपाध्यक्ष जी, जैसा मैं ने अभी निवेदन किया, मैं उन लोगों में नहीं हूँ, जो यह मानते हैं कि शिक्षा मंत्रालय ने कुछ नहीं किया है। पर प्रश्न यह है कि क्या शिक्षा मंत्रालय ने, जो कुछ उम्मे करना चाहिये था, या जो कुछ हमारे देश की जनता उस से आशा करती थी, वह किया है या नहीं किया। स्वतंत्र देश निर्माण के युग में सदा आगे बढ़ते हैं। हम भी आगे बढ़ रहे हैं, परन्तु हमारे आगे बढ़ने की रफ्तार क्या बँती है, जैसी होनी चाहिये ?

जी बी० चं० जर्ना (मुरदासपुर) नहीं।

लेठ गोविन्द दास : मैं ने आप से अभी निवेदन किया कि यह निर्माण का युग है। हमारे देश में निर्माण दो प्रकार का हो रहा है—एक पाश्चि बस्तुओं का निर्माण है और दूसरा नई पीढ़ी का निर्माण है। जहां तक पाश्चि बस्तुओं के निर्माण का सम्बन्ध है, हम आगे बढ़े हैं और हर क्षेत्र में हमारा उत्पादन बढ़ा है, परन्तु जहां तक नई पीढ़ी का निर्माण है, मुझे यह बात अत्यन्त खेद के साथ कहनी पड़ती है कि हम करीब करीब वहीं हैं, जहां उस दिन थे, जब हम स्वतंत्र हुए।

एक आसानीय सवाल : पीछे है।

लेठ गोविन्द दास : नई पीढ़ी के निर्माण के लिये सब से अधिक आवश्यकता उचित पाठ्यक्रम की पुस्तकों की है। हम ने देखा है कि पाठ्यक्रम की जिस प्रकार की पुस्तकें होती हैं, जिस प्रकार का पाठ्यक्रम बनता है, उस के अनुसार नई पीढ़ी का निर्माण होता है। हिटलर के समय के जर्मनी का आप स्मरण कीजिये, मसोनिनी के समय के इटली का स्मरण कीजिये और आप देखिये कि यद्यपि हिटलर और मसोनिनी के सिद्धान्त ठीक नहीं थे, लेकिन उन्होंने ने इस प्रकार के पाठ्यक्रम को प्रयुक्त किया था कि उन के जमाने की नई पीढ़ी केवल कहती ही नहीं थी, बल्कि इस बात पर विश्वास करती थी कि नात्सीवाद ही जर्मनी का उद्धार कर सकता है, फ़ासिस्टवाद ही इटली का उद्धार कर सकता है। आज हमारे यहां नई पीढ़ी का जो निर्माण हो रहा है, उस में उचित पाठ्यक्रम न होने के कारण हम एक देशभक्त पीढ़ी और अपनी संस्कृति में प्रेम और श्रद्धा रखने वाली पीढ़ी का निर्माण नहीं कर रहे हैं। मैं अभी थोड़े दिन पहले केरल गया था। मैं ने वहा देखा कि बहुत थोड़े समय में केरल की सरकार ने इस बात का प्रयत्न किया है कि महा पर उन के सिद्धान्तों के अनुसार पाठ्य-पुस्तकों का निर्माण हो जाय। मैं अपने शिक्षा मंत्री जी से कहना चाहता हूँ कि इस विषय में उन्हें जल्दी से जल्दी प्रगति करनी चाहिये।

हिन्दी को राजभाषा घोषित हुए इतना समय बीत गया है। सम्बन्धे देश को एक सूत्र में बाध रखने के लिये हमें एक भाषा की आवश्यकता थी। हिन्दी में कोई मुराबाब के पर नहीं लगे हैं। हिन्दी का हमारे देश में जो स्थान है, वह स्थान, जितनी भाषायें हम ने अपने संविधान में स्वीकृत की हैं, उन सब का है। उन सब को मैं इस देश की राष्ट्र-भाषायें मानता हूँ—कोई बाहर से आई हुई भाषायें नहीं मानता हूँ। जो लोग कहते हैं कि हिन्दी के प्रति ही मेरा प्रेम है, वह मुझे बसत समझते हैं। मुझे सारी भारतीय भाषाओं से प्रेम है।

[सेठ गोविंद दास]

लेकिन प्रश्न यह है कि केवल वही राष्ट्र-भाषा इस देश की राजभाषा बनाई जा सकती थी, जो कि वहां के प्रांथों के करीब लोगों की मातृभाषा है और जो अधिकतर लोग उसे समझते हैं। हिन्दी की प्रगति के सम्बन्ध में जो रिपोर्ट शिक्षा मंत्रालय से हमें मिली है, उस के आधार पर मैं कहना चाहता हूँ कि उन्होंने कुछ करने का अवश्य प्रयत्न किया है, परन्तु यह अत्यन्त असंतोषजनक है। इस सम्बन्ध में एक सब के बड़ा प्रश्न जो हमारे यहां पर है, वह हमारे देश का अंग्रेजी के प्रति असाधारण प्रेम है। मैं दुनिया के करीब करीब सब देशों में घूमा हूँ। मैं ने किसी विदेशी भाषा के लिए इस प्रकार का प्रेम किसी देश में नहीं देखा है कि जैसा यहां पर अंग्रेजी के प्रति है। मैं ने एक बार कहा था कि अंग्रेज चले गए, मैंकाले साहब चले गये, लेकिन मैंकाले साहब अपने कुछ गोद लिये हुए पुत्रों को यहां पर छोड़ गए। उस पर कुछ टीका टिप्पणी भी हुई थी। परन्तु मैं फिर कहना चाहता हूँ कि अंग्रेजी का जो सम्बन्ध करते हैं, उन्हें मैं मैंकाले साहब का दसक पुत्र मानता हूँ।

एक प्रश्न हिन्दी के सम्बन्ध में और है वह हिन्दी के रूप के विषय में है। मुझे इस बात को देख कर बड़ा खेद होता है कि इस का कोई भी निर्णय अब तक नहीं हो पाया है। मैं इस बात को मानने वाला हूँ कि भाषा सरल से सरल होनी चाहिए, बोल चाल की भाषा होनी चाहिए, परन्तु यह मानते हुए भी जो हमारी वैज्ञानिक पुस्तकें हैं, शास्त्रीय और शास्त्रीय पुस्तकें हैं, उन की भाषा तो कठिन होगी ही। आज अंग्रेजी में फ्रस्ट क्लास फ्रस्ट एम० ए० के मानने श्री अमर एलोपैथी या एटामिक एनर्जी की पुस्तक ग्लू दी जाये, तो एक शब्द भी उन पुस्तकों का उस की समझ में नहीं आयेगा। इसलिए इस प्रकार की जो पुस्तकें हैं, वे कठिन होगी ही और इस सम्बन्ध में मैं कहना चाहता हूँ कि हमारे बड़े से बड़े नेताओं के मन में भी बहुत बड़ा भ्रम है। अभी

शब्दों में अपने एक भाषण में हमारे प्रधान मंत्री पंडित जवाहरलाल जी नेह्रू ने एक बात कह दी कि "आर्टिकुलियल प्लैनेटेरियम" ठीक शब्द है, सरल शब्द है, लेकिन "कृत्रिम नभोमंडल" ठीक शब्द नहीं है। हमारे लिए यह बड़े सीमाव्य की बात है कि पंडित जवाहरलाल जी नेह्रू के सदृश्य हमारे नेता हैं। मैं इस बात को मानता हूँ कि अशोक के बाद कोई ऐसा व्यक्ति हमारे देश में नहीं हुआ कि जिसने हमारे देश को संसार में इतना ऊपर उठाया हो, जितना पंडित जी ने उठाया है। परन्तु पंडित जी को मैं कोई भाषा विशेषज्ञ नहीं मानता हूँ और पंडित जी जब हिन्दी के सम्बन्ध में कोई बात कहते हैं, तो मुझे ऐसा लगता है कि वह अनधिकार चेष्टा करते हैं। जिस आदमी ने हिन्दी की प्राइमरी परीक्षा न दी हो, जो आज भी अगर हिन्दी की प्राइमरी परीक्षा में बैठे, तो फेल हो जाय, जिस आदमी ने कोई भारतीय भाषा न सीखी हो, जो संस्कृत का क, ख, ग न जानता हो, वह हम तरह की बात कहे कि "आर्टिकुलियल प्लैनेटेरियम" सरल शब्द है बनिस्वत "कृत्रिम नभोमंडल" के, तो मैं कहता हूँ कि यह अनधिकार चेष्टा है। और जिन को हम इतनी इज्जत की दृष्टि में देखते हैं उन से मैं कहना चाहता हूँ कि इस प्रकार की अनधिकार चेष्टा करने की वे प्रयत्न न करें।

जहां तक शब्दावली का सम्बन्ध है, मैं शुरू से इस मन का रहा हूँ, और जिन समय मैं विचारण बन रहा था उस समय भी मेरा मत था, कि हमारे संविधान में इस प्रकार की धारणें जोड़ दी जायें जिन में हमारी शब्दावली मूलतः संस्कृत में आये। यह प्रश्न कोई २०, २५, ५०, १००, २०० या ५०० शब्दों का नहीं है, यह प्रश्न लाखों शब्दों का है। जिस को आज अन्तर्राष्ट्रीय पारिभाषिक शब्दावली कहा जाता है, मैं आप से कहना चाहता हूँ कि अन्तर्राष्ट्रीय पारिभाषिक

शब्दावली के सङ्ग्रह दुनिया में कोई चीज नहीं है। अंग्रेजी शब्दावली जो है वह केवल इंग्लैंड में, इंग्लैंड के चार उपनिवेश साउथ अफ्रीका, कैनाडा, न्यूजीलैंड और आस्ट्रेलिया तथा अमरीका में प्रयुक्त होती है। अंग्रेजी की जो पारिभाषिक शब्दावली है वह किसी दूसरे देश में नहीं। हमारे पड़ोस में जो प्रथम देश है उस इलाके की पारिभाषिक शब्दावली संस्कृत से ली हुई है। अगर पारिभाषिक शब्दावली जिस को कि हम अन्तर्राष्ट्रीय या इंटरनेशनल कहते हैं, वैसे की वैसे हमारे यहां ले ली जायेगी तो हिन्दी या भारतीय भाषाओं हिन्दा या भारतीय भाषाओं नहीं रह जायेंगी, वे कोई दूसरी भाषाओं हो जायेंगी। इसलिये पारिभाषिक शब्दावली के लिये सब से प्रावश्यक चीज यह है कि वह संस्कृत में ले कर ऐसी बनाई जानी चाहिये जो कि हमारी १४ भाषाओं में जिन को हम न अपने संविधान में स्वीकृत किया है, प्रयुक्त हो सके। यह तो मुझे हिन्दी के रूप के सम्बन्ध में कहना है।

लिपि के विषय में मुझे यह कहना है कि जहा तक लिपि का प्रश्न है, मेरी समझ में यह बात नहीं आती कि शास्त्र इतने वर्ष बीत गये पर लिपि का निर्णय क्यों नहीं हो सका। लिपि का निर्णय न होने के कारण टाइपराइटर के कीबोर्ड और टेलीप्रिंटर आदि सब रुके हुए हैं। मैं शिक्षा मंत्रालय से कहना चाहता हूँ कि जहा तक लिपि का प्रश्न है वह जल्दी से जल्दी उसे हल करे।

अब साहित्य निर्माण की बात लें। शिक्षा मंत्रालय से जो रिपोर्ट हमें सी गई है उस में दिया हुआ है कि शिक्षा मंत्रालय कुछ पुस्तकें खरीदना चाहता है। कुछ इधर उधर की और भी छोटी मोटी बातें कहना चाहता है। इस से साहित्य निर्माण का प्रश्न हल होने वाला नहीं है। आज हम अपनी पाषाण योजनाओं पर करोड़ों धरनों रुपये खर्च कर रहे हैं। मैं ने कई बार ऐसी मांग की है और आज फिर कहना चाहता हूँ कि साहित्य

निर्माण के लिये, केवल हिन्दी साहित्य निर्माण के लिये नहीं, हमारी चौदहों भाषाओं के साहित्य निर्माण के लिये शिक्षा मंत्रालय को ५ करोड़ रुपये अलग बर देना चाहिये और शिक्षा विशेषज्ञों, साहित्यिकों, वैज्ञानिकों, शास्त्रियों के एक ऐसे समुदाय को एकत्र करना चाहिये जिस से कि केन्द्रीय शासन के द्वारा हमारे साहित्य का निर्माण हो सके।

फिर अहिन्दी भाषी क्षेत्रों में हिन्दी प्रचार का सवाल है। इस के बारे में भी हमारे सामने जो रिपोर्ट है उस में कुछ बातें कही गई हैं कि यह होने वाला है। लेकिन जो अर्थात् हम ने हिन्दी को अंग्रेजी के स्थान पर लाने के लिये रखी है उस अर्थात् के अन्दर अगर हिन्दी को अंग्रेजी का स्थान लेना है तो अहिन्दी भाषी क्षेत्रों में हिन्दी के प्रचार के सम्बन्ध में जो कहा गया है रिपोर्ट में और जो रकम रखी गई है वह अत्यन्त अपर्याप्त है। इस के लिये एक विषय योजना बननी चाहिये और उस योजना के आधार पर काम किया जाना चाहिये।

यह कहा जाता है कि हमें टेकनीशियनों की जरूरत है, कारीगरों की जरूरत है। मैं ने चीन में जा कर देखा है कि वहां किस प्रकार कारीगर तैयार किये जाते हैं। उन कारीगरों को बिदेसी भाषा में १०, १० या १२, १२ वर्ष तक शिक्षा नहीं लेनी पड़ती। उन में कुछ स्वाभाविक गुण होते हैं, उन सभी गुणों के आधार पर वे अपनी भाषा में शिक्षा पाते हैं। इस पुराने देश में अनेक कारीगर हैं जिन में स्वाभाविक गुण हैं। अगर हमारी खुद की उन भाषाओं में उन कारीगरों को तैयार करने का टेकनीशियन्स को तैयार करने का काम किया जाय तो १० या १२ वर्ष जो उन को अंग्रेजी भाषा सीखने में लग जाते हैं, वे नहीं लगेंगे और सरलता से यह कारीगर तैयार किये जा सकते हैं।

श्री हरिश्चन्द्र नाथुर (पाली) : यह एजुकेशन मिनिस्ट्री की जिम्मेदारी नहीं है।

लेख नीचिन्व दास : हम कोशों की तरफ अधिकतर ध्यान देते हैं। मैं ने देखा है कि संसार की समस्त भाषाओं में पहले साहित्य तैयार होता है तब कोष बनते हैं। यहाँ हम कोशों के आगे गाड़ी को रखना चाहते हैं। हम चाहते हैं कि पहले कोष तैयार हों तब साहित्य का निर्माण हो। विविध प्रकार के साहित्य का हमें जो निर्माण करना है उस की ओर हमारा ध्यान पहले होना चाहिये न कि कोशों की ओर। जब साहित्य का निर्माण होगा तो कोष अपने आप उस के साथ बनते जायेंगे।

अन्त में मेरा कहना है कि मानव और पशु में जो सबसे बड़ा अन्तर है वह अन्तर ज्ञान शक्ति का है। इस सृष्टि का सर्वश्रेष्ठ प्राणी मनुष्य इसलिये है कि निसर्ग ने उसे जो ज्ञानशक्ति दी है वह किसी दूसरे प्राणी को नहीं दी। उस ज्ञान शक्ति का विकास शिक्षा के द्वारा होता है। उस शिक्षा का मुख्य माध्यम भाषा है। साथ ही इस दुनिया में इतने बड़े जन समुदाय की कोई भाषा नहीं है जैसी कि हमारी हिन्दी है। हिन्दी के साथ ही हमारी १३ भाषायें और हैं जिनको हमने अपने संविधान में स्वीकार किया है। इसलिये भाषा के प्रश्न को मैं शिक्षा मंत्रालय के सामने प्रितने प्रश्न हैं उनमें सबसे अधिक महत्वपूर्ण मानता हूँ और उसमें हिन्दी के प्रश्न के महत्व को सर्वाधिक। हम आज इस निर्माण के युग में एक दूसरी प्रकार की अर्थात् नई पीढ़ी का निर्माण कर रहे हैं। उस नई पीढ़ी के ज्ञान का हम अपनी भाषा, अपने साहित्य के द्वारा विकास करने के लिये इस प्रकार की पाठ्य पुस्तकें तैयार कर सकें जिससे हमारे देश का या हमारी दूसरी पीढ़ी का निर्माण सर्वाधिक हो सके।

इतना सब कहते हुए भी मैं आखिर में जो मंत्री महोदय ने अनुदान भवन के सामने रखे हैं उनका समर्थन करता हूँ।

Shri Vasudevan Nair (Thiruvella):  
Mr. Deputy-Speaker, Sir, while exa-

mining the Demands for the Ministry of Education, it is only proper that the general situation in the field of Education is taken into consideration.

Now, Sir, right from the advent of freedom we were aiming at achieving a new system of education—to put it in the words of the Government spokesmen and to put it in the words of the hon. Prime Minister himself—to achieve national democratic education. Now, in that direction, I do not say that we have failed but that we have achieved a bit. But achievements here are not at all satisfactory. I do not deny the fact that we have made some slight progress in increasing the number of schools and in increasing the number of institutions of all kinds right from the elementary upto the university stage. We have also made some progress in increasing the number of students attending our educational institutions. I am not going into the details.

So far as the amount spent on Education is concerned, we find that in 1947-48, the amount spent was very meagre. Now we are spending more. But in spite of these achievements we are all aware that the stipulation provided in the Constitution of our country is not yet achieved.

I would like to remind the House that Article 45 of our Constitution has stipulated the introduction of free and compulsory education for all the children between the ages of six and fourteen within ten years. They ought to have achieved this target in 1960. But it was made clear even last time when this subject was discussed in this House that we will not be able to achieve that. And now, the reports indicate that the Planning Commission and the Ministry hope to achieve this target not in respect of six to fourteen years, but in respect of six to eleven years by the end of the Third Five Year Plan. Nothing is said about the target date for the children between the ages of six and fourteen.

Now, this itself is a failure as far as the work in the field of Education is concerned. Even then, I am prepared to admit that we have made some progress in the field of education as far as the number of schools opened and the amount of money spent are concerned. When we speak of democratisation of education we mean that education should be available to every child in the country. The Government claims that they have instituted a large number of scholarships to help not only scheduled castes and scheduled tribes but even poor children in other communities.

It is true that during the last ten years the amounts spent on this account have also increased very much. We are spending more and more; but, in spite of these achievements, however limited they may be, I cannot just accept the position that we have proceeded very much on the way to democratisation of education. In one respect at least my complaint is that the Government, have failed to look into that matter. Government have failed to take into consideration the present discontent and dissatisfaction existing on a large scale among our teaching and student community. Have Government taken pains to seriously analyse the reasons for the deep-seated dissatisfaction among the teaching community and student community in general? It is very easy to blame. It is very easy to say that somebody outside the institutions is trying to create trouble and that is the reason for this discontent and dissatisfaction. But that explanation does not take us anywhere. What is the position as far as our teaching community is concerned? Of course, there were certain attempts to increase their emoluments. But wherever that has taken place, I should say it has taken place as a result of a lot of sacrifice on the part of the teaching community. In many places, they had to organise themselves. They had to take to some kind of agitations. There was no

attempt on the part of those in authority to go to the teaching community, to mix with them, to understand their problems and to do everything possible to solve them. My complaint is that even today we are having a bureaucratic approach to the whole problem. That popular democratic approach which is very essential for the building up of a new national education is lacking throughout the country. I am not blaming the Central Government alone. But the Central Government have got the supreme responsibility of calling together the representatives of the States and in making attempts to tackle this problem.

Now, right under the nose of the Government, we all know that there is a lot of controversy going on between the teachers in Delhi and Government. Even very recently, we were reading in the papers the complaints put forth by the organisation of the Delhi teachers. They were complaining that many of the assurances given by Government were not fulfilled by them in time, and the teachers had to propose some kind of agitation to achieve even those very things promised by Government. This attitude has to change

In this respect, I can give you an instance as far as our State is concerned. There also the same problem is there. In spite of the best efforts of the Government to increase the salaries of teachers, the teachers were not happy. Naturally you cannot satisfy everyone just by paying alone. You should understand the position. What is the overall position? The Kerala Government during the last two years spent something Rs. 2 crores for increasing the salaries of teachers. But even after that, there was a lot of discontent. Then what did the Government do? The Government decided to call conferences of teachers in every district and taluk. The Minister himself is attending these conferences. The District Educational

[Shri Vasudevan Nair]

Officer, the Assistant Educational Officer, the Education Director and all those officers are making it a point to attend these conferences. There is so much mixing and mingling between the ordinary teachers and the officials and up to the Minister, so that as a result of these conferences and mutual discussions, misunderstandings are very much cleared up. That kind of approach to the teachers, to the students, at least to the University students who are sufficiently grown up, who can understand things—and you cannot set right things by blaming them alone—that kind of approach is lacking. That is my complaint against the Ministry.

We saw a typical example of this kind of bureaucratic approach in the affairs of Banaras Hindu University. I do not want to go into a detailed post-mortem of all those things that happened in the Banaras University at this time. I had the privilege to be there two weeks back in connection with a social function of the Kerala students there. Now, anyone can feel proud of that institution. Perhaps we do not have an institution of that kind in any part of India. But now what is the situation? I would also urge the Minister to look at the problem from that angle. Let us not go into the old incidents. The present situation, as far as I could gather from my personal experience, is that there is a lot of bitterness, misunderstanding and enmity between the various sections of students, between the various sections of the teaching staff and between the authorities who are managing the affairs of the University and the students now. This is the result of all those steps that were taken by this Government and by the Committee that was appointed. This is the net result of that. That is what I am pointing out. How has such a situation come about? We should seriously look at the problem from this point of view and try to improve the situation by new gestures.

I pass on to some other points which may not be very serious and of so a fundamental character. The question of compulsory national service is there. For the last few years, there is a lot of talk about this question of national service as far as students are concerned. The difficulty even today, after 8 years of planning, according to me, is that there is not that amount of close co-ordination between our educational system and the developments taking place in our country. I should say that the student community are almost kept in a cage. That mentality is there. They do not have that kind of understanding and appreciation of the momentous changes taking place in the country. What are we to do for that? How are we to create a new situation in which the students and teachers, all the elements in the educational field, feel that they are part and parcel of the new developments taking place in this country. And I hope that the scheme of this national service for students who come out of the Universities and schools also, if possible for a period of one year or two years, will help very much the future generation of our country to understand and appreciate the new direction in which the country is moving. That is very essential, if we want to build that kind of new society that is in our vision.

There are proposals that it should be voluntary. Some people say it should be compulsory. Even today, I remember a famous economist speaking to MPs in the Central Hall last year. He was from Norway or some other Scandinavian country—I forget exactly the country. He was recommending to our Government and to the Prime Minister, who was present at the time, the compulsory national service which his country is experimenting with for students for the last so many years. He was recommending it to our country. I should think we should take some

decision on this matter. I will go to the extent of having compulsory national service for our students after their education for at least a period of one year.

Mr. Deputy-Speaker: He was from Sweden.

Dr. Krishnaswami (Chingleput):  
Dr. Myrdal.

Shri Vasudevan Nair: There is another very important scheme which the Government have adopted I do not know whether it has succeeded in full, and whether there is the necessary enthusiasm about it. I am referring to the national discipline scheme. There is an allotment of Rs 20 lakhs for the national discipline scheme in the new budget. Last year, I think it was Rs 15 lakhs, but we could not spend the whole amount. I would urge upon the Government to take up this National Discipline Scheme more earnestly. As a matter of fact, a very small amount was set apart for this scheme during the Second Five Year Plan. I think it was something like Rs 50 lakhs which is really a meagre sum for such a large scheme which will really help our country in more than one way. It will discipline the future generation. Not only that, it will really contribute very much to the public health of our nation, to the public health of our coming generation.

Various foreign dignitaries like the Chinese Prime Minister, the King of Afghanistan and many other people, when they were here, had chances to see some of the performances by our boys and girls and they were all so impressed with it.

This scheme is put into effect only in certain chosen centres in some States. As a matter of fact, in no State in the south, as far as I can see, has this scheme been put into practice. I would request Government to take it up more seriously and not to have some kind of stepmotherly attitude

towards this scheme and to allot some more money for this scheme. Government may plead that after the re-appraisal of the Plan, the Education Department has suffered a lot, and a part of our allotment was cut down. But, now, I would ask the Government to make a kind of re-allocation of funds so that you can remove the funds that have lapsed in some other departments at least to such schemes where they can make use of the funds.

I come directly to that point of lapse. Government itself has admitted that in several departments large amounts lapsed during the last year. For example, Central assistance to States, Rs 164.47 lakhs, direct grants by Union Government, Rs 105.81 lakhs, National Discipline Scheme itself, a lapse of a large amount; audio-visual schemes and schemes for youth welfare, sports and physical education.

We had a discussion some time ago in this House on sports and the picture is that even the meagre grants that are set apart for the development of sports schemes are lapsing.

Similarly, the grant even for the National Archives—a part of it, the provision for children's museum and the provision for National Extension Centres, the Social Welfare Board—all these large amounts are being lapsed. Government should go into this question seriously and find out the reasons for this kind of lapse of large amounts in the field of education.

The Planning Commission can very well tell the Education Ministry: Why should we give you more money when the amounts that we are already advancing to you are not being spent? So, the Education Ministry should not give any ground for the Planning Commission to deny more funds for it.

The State Governments and the Universities can fulfil their new responsibilities only with the liberal help



[Shri Vasudevan Nair]

of the Central Government The question of increasing the salaries of the teachers is very closely linked with this problem I know, in many States, the State Governments do not go in for increasing the salaries of the teachers because they are afraid that after the Second Five Year Plan they will have to bear the entire responsibility The present arrangement is that the Central Government will give 50 per cent of the increments, but they will give that 50 per cent only up to the end of the Second Five Year Plan So, when the State takes any step to increase the salary—say by Rs 10 of a teacher—then it will have to bear the entire responsibility after the end of the Second Five Year Plan.

We are now formulating the Third Five Year Plan I would request the Education Ministry to take up this issue with the Planning Commission and see that, at least for the full 5 years of the Third Plan, this contribution from the Central Government will be given to the States so that many of the State Governments which are not now making use of the gesture from the Central Government may make use of that Here also large amounts are lapsing because the State Governments are not in a position to make use of the help from the Central Government

Now, there is the question of basic education In this field also, even today, there is a lot of confusion and controversy Fortunately or unfortunately, in this controversy, our Government is very much in the picture—I mean the State Government of Kerala

There was some conference in Kerala some time ago And, I would like to know from the hon Minister whether the Government of India agrees to the proposal of the Kerala Government that they should be allowed to have a pattern that suits

the interests of the boys and girls of that State I hope the amendment proposed by the Kerala Government is not fundamentally divergent from the basic scheme that the Government of India has evolved The only thing is that the Kerala Government feels that we cannot have a uniform pattern for the whole of India They want to have some slight changes and I hope they will be allowed to proceed with their schemes in this field

There are only one or two minor items to which I would like to refer One is the question of noon-feeding of children in the primary schools If you want to achieve the aim of free and universal compulsory education for the children between the ages of 6 and 11, at least by the end of the Third Five Year Plan, as proposed by the Planning Commission and the Education Ministry, you have to take up this question very seriously

Even if you increase the number of schools and the other facilities for going to schools, in many districts in many States, poor parents are not able to send their children to schools

In many areas the position is that these children from the ages of 6 to 11 have to go with their parents to the fields for work This is a wider social problem So, unless we are able to give food to our children, unless this noon-feeding is arranged for our school children, we cannot achieve this object of compulsory and free and universal education for children between the ages of 6 and 11 I hope, in this respect, liberal help will be given by the Central Government to the States

पंडित ज्वा० प्र० ज्योतिषी (सागर)

उपाध्यक्ष महोदय, शिक्षा के सम्बन्ध में जो माग सदन के सम्मुख है, उस पर, श्री शिक्षा के सम्बन्ध में मैं अपने विचार प्रकट करने के लिए सदा हुआ हूँ।

किसी भी प्रजातान्त्रिक देश को सफल बनाने के लिए यह जरूरी है कि वहाँ का

वैश्विक स्तर ऊंचा हो। स्वाधीन होने के पश्चात् देश पर यह एक बहुत बड़ी जिम्मेदारी आयी है कि यहां का बहुसंख्यक समाज जो अशिक्षित अवस्था में है उसे शीघ्र से शीघ्र शिक्षित बनाया जाये। शासन ने विगत दस वर्षों में जो काम किया है वह हमारी आकांक्षाओं को देखते हुए, जिस चीज की हम कल्पना करते थे उसको देखते हुए, जो हमारा लक्ष्य है उसको देखते हुए, वह उतना नहीं है जितना कि होना चाहिए, उससे उतनी प्रगति नहीं हुई है जितनी कि होनी चाहिए थी।

16 hrs.

शिक्षा की स्थिति का विचार करते हुए मुझे ऐसा मालूम होता है कि उसकी स्थिति उस सिद्धेला जैसी है जिसे कि राजकुमार ने परित्याग कर दिया था और कोई भी गडरिया उसके बाल लीच सकता था। हमारे देश में जब भी शिक्षा के विषय में चर्चा होती है तो शिक्षा में दोष निकाले जाते हैं। शिक्षा का अत्यन्त महत्वपूर्ण विषय है और शिक्षा की योजनाओं को सफल बनाना कितना कठिन है, उनमें प्रगति लाना कितना कठिन है, इस पर, शिक्षा के विषय में विचार करते समय, अनेक लोग विचार नहीं करते।

प्रायः देश की यह जरूरत है कि शीघ्रतः प्रादमी विकसित हो। इस विकासशील समाज में उसका क्या कर्तव्य है उसको वह अच्छी तरह से समझे। यह बहुत जरूरी है कि हम अपने सामाजिक दायित्व को समझें और इसी लिये यह बहुत आवश्यक है कि इसका शिक्षा में पूर्णरूपेण समावेश हो। दुर्भाग्य से जो मैथिलीनरी हमें शिक्षित करने के लिए देश में इतने वर्षों से चली आ रही है वह विदेशी लोगों द्वारा ईजाद की गयी थी। उस मैथिलीनरी में यह स्पिरिट नहीं है कि वह इस बदले हुए समाज के भूभाषिक शिक्षा में नई भावनाओं का समावेश कर सके। शिक्षा विचारकों के

सामने प्रायः यह एक बहुत बड़ा प्रश्न है। वह प्रश्न किसी फील्डरी के लड़े करने जैसा प्रश्न नहीं है किसी खेत से अधिक फसल उगा देने जैसा प्रश्न नहीं है। खेत में ज्यादा खाद देकर एक वर्ष में फसल ज्यादा उगायी जा सकती है, और एक बड़े से बड़ा प्लांट दो बार पांच वर्ष में खड़ा किया जा सकता है। लेकिन शिक्षा के क्षेत्र में प्रगति करने के लिये मनुष्य के मन को तबदील करना पड़ता है। उस पीढ़ी को तबदील करना होता है जो शिक्षा संस्थाओं में काम कर रही होती है। मैं जानता हूँ कि हमारी सरकार के सामने यह बड़ी दिक्कत है। जिन लोगों के ऊपर शिक्षा का उत्तरदायित्व है, जिनके ऊपर राष्ट्र की नई पीढ़ी के निर्माण का भार है, वे पुरानी परम्पराओं में बने हुए हैं, पुराने ढंग पर तैयार हुए थे। उनके मन को एक दो वर्ष में तबदील करना काफी कठिन काम है। लेकिन इस कठिनाई के बीच ही तो हमें प्रगति करनी है। इसलिये यह जरूरी है कि हम और अधिक शक्ति और जोश के साथ शिक्षा के क्षेत्र में काम करें नहीं तो मुझे लगता है कि जिस डिमाण्डेरी को हम एक सफल स्वरूप में देखना चाहते हैं, वह स्वरूप प्राप्त होने में बहुत ज्यादा समय लग सकता है। प्रायः हमारा शीघ्रतः प्रादमी निश्चित रूप से अपने कर्तव्य को नहीं जानता है। इसीलिए हमको अपने राष्ट्र निर्माण के कार्य के विभिन्न क्षेत्रों में पूरा सहयोग नहीं मिल रहा है। डिमाण्डेरी मेरी दृष्टि में कानूनों का शासन ठीका करता है, और कानूनों का शासन ठीक तरह से संचालित हो इसके लिये जरूरी है कि देश का शीघ्रतः प्रादमी कानून को ठीक तरह से समझ सके। जब तक कि देश का शीघ्रतः प्रादमी शिक्षा के इस स्तर को प्राप्त नहीं कर लेता कि वह कानून को समझ सके तब तक प्रजातन्त्र को सफल नहीं कहा जा सकता। तो प्रायः जिस तरह से खाद्य धानि समस्याओं को हमारे देश में महत्व दिया जा रहा है उसी प्रकार, बल्कि मैं तो कहूंगा कि उनसे भी अधिक प्राथमिकी हमें प्रायः शिक्षा को देनी चाहिए,

[पंदि० ज्वा० प्र० श्यातिर्षिः]

धर हम चाहते हैं कि हमारा यह प्रयास नष्ट न जाये। इसके लिए यह जरूरी है कि हम इस देश के शीतल व्यक्ति को शीतल ज्ञान के अधिक से अधिक शीघ्र सम्पन्न कर दें।

हमें दुःख हुआ जब हमने यह देखा कि जो लक्ष्य हमने स्थिर किया था कि हम उस पन्द्रह वर्ष की अवधि में देश को शिक्षा के एक निश्चित स्तर तक पहुंचा देंगे, उस लक्ष्य को हम पूरा नहीं कर सके। हमें बेसुना है कि हमने जो संकल्प किया था कि हम १४ वर्ष तक के बालको को अनिवार्य प्राथमिक शिक्षा देने की व्यवस्था करेंगे, उस संकल्प को हमें बदलने पर विचार करना पड़ा, और अब हमारा लक्ष्य है कि हम ११ वर्ष तक के बच्चों को ही अनिवार्य प्राथमिक शिक्षा देने की जल्द से जल्द व्यवस्था करें।

हम जानते हैं कि हमारे मार्ग में बहुत बड़ी दिक्कत प्राथमिक दिक्कत है। सारे देश में ११ वर्ष तक के बच्चों को अनिवार्य प्राथमिक शिक्षा देने की व्यवस्था करने के लिये हमें लगभग १००० करोड़ रुपये की आवश्यकता है। मुझे लगता है कि यह शिक्षा प्रसार का काम केवल सरकार का नहीं है। क्या ही अच्छा हो कि हम एक राष्ट्रीय ट्रस्ट की स्थापना करें जिसके द्वारा देश के मन्दिरों, मठों, मस्जिदों आदि के ट्रस्टों का जो रुपया है वह शिक्षा के लिए काम में लाया जाये। हम इस ट्रस्ट को अधिकार दें कि यह, जोर जबरदस्ती से नहीं बल्कि राष्ट्रीय हित को उनके सामने रख कर हमें देश में जो बहुत से ट्रस्ट हैं और जिनकी सम्पत्ति कुछ काम नहीं आ रही है, उस सम्पत्ति को शिक्षा प्रसार के लिए काम में लाने की व्यवस्था करें। मैं एक मुझाब पेश करना चाहता हूँ कि जो हमारे देश में बौद्धिक पिछड़ापन है उसको दूर करने की राष्ट्र से अपील की जाये और एक नेशनल ट्रस्ट की स्थापना की जाये और उस ट्रस्ट को यह अधिकार दिया जाये कि जिन स्थानों में शिक्षण संस्थायें नहीं हैं

वहाँ पर वह छोटी-छोटी शिक्षण संस्थायें खोलें और इस प्रकार राष्ट्र निर्माण के कार्य में योग दें।

शिक्षा के क्षेत्र को जब हम देखते हैं तो हमें झट होता है कि इन वर्षों में हमने प्राथमिक कठिनाइयाँ हटो हुए भी निश्चित रूप से बहुत कुछ प्रगति की है और काफी संस्थायें स्थापित करने की कोशिश की है। लेकिन मैं जिस चीज को शिक्षण संस्थाओं में देखना चाहता हूँ, जिस बस्तु की राष्ट्र इन संस्थाओं से अपेक्षा करता है, वह नहीं देखता। हम चाहते हैं कि इन शिक्षण संस्थाओं में हमारे तर्कों में एक नई स्पिरिट जागृत हो जिससे वे यह महसूस करें कि राष्ट्र निर्माण का उनके ऊपर दायित्व है और उनके ऊपर राष्ट्र को भ्रामे से जाने की जिम्मेवारी है। हम चाहते हैं कि यह भावना हमारे तर्कों में पैदा होनी चाहिए। लेकिन हमने जो संस्थायें खड़ी की हैं उनसे तो यह भाव हमारे तर्कों में नहीं पैदा हो रहा। हमने इधर उधर दिये तो बहुत से जसाये हैं परन्तु उनसे प्रकाश नहीं बल्कि अन्धकार प्रसारित हो रहा है। वह शिक्षा शिक्षा नहीं जो हमारे अन्दर उच्च भावनायें जागृत न करे, जो हमें अधिक विकसित न करे। अगर हमारी शिक्षा हमारे तर्कों में यह भावना जागृत करती है कि हम विलास की जिन्दगी बितायें और भाराम से रहें तो मैं उस शिक्षा को शिक्षा नहीं बल्कि कुशिक्षा या दु शिक्षा कहूँगा। हमने इन संस्थाओं के द्वारा, जिन्हें हमने स्थापित किया है इस प्रकार की शिक्षा की अपेक्षा करते हैं कि वह हमारे तर्कों में यह भावना पैदा करे कि वे अपने जीवन का भी उत्सर्ग करके देश की सेवा करें, उस प्रकार की शिक्षा का प्रसार इन संस्थाओं के द्वारा नहीं हो रहा है। इसलिये मैं चाहता हूँ कि हम जो ये बड़े-बड़े इन्स्टीट्यूशन खड़े कर रहे हैं और इन पर इतना रुपया खर्च कर रहे हैं, हमें विचार करना चाहिए कि इनमें क्या कमी है।

को शिक्षा के क्षेत्र में एक छोटी संख्या के लेकर यूनिवर्सिटी संक का ११, १४ वर्ष का अनुभव है। मेरा विचार है कि जब सही प्रकार के शिक्षक होंगे तभी सही प्रकार के शिक्षणमय कार्य हो सके हैं और जब सही प्रकार के शिक्षक होंगे तभी अच्छे विद्यार्थियों का निर्माण हो सकता है। बिना सही प्रकार के शिक्षकों के अच्छे विद्यार्थियों का निर्माण नहीं किया जा सकता। हम अपने प्रोजेक्टों को १०००, १२००, १५०० रुपए तक तक बढ़ा रहे हैं। प्राइमरी स्कूल के गरीब प्रोफेसरों के विषय में हम कहते हैं कि वे ठीक काम नहीं करते हैं। मैं पूछता हूँ कि क्या इस देश में प्रोफेसर अपने कार्य का पालन ठीक रूप से करने हैं और हमारे जो वाइस-चांसलर इस देश के विश्वविद्यालयों को सुसज्जित कर रहे हैं, वे इमानदारी से कितना समय अपने काम को देते हैं। यह हमारा दुर्भाग्य है कि जहाँ हमारे पास पैसा नहीं है, वहाँ तो हम पैसे का रोना रोते हैं, लेकिन जहाँ हम अधिक पैसा खर्च कर रहे हैं, वहाँ भी उचित रूप से काम नहीं हो रहा है और कोई परिणाम नहीं निकल रहा है। इसका कारण क्या है? कारण यह है कि देश को जिस राष्ट्रीय स्फूर्ति की जरूरत है, उसकी बहुत कमी है। हमको शिक्षा के क्षेत्र में इस तरह की क्रान्ति लानी होगी, जिससे यह कमी पूरी हो सके। हम देखते हैं कि देश की कुछ जनता में तरुण लोग विद्यार्थी लोग कुछ ऐसी कार्य-बाहियाँ कर जाते हैं, जिन से इस देश का भाषा मुक्तता है। इसलिए यह कितना परिणाम है? यह इस बात का परिणाम है कि हम अपनी शैक्षणिक संस्थाओं में उचित वातावरण निमित्त करने में सफल नहीं हो सके हैं। हम उनमें बहिष्कृत और विस्कमित्र की भावना जागृत नहीं कर पाए हैं। मैं निवेदन करना चाहता हूँ कि राम का निर्माण करने के लिए बहिष्कृत और बाल्सीक की आवश्यकता हुआ करती है। तबसिमा और नालन्दा के निर्माण के लिए भी वहाँ रह कर काम करने वाले मनीषियों की आवश्यकता

होती है। हम विश्वविद्यालय और कालेज को स्थापित करते हैं, लेकिन जिन व्यक्तियों के द्वारा वास्तविक विश्वविद्यालयों का निर्माण होता है, वे उपलब्ध नहीं हैं—आज बुक्युल का निर्माण करने वाले बहिष्कृत, बाल्सीकी और कम्ब उपलब्ध नहीं हैं। जब उनका निर्माण नहीं होता है, तब तक इस देश में सही विश्वविद्यालय नहीं बन सकते हैं। हम देखते हैं कि बहुत से विश्वविद्यालय राजनीति के बसाड़े बने हुए हैं। उनसे सम्बन्ध रखने वाले लोग मजदूरी की तरह तड़पते हैं राजनीति के क्षेत्र में घुसने के लिए। ऐसे लोगों से हम किस प्रपेक्षा करते हैं कि वे हमारे देश को शिक्षा-व्यवस्था के स्तर को ऊँचा उठावें और हमारे बच्चों को ऊँची शिक्षा देंगे। हमें शिक्षा के क्षेत्र में इस दृष्टि से काम करना है कि हमारे विश्वविद्यालयों का ठीक तरह से निर्माण हो, उनमें चरित्रवानता और तेजस्विता हमारे तरुणों में पैदा करने की शक्ति हो।

बेसिक शिक्षा के विषय में मैं यह निवेदन करना चाहता हूँ कि यह हमारा दुर्भाग्य है कि उसके विषय में जिस तरह आम लोगों में प्रचार करना चाहिए था, उसके उद्देगों और उससे होने वाले लाभों पर प्रकाश डालना चाहिए था, वैसा हम नहीं कर पाए हैं, जिसका परिणाम यह है कि उसके विषय में जनता-फहमी प्राप्त भी लोगों में बनी हुई है। जहाँ तक पुराने तरीके की शिक्षा प्रणाली का प्रश्न है, वे अपने बच्चों को पब्लिक स्कूलों और यूजी इन्स्टीट्यूटों में भेजना चाहते हैं। साधारण गरीब आदमी इस विषय में कुछ जानते नहीं हैं। हम को यह तिकिया बदलनी है। हमने यह महसूस किया है कि बेसिक शिक्षा ही इस देश के निर्माण में सहायक हो सकती है और इसलिये हम को सब स्कूलों में बेसिक स्कूलों में परिवर्तित करना चाहिए। हमको इस प्रकार की व्यवस्था करनी चाहिए,

[पंजित ज्वा० प्र० ज्योतिषी]

जिसमें हमारे बच्चे स्कूलों में अधिक उत्पादक बन करे। मैं हाई स्कूलों और कालिजिब में बेसता हूँ कि हमारे विद्यार्थी लाइब्रेरी में काम नहीं करते हैं। वे दो तीन चार लैम्बर्ब क्लास रूम में घट्टे करते हैं और बाकी समय को व्यर्थ ही गंवाते हैं। यह उचित हो कि इस समय में उनसे उत्पादक बन लिया जाये, जिससे उस शैक्षणिक संस्था के कोष की भी वृद्धि हो और साथ ही तरुणों में स्वावलम्बन का भाव जाग्रत हो, उनके बाजुओं में ताकत आए और शिक्षा प्राप्त करने के बाद वे अपने पांव पर खड़े हो सकें और इस देश की औद्योगिक तरक्की में योगदान कर सकें।

इन शब्दों के साथ मैं इन मागों का समर्थन करता हूँ।

Shri Hem Barua (Gauhati): Sir, I have always felt that our journey to educational progress, accomplishments and achievements needs a polestar, an aim and purpose, and when this purpose is missing from our educational policy the policy tends to become lopsided. At the same time, it adversely affects the social objectives to which all educational policies are to be wedded.

Now, I have very carefully gone through the report that was submitted to us by the Education Minister. I find a very laudable attempt, when I read the report, to tackle the problem of education from all fronts and all directions, from the elementary stage to the university stage. But, somehow or other, I must confess, with some measure of disappointment, that nowhere it has revealed a basic attitude to our educational reconstruction, nor does the report convey any consolidated pattern—that is what I feel.

I do not think that we have tried to assess the social needs of our country, because all educational policies are to be fitted into the social pattern. It is the dynamics of economic laws

or other economic needs that determine the pattern, the educational pattern of a country, and I do not think that we have done anything to assess the forces and factors, economic and social factors and forces in our country.

That is why we find an overcrowding in the universities today. There are about a million students rushing on into the portals of the 39 universities. Shri Deshmukh, Chairman of the University Grants Commission has rightly, I mean, complained that the 39 universities are not adequate because of the fact that every year the number is mounting up to the tune of 50,000. He says that there should be at least 200 universities in India in order to meet the total needs of the people or the student population desirous of higher education. When he talks of 200 universities, naturally enough we have to find out Rs. 200 crores. But whenever the Plans get into difficulties, whenever the Finance Minister has to apply his axe, naturally and inevitably enough the Finance Minister's axe falls on the Education Ministry's budget. The University Grants Commission has said that there is an insufficient appreciation in the country of the role of higher education in the development of a nation. I do not agree with this statement entirely. But to some extent, as far as the Finance Ministry is concerned, possibly the Finance Ministry is not as much aware of the urgency of higher education in this country. So far as the people are concerned, they are aware of it and they are too much aware of it.

But, then, there is the enormous onrush of students into the portals of the universities. How to meet this problem? Some people say that family planning might ultimately help to solve this problem. But, Sir, the problem is a problem of the present and the problem is a problem of the immediate future. How is this problem to be solved?

The University Grants Commission and the Education Minister have thought of all sorts of contingencies. We are going to introduce the three-year degree course. On that decision I must congratulate both the Government and the University Grants Commission, because of the fact that by opening the three-year degree course they are going to demand more advanced work from the secondary schools, and by that they are going to limit the number of students rushing into the precincts of the universities by this process. This will, I think, help to reduce the size of some of the giant colleges that we have in Calcutta.

One redeeming feature about this three-year degree course is, as I have said, that this is going to demand more advanced work in the secondary schools. I have always felt that our secondary educational institutions being, so far, a ladder to the university precincts must be self-sufficient in themselves. The education that is imparted in the secondary schools must be sufficient, must be able to equip a student with the necessary ammunition to face the battle of life. That is what I have felt, and so long as the secondary schools are treated as a ladder to further educational progress, I think that problem is not going to be solved.

But in that way it is not going to be fully solved even though there might be a partial solution. We should do another thing. I think in order to reduce over-crowding in the universities we have to divert the attention of the student population to vocational and technical institutes. When we talk of this, we feel that the number of vocational and technical institutions must increase in this country. But one gets the impression from the report that the emphasis that has to be paid on these institutions, somehow or other, is not paid. I hope the Education Minister will please apply his mind on this particular fact.

There is another thing. We are launching on an adventure of industrial progress. We want to rebuild our country industrially. Then, in order to achieve industrial progress—that is our aim—for this country we should have more technicians, we should have more engineers, we should have all sorts of technical personnel. In order to produce technical personnel we must have technical and vocational institutes, because that is the cry of the hour today.

Now, there are people who complain that more stipends are given to technical education, there is a bias towards technical education in this country and that the study of humanities is being neglected. That is not so. If the study of humanities means a study of the ancient cultural pattern that pattern will remain. But we are trying to evolve a new cultural pattern. Our ancient cultural pattern has the background of the rural sphere, it has an agricultural background. Now, we are building up a new background, an industrial background, and as Leon Trotsky said, "culture always feeds on the sap of economics" and it is the economic pattern that determines the cultural pattern.

What about the provision for stipends to be awarded to deserving and needy students? Somehow or other, my impression is that the number of stipends is pitifully low. This is a country where financial help even to the needy and deserving students, even to students of exceptional merit and brilliance, does not come from sources other than those of Government. In Britain, for instance, there are other sources like individuals and firms, public organisations, country bodies, town bodies etc. All these sources are available and money comes in as help to the needy and deserving students. At the same time, in the United States of America and in the United Kingdom, for example, there is scope for the student, and there is facility for the

[Shri Hem Barua]

student to work as he learns or to earn as he learns. But here, in this country, we do not have these facilities. I read somewhere in a book by Bertrand Russell that in an industrial country it so happens that the industrialists come forward to help the deserving students out of their own funds so that the country might have more technical personnel and they might themselves utilise the services of these technical personnel. But that does not happen in our country. We have industrial firms and we have money-bags, if I may say so. But that amount of scholarships and stipends which is needed for the needy and the deserving students has not come. It does not come. We have not built up that psychology; we have not got that quality, that aptitude; in spite of the fact that we call this "the land of Gandhiji," we have not learnt to do it.

**An Hon. Member:** Make money from the Government.

**Shri Hem Barua:** I have a suggestion to make. Confronted as we are with a problem, the magnitude of which is so great, *vis a vis* the economic needs of the country could it not be possible on the part of the Government to see that a tax relief is given on a gradation, and at the same time, to see that it is commensurate with the earning capacity of the parents? Such a tax relief could be given to those parents whose children go to school. I feel that if a measure is adopted like that, the measure of tax relief to those parents who are needy and deserving after reviewing the earning capacity, there would be an encouragement to those parents, those needy parents, to send their children to schools. Then the programme of compulsory primary education which the Ministry visualises would become a success, and it will have the active co-operation of the parents.

There is another thing. We hear a lot about the decline in educational standards. The number of failures is

increasing every year. Why is it so? During the last year, the percentage of failure at the intermediate and graduate level was 54.7 and 48.7 respectively. When we have such a huge failure in this country and when we fail to see the causes of such failures, I feel that 50 per cent of our investment is being wasted. We are investing money in an uneconomic system that only pays at a diminishing rate of intellectual return. That is what is happening in our country. The rate of intellectual return is diminishing. We are investing money and wasting 50 per cent of it. That is what is happening in our country.

What about another factor to which Shri Vasudevan Nair made reference? That is about the discontent among students and teachers. There is discontent among teachers and students, both, and this simmering discontent among the student population and the teaching community is throwing our educational policies out of balance. There is a lack of harmony in the precincts of the educational institutions. This must be looked into. I shall deal with it later on.

There is another point. At page 21 of the Report there is reference to English. The Kunzru Committee Report has said that English will have to be retained, even after we switch on to Hindi in other spheres, at the university stage at least. But I have some apprehensions in regard to the retention of English. Shri C. D. Deshmukh has said that English has to be studied both as a medium of instruction and as a language. That is a controversial point. But I just want to say that in order to retain English and retain it efficiently, there must be a revolutionary change in the method of teaching it. English is an elastic language. There is no doubt about it, and it has to be learnt properly. Unless and until we learn it properly it is no good. We accept it on the consideration that English is the golden key to open the reservoirs of knowledge of the world. But it

does not mean that I have a right, to vitiate another man's language by making queer mistakes or by erring aimlessly. But we try to learn it, without the proper perspective, that is what has happened. English is suffering because of the fact that it is not properly taught at the secondary schools. Since it is going to be retained at the universities, some amount of emphasis on the language has to be put in the secondary stage as well. But this emphasis is not given now.

I want to make a suggestion in this connection. There should be a bifurcation. Those students who are relatively less intelligent and who display a lack of interest in the subject and do not have the capacity to learn it, should be dropped after the completion of the first stage; those students who show special merit and intelligence and aptitude and capacity to learn can go in for an intensive study of English. That is what I feel on the matter.

What we have pursued so far is the narrow linguistic outlook of the 19th century. Even in the context of today, Fowler has to yield. He had yielded to certain things. I just remember when the word 'talented' was first used Coleridge was the man who objected to it and said, "This is vile and barbarous". But we use the word. It is not violent and barbarous for a growing and elastic language, and English is a growing and elastic language. So, the method of teaching English today must also change. It must shift from the methods that were pursued in the 19th century, from the linguistic line that was pursued then. That is what I want to say about it.

There was an interesting case which I read recently and that was about a book by Sir Walter Scott—*Quentin Durward*. That was abridged by the principal of a training college in Madras. The book was abridged by her and fortunately or unfortunately enough, the book bristled with so many mistakes and errors of grammar and syntax that the parent of a particular student filed a writ petition in

the Madras High Court and the judge in his wisdom remarked:

"The author and, the printer alike disdained the use of punctuation marks. They had original views on the matter of spelling. In the matter of grammar and syntax, the author was an individualist and declined to be bound by the tiresome rules of grammarians. The book is an example of what a good text-book should not be".

This is a book abridged by the principal of a training college and prescribed for use in the secondary schools by the Director of Public Instruction of the Madras State. That is what has happened. It is still dangerous to be original at all places, and that is where we err. Possibly, Sir Walter Scott's bones would quiver and quicken in his grave when he comes to know of this remark made by the judge of the Madras High Court.

I have a suggestion to make. At page 51 of the Report, it is said that the Ministry of Education utilise the services of the All India Radio—the Demands for Grants of that Ministry are also coming—and I must congratulate both the All India Radio and our Education Ministry for achieving it. But, at the same time, if English is to be retained in the university stage as I have said, sufficient emphasis has to be paid at the secondary stage. Here I would just make a humble suggestion, the suggestion of teaching the English language over the All India Radio if possible. They do it in London. The British Broadcasting Corporation offers lessons in English, possibly once a week. And when I was a young man . . .

An hon. Member: You are still young.

Mr. Deputy-Speaker: That should be left to himself—how he feels!

Shri Hem Barua: When I was a young man I learnt the use of split



[Shri Hem Barua]

infinitives from the BBC broadcasts. I think the All India Radio can see to it and I will very much welcome it.

Now, on page 91 the Report refers to the cultural and social co-operation and the measures adopted for the purpose. And one of the measures adopted for this purpose is the Youth Festival, the Inter-University Youth Festival. I am a lover of such social co-operative methods and the more we get things like this the better, because we want exchange of ideas, exchange of views and cooperation, specially among those people who come from a distant place. Now, we want it. But I have to make a certain complaint about it, not because I do not approve of the spirit behind it but because of the fact that the spirit behind is being slaughtered at the altar of irresponsibility. As regards the 5th session of the Youth Festival the spirit which ought to prevail did not enliven the performance or the festival itself. I do not say that all the cultural items that were exhibited on the platform of this festival were of an inferior order. I do not say like that. But there were certain cultural items that smacked of "rock'n roll" or cheap Bombay film music. I have found in some of these cultural items the cocktail of paltry cosmopolitanism with cheap exhibitionism. That is what I found.

Now I just want to make a reference to certain other things. There was a song—I do not say that all the songs were bad there was a song, marvellous enough, which opens with the line:

तुम से डरा एटम बम, सत्यं, शिवं, सुन्दरम् ।

That gives us some idea of the performances there.

Then, what about the seminar? When the seminar was going on, when classical items were being put up, the benches and chairs were empty. In the seminar in the discussion on the 'Students' Role in National Re-construction one of the speakers made a

pointed reference to the three R's of modern times—rock'n roll, rum and rest rooms. How do these things compare with the money spent? This is a cultural organisation for which the Education Minister is spending money, but here is a shining example of irresponsibility demonstrated in the Talkatora gardens through music, through cultural programmes and through feeble thinking.

Then I come to another subject. Recently, there was a conference, the National Conference on Reading. I find one thing being associated with educational institutes and that is that modern education, as it is given in our educational institutes, tends to become bookish and the danger is that it has now tended to become text-bookish. So, I congratulate the Minister for having convened a conference on the habit of reading. That Conference has also made certain recommendations. Some of them are platitudes, full of platitudes no doubt but they have made certain recommendations in order to fulfil the purpose that is behind this conference. I think more attractive libraries and a judicious selection of books must be made available to the students or else the purpose behind it defeats itself. What has happened to-day? In the context of to-day, reading for pleasure is often misinterpreted as reading for sex exhilaration in consequence of which our book-stalls are to-day overflooded with cheap sex literature which is itself a formidable menace to our social morals. And unless and until this challenge to social morals is sufficiently met by presenting to our students a judicious selection of books and by check-mating this tendency of over-flooding our bazars with illustrated magazines where the human female body is depicted to advantageous proportions, unless and until this is stopped, I suppose the purpose that actuated the Education Minister to hold a national conference will defeat itself.

Dr. Atchamamba (Vijayavada):  
Next to food the most important thing

for people is education. Naturally, Government has concentrated its attention on this subject. With regard to education the most important thing is primary and secondary education, because they form the basis not only for education but for the growth of the children and the future of this country.

Let us, first of all, take primary education. Of course, the Central Government has very little to do with it. The States are supposed to have taken charge of it. Still we find that Rs. 10 crores are allotted towards primary education. But of the grants that the Central Government has allotted for the States we find that most of them have lapsed. The States, for some reason or other, are not utilising these grants. Most of them are very important grants, because they are meant to increase the pay of the teachers, to construct buildings, to have libraries and so on, which are very necessary, especially in the matter of primary and secondary education. The States naturally say: we have no grants or funds and so we cannot engage ourselves in all these activities. The Central Government always says: We will grant this money provided you give a matching grant. But the States say that they are not able to manage the matching grant. Therefore, we find from year to year the States are not able to take advantage of the Central grant because they are not able to provide 50 per cent matching grant. So, I am of the opinion that the Central Government should not insist upon this matching grant.

With regard to primary education the greatest difficulty is about the teacher's pay. If we want the teachers to teach our children, they must be sufficiently paid. They must have a good stomach and some minimum comforts before they are able to teach our children. Of course, 50 per cent grant is given by the Centre, which is something. But since the States are not able to raise the matching grant, these grants lapse, with the result that the teachers do not get any relief. This is a very important question and I feel the Central Govern-

ment should not insist on this matching grant so that the funds are utilized by the States and the teachers are better paid.

The position is the same with regard to buildings. In the rural areas we want proper buildings to run the schools. But to have decent buildings we must have some funds, and the State is not able to provide the funds, naturally because it is not able to provide the matching grant. So, it is not able to take advantage of the Central assistant. This is also a very important problem.

Then, Sir, mere text books are not enough. Reading the text book and repeating it is not real education. What is most necessary in a school is a proper library. For that, library grants are necessary. Of course, the State gives a certain amount. But, most of the schools are not well equipped. Even in the matter of what kind of books must be purchased, there must be great attention paid. As one of our Members was saying, the whole market is flooded with very indecent literature calling themselves children's literature. I sometimes see in that literature all sorts of detective stories and the children are reading them. Even in the cinemas, they get all sorts of stunt pictures and they are not really good for the children, because they give wrong ideas of bravery and other things. This question of literature is a very important factor. We have got the Book Trust. Very serious consideration has to be given to this matter. Important people from each State have to be gathered and proper books have to be suggested and also written for the children. Their minds have to be made up as they learn when young. Their minds have got to be built up as they grow. Ours is a growing nation. It is our children who are going to be our future citizens. If we are not building them up in the proper way, giving them the proper basic national outlook and an ethical outlook, I think, we will be defeating our purpose: This is very important.

(Dr. Atcharamba)

With regard to education, there is another question. From the I form, we start English. By the time they come to the School Final, we find all the subjects are being taught in their own languages. As soon as they finish and go to the Pre-University class, the whole thing is switched on to English. The English that is taught till the School Final class is very little, practically, nil, I should say, because they pay more attention to their own language. All the sciences are taught in that language with separate notations. So that, the very terms, everything is new in the Pre-University Class. In one year, they have to make up English and learn all the terms in the sciences and then they go to B.Sc. or Engineering or Medical and the technical colleges. With this three years course, when they go to the Pre-medical or Pre-engineering class, they find it very difficult, because, everything is in English. Unless they know English properly and thoroughly, they cannot get a First Class or cannot get good marks which means that the future is marred. For higher education, we give prominence to English. At the same time, we are not paying attention in the Secondary School or in the Higher Secondary class. This is a very important factor which is a snag in our education at the present moment.

Then, we have got the Public Schools. I find an item where a sum of Rs. 5 lakhs is given as grant to the Public schools. Already there are some scholarships offered for the best students to go into these Public schools. What does it mean? Here, we are talking of basic schools and we are encouraging basic schools. We say that basic schools are most important, that is our originality and that we must have it. At the same time, there are these grants. What does it show? We are having examinations in each place and we are selecting students and sending them with scholarships to the Public schools.

We are also giving grants to Public schools where the entire education is in the English language just as in England or America. It means that we realise that English plays a very important part in the higher education and in the technical education of our people. The Government knows that English is really very important and we should treat it as important. There are the competitive examinations. Unless the students are thorough in English, they are not able to come out. We have to pay attention to this. Mere Hindi or regional language is not enough. Of course, Hindi is necessary; not that we are against it. Certainly, Hindi must be taught to every student in this country. But, we have to think practically and see how English is necessary, so that, at least the Science subjects must be taught in English in the Secondary schools or School Final or Matriculation so that when they go to Pre-University or Higher Secondary School, they are not at sea. There they realise that they have to learn the scientific subjects taught to them in English. They have only one year. Previously, there was the Intermediate and there were two years. At least they could struggle for one year and they had another year to make up. Now, we have got one year and immediately, they go to the Pre-medical or Pre-engineering or the Technical colleges or B.Sc. For example in the B.Sc. or Honours, the standard of English is so high. They have to face very difficult text books. I have found students struggling very hard and they find it very difficult.

Students coming from the Public schools in our capitals like Calcutta, Delhi, Bombay score very easily because their English is good. We have to think about this. Of course, the Public schools are very costly. They have to pay Rs. 40 to Rs. 150 even as they join. Still we find students go there. The parents are very anxious. In the last two or three years, I have seen many of our Public schools are much bigger than they

were even in the British days, because the parents find that the students coming out of the Public schools are far larger in the competitive examinations than other students who are coming from the ordinary Government schools. This is a matter which we have to take into consideration and see that the proper thing is done. We must also understand one thing. Only the very rich people, except for the scholarships, are able to go to the Public schools. That means, we are putting at a disadvantage the students from the other sections of the people. They are attending these competitive examinations. Except the exceptional people, they are not able to compete, because English happens to be most important in these competitive examinations. We have to be careful about this.

Then, we come to discipline. It is very unfortunate that we find both in High Schools as well as in the colleges, young students of the ages 12, 14, 16 to 18—in this range—committing all sorts of offences and they are most undisciplined. In fact, there are schools and colleges where teachers and professors are afraid even to check them because they are afraid of being beaten up when they come outside. This is literally true. Of course during the examinations, if any teacher is bold enough to catch any boy he knows that he will be beaten. Discipline is very important. At the time when we were fighting the British or in peculiar circumstances, our students had to come out. Today, we are building our nation. It is peace time. Our children need not come out in the political field. It is very necessary that they should concentrate themselves in studies, especially the University students. Our country is a poor country. Even otherwise, a very small percentage of our people are able to go to the Universities. We want technical personnel. The students in the Universities must be properly disciplined so that they make proper use of the money that the country is spending for them.

श्री० राज लुधन सिंह (बहुसंख्य)  
उपाध्यक्ष महोदय, श्री मेरी पूर्णवक्ता महोदय ने छात्रों में अनुशासन की बात की चर्चा की और बस्तुतः यह एक ऐसी बात है जिस पर देश का ध्यान आकर्षित किया जाना चाहिये। इस रिपोर्ट में भी इस बात का संकेत है क्योंकि जब शिक्षा विभाग का दो विभागों में विभाजन हुआ तो शिक्षा विभाग के जिम्मे दो ६६ काम सौंपे गये उनमें एक काम है स्टूडेंट्स डिसिप्लिन का। जैसा कि वेबी जी ने बतलाया हम चाहते हैं कि यदि देश के छात्र अनुशासनहीनता की ओर बढ़ रहे हैं तो उनमें पूरी तरह अनुशासन लाया जावे। लेकिन इसके लिये अविभाजको के लिये भी यह जरूरी है कि यदि उनमें अनुशासन की कमी है तो वे भी ज्यादा से ज्यादा अनुशासन की भावना अपने में लायें। इससे भी ज्यादा जरूरी है कि जिनके जिम्मे देश को बढ़ाने का काम है, सावध करके सरकार, वह खुद ऐसे मार्ग पर चले जिस से कोई अनुशासनहीनता की बात आने ही न पावे। सरकार के साथ-साथ जो विश्व-विद्यालय हैं, कालेज और स्कूल हैं, प्राइमरी स्कूल हैं, उन सभी संस्थाओं की व्यवस्था ऐसी होनी चाहिये जिनमें लड़कों को ऐसी किसी बात की झलक न मिले कि हमारे व्यवस्थापकों में ही अनुशासनप्रियता की कमी है। यदि हमारी सब नियुक्तिया योग्यता के आधार पर होने लगेंगी तब किसी छात्र की हिम्मत न पड़ेगी कि वह अनुशासनहीनता की ओर बढ़े। यदि आज छात्रों की यह स्थिति है तो एक ओर यह भी स्थिति है कि जब कोई छात्र कालेज या स्कूल में पढ़ने जाता है तो उस के लिये इतने विषय बहा पर होते हैं कि उस के लिये सम्भव ही नहीं है कि वह बहा पढ़ कर ही अपने बर्ग में उत्तीर्ण हो सके। उस का ज्यादा से ज्यादा खर्च करना पड़ता है प्राइवेट ट्यूशन पर। यदि प्राइवेट ट्यूशन के लिये उस के पास रुपया नहीं है तो वह अपनी जगह पर ही बना रहेगा। ऐसी स्थिति में यदि उसे पढ़ना पड़ता है कि एक ओर तो उस के

### [डा० राम सुब्रग सिंह]

रहने की व्यवस्था कम है छात्रावासों में और दूसरी ओर उस को अपने शिक्षकों में या जो विश्वविद्यालय के बड़े-बड़े अधिकारी हैं उन की नियुक्तियों में कोई खात्री या गूटि नजर आती है तो उस का ख्याल भी अनुशासनहीनता की ओर जाता है। यदि फेब्रिटिज्म के आधार पर कोई बात की जाती है बड़े-बड़े विद्यालयों में या दूसरे किसी स्थान पर, तो किसी प्रकार से विद्यार्थियों पर अनुशासन लाद सकना असम्भव है। वास्तव में जब तक हम खुद अनुशासन-बद्ध न हों और जब तक हम खुद फेब्रिटिज्म को खत्म न करे तब तक दूसरों से, खास कर छोटे बच्चों से उस चीज की उम्मीद हमें नहीं करनी चाहिये। मैं नहीं चाहता था कि इस विषय पर कुछ कहूँ, लेकिन अभी जो बात बतलाई गई, हमारे बरुभा साहब ने भी इस ओर संकेत किया, उसे देखते हुए मुझे भी कहना पड़ा कि मैं भी चाहता हूँ कि देश में ज्यादा से ज्यादा अनुशासन रहे।

१३ तारीख को हमारे शिक्षा मंत्री महोदय ने एक सवाल का जवाब दिया, इस रिपोर्ट में भी इस बात का दिग्दर्शन है कि हिन्दू युनिवर्सिटी के बारे में इस हाउस में सुरन्त एक ऐसा बिल लाया जायेगा जोकि बहुत ही काम्प्रहेन्सिव नेचर का होगा और १२ सितम्बर, १९५८ को जो बिल यहा पर पास किया गया था उस को यह बिल रद्द करेगा। मैं प्रार्थना करूंगा कि वह बिल शीघ्रातिशीघ्र इस हाउस के सामने लाया जाय क्योंकि अब इस अधिवेशन के खत्म होने में बहुत कम समय रह गया है। यदि इस अधिवेशन में यह बिल नहीं पास किया जायेगा तो बहुत असम्भव नहीं होगा कि एक सस्था का, जोकि हिन्दुस्तान की सब से बड़ी और धानदार सस्थाओं में से एक है, सत्यानाश हो जाय क्योंकि नये छात्रों के प्रवेश करने का वक्त आयेगा जुलाई में और कोई भी अधिभावक नहीं चाहेगा कि वह अपने लक्षके

य. लक्षकी को एक ऐसी सस्था में भेजे जहां पर पुलिस का पहरा हो। करीब-करीब सितम्बर से भाज तक वहा पुलिस का पहरा है और कोई भी स्वाभिमानी भावमी वहा नहीं जा पाता है जब तक वह अनुमति न ले ले। अनुमति लेना लोग अपनी शान के खिलाफ समझते हैं। स्वतंत्र भारत में यदि हम पुलिस या किसी प्रोफेसर की अनुमति ले कर अपनी बडी से बडी सस्था में प्रवेश कर सकें तो हम इस मुल्क में कैसे स्वतंत्रता का वातावरण बढा सकेंगे, यह समझने मे हम असमर्थ हैं। इस लिये मैं चाहता हूँ कि शिक्षा मन्त्रालय सुरन्त वहां से पुलिस को हटावे। यदि वह नहीं हटेगी तो इस मन्त्रालय पर यह एक बडा भारी दाग रहेगा कि वह इस सस्था को चला सकने में असमर्थ रहा।

युनिवर्सिटी की तरफ से जमींदारी प्रबालिशन बाइस खरीदे गये, मैं उसे देख कर और असमजस में पड जाता हूँ कि यदि युनिवर्सिटी का रुपया, या गरीब शिक्षकों का रुपया किमी बैंक में रक्खा जाता तो कम से कम ३ या ४ ६० प्रतिशत सूद आता, लेकिन इस मे तो सिर्फ २ ५ प्रतिशत सूद मिलता है। यह ६० प्राविडेंट फंड का है। अभी अभी महोदय ने एक सवाल के जबाब में एक स्टेटमेंट दिया, जबाब तो वे नहीं दे सके, कि जमींदारी प्रबालिशन के करीब १६ लाख ६० के बाड खरीदे गये हैं। २९ मार्च, १९५६ को १ लाख ६० के बाड खरीदे गये। उस दिन कलकत्ते में रेट था ४३ ६० ६ नये पैसे और खरीदा उन्होंने ४५ ६० में। दूसरी बार खरीदे गये ४ मई, १९५६, २ लाख ६० के। उस दिन कलकत्ते में रेट था ४२ ६० ५० नये पैसे और खरीदे गये ४५ ६० में। तीसरी बार खरीदा २४ अगस्त, १९५६ को १ लाख, ८० हजार ६० के। कलकत्ते में रेट था ४० ६० २५ नये पैसे और खरीदा ४२ ६० में। फिर खरीदा १६-४-५७ को १,७५,००० ३८ ८७ पर जबकि रेट था

उस दिन ३७.७५। फिर खरीदा उसी दिन १,७५,००० उसी रेट पर, फिर उसी दिन खरीदा डेढ़ लाख उसी रेट पर। फिर उस के बाद २४-४-५८ को एक लाख का बाड खरीदा ४७.२५ पर जबकि रेट था ४६.८५। फिर खरीदा २४-८-५६ को ६०,००० का बाड ४२ पर जबकि रेट था ४०.२५। यह गौरी शंकर गौयनका फंड एक अंश का था। फिर उसी दिन खरीदा ४५,००० उसी रेट पर, और फिर उसी दिन खरीदा २,६०,०००.४२ पर जबकि रेट था ४०.२५। यह सारा फिगर १३ तारीख को सरकार द्वारा दिया गया है। यह बतलाया गया है कि वहां पर आर्थिक व्यवस्था यह है। जब वहां पर रुपये का इतना अफ़्सा उपयोग किया जा रहा है तो आप देखें कि इस का लड़कों पर क्या असर पड़ेगा। वहां होना यह चाहिये कि जो भी खर्च किया जाये वह एग्जीक्यूटिव कमेटी की राय से किया जाये। हम यही उम्मीद करते थे क्योंकि हमारे मंत्री महोदय बराबर यह कहते थे कि हम लोग बिना एग्जीक्यूटिव कमेटी के आदेश के कोई कार्य नहीं करते। लेकिन मैं उन से जानना चाहूंगा कि यह जो सारी कार्रवाई हुई है क्या यह एग्जीक्यूटिव कमेटी के प्रस्ताव पर हुई है। अगर एग्जीक्यूटिव की राय से यह काम हुआ है तो उन से इस के बारे में कंफियत तलब की जाय। अगर यह काम एग्जीक्यूटिव कमेटी के आदेश से नहीं हुआ है तो इस के लिये एडमिनिस्ट्रेशन दोषी है।

15 hrs.

दूसरे इस में प्रावीजेंट फंड का ज्यादा से ज्यादा रुपया है। इस पर जमींदारी एवालीयेशन के बांड्स में केवल २.५ सूब मिलता है, अगर यह रुपया किसी बैंक में रहता तो तीन चार परसेंट सूद मिल सकता था।

तीसरी यह बात है कि जितनी इस की फेस बैल्यू है उतना रुपया ड्रा किया गया प्रावीजेंट फंड एकाउंट से, लेकिन जितना

एक्नुअल पेमेंट हुआ उतना ही दिया गया और बकाया दूसरी जगह लोगों ने रख लिया। यह एक गलत चीज है।

यहां अनुशासनहीनता की बात आती है। मैं कहता हूँ कि अगर कोई शिक्षक अनुशासनहीनता का पाठ पढ़ाता हो तो उस को और जो विद्यार्थी अनुशासनहीनता करता हो उस को सजा दी जाये। लेकिन पहले हम को भी तो अनुशासित होना चाहिये।

अभी माननीय मंत्री महोदय हाल में बनारस गये थे। उस बारे में मेरी उन से काफी लिखापढ़ी हुई। मैं समझता था कि कोई गलत घटना हो गई है। पर उन्होनें मे कहा कि हम ने उस के मुताल्लिक कोई कार्रवाई नहीं की। मैं कहता हूँ कि अगर लड़के दोषी है तो उन के खिलाफ कार्रवाई कीजिये पर आप कहने हैं कि नहीं लड़की सं कृत्र नहीं बहा गया लेकिन उन के लिये इस प्रकार लिख कर चीजें आती है।

"It has been reported to the University authorities that you created disturbances at the meeting on the 22nd January, 1959 in the C.H.C. quadrangle where Dr. K. L. Shrimali, the Minister of Education was to address the staff and students of the University and put the University to great shame and disgrace.

Please therefore show cause why disciplinary action such as may be deemed proper by the University authorities, should not be taken against you.

Your explanation must reach the Proctor's office within two days of the receipt of this letter by you, not later than 4th February, 1959. If no reply is received by that time, it will be deemed that you have no explanation to offer."

इस तरह के पत्र दिये गये लड़कों को। मैं मंत्री महोदय से जानना चाहूंगा कि अफ़्द

[डा० राम सुभा सिंह]

लड़कों ने कोई मसूदा भी तो उन्होंने उन को दंडित किया या नहीं और अगर किया तो उन को क्या दंड दिया। और यदि नहीं दिया और आप ने किसी को मुजरिम नहीं समझा तो इस तरह का स्केमर फैलाने की क्या आवश्यकता थी। यहां हमारे एक बरिष्ठ नेता बैठे हैं। मैं उन के भी प्रार्थना करूंगा कि हम लोगों में इतनी क्षमता होनी चाहिये कि जहां कहीं हम जायें तो लोग खुद-ब-खुद हम कह सुनने के लिये उमड़ पड़ें, यह नहीं होना चाहिये कि हम अपने आप को उन पर इम्पोज करे।

एक सामंतीय संवत्स्य : श्रीर अमर लोप न भायें तो अमशन करे।

डा० राम सुभा सिंह : यह भी कहा गया है कि वहां पर कुछ सीनियर लड़कों को जोकि रिसेर्च के विद्यार्थी में दंडित किया गया है और पचासों विद्यार्थियों को निकाल दिया गया है और रस्टीकेट कर दिया गया है, अगर उन को एडमिशन नहीं मिल रहा है। तो मैं चाहता हूँ विश्वविद्यालय में ऐसी फिशा रंदा की जाये ताकि लड़के यह न समझें कि हमारा जीवन बरबाद करने की कोशिश की जा रही है। मान लीजिये कि अगर लड़कों का कोई दोष भी था तो इस का दंड उन को इतने दिन विश्वविद्यालय बन्द रहने के कारण मिल चुका। एक वर्ष तक विश्वविद्यालय में पढ़ने लिखने का वातावरण ही नहीं रहा। हम को जल्दी व्यवस्था कायम करने की क्षमता होनी चाहिये। अगर यहां पर सरकार एक बरस के लिये व्यवस्था करने में असमर्थ हो जाये तो देश की क्या स्थिति होगी। देश का सत्यानाश हो जायेगा। देश के मुकाबले यह एक छोटी चीज जरूर है। अगर वहां पर एक बरस तक पढ़ने लिखने की स्थिति नहीं रही तो हम को विचार करना चाहिये कि क्या कारण है। चार ६ दिन या ज्यादा मे ज्यादा अगर एक मंजुने यह स्थिति रहती तो मैं समझ सकता

था। लेकिन इस अवधि के बाद तो स्थिति पर कंट्रोल होना चाहिये। अगर वहां पर लोप एक महीने तक स्थिति पर काबू नहीं पा सके तो हम को सोचना चाहिये कि हम क्या करें। क्या हम इस काम को दूसरे किसी को दें जो कि इस को संभालने की लियाकत रखता हो।

मैं चाहता हूँ कि आज जो शिक्षकों और छात्रों में विरासा की भावना है उस को खत्म करना चाहिये। और यदि कोई एग्जीक्यूटिव का मेम्बर यह धमकी दे कि यदि अमुक व्यक्ति को हटाया जायेगा तो मैं भी काम नहीं कर सकूंगा तो उसकी धमकी के धागे हम को नहीं झुकना चाहिये। मैं कहता हूँ कि अगर लड़कों का दोष है तो उन को दंड दीजिये। लेकिन अगर प्रचारिटीय का दोष है और अगर कोई एग्जीक्यूटिव कमेटी का मेम्बर था कर कहे कि अगर उन को हटाया गया तो मैं हट जाऊंगा तो उस की इस चुनौती को स्वीकार कर लेना चाहिये। मैं नहीं चाहता कि रिस्तेदारी धादि की वजह से कोई दबाव डाला जा सके। जो कमेटी के सदस्य इस प्रकार की धमकी दें उन की चुनौती को स्वीकार कर लेना चाहिये और उन की हट जाने देना चाहिये।

श्री डा० वा० सिंह (चन्दीली) : माननीय उपाध्यक्ष महोदय, शिक्षा के अनुदान के संबंध में जो बहस इस सदन में चल रही है और माननीय डा० राम सुभा सिंह ने कुछ सबाल हिन्दू विश्वविद्यालय के संबंध में उठाये हैं, मैं आप के द्वारा इस सदन के सामने यह रखना चाहता हूँ कि शिक्षा मंत्रालय द्वारा लोक-तन्त्रात्मक शिक्षा व्यवस्था करने की जो भावना है उस भावना पर कुठाराघात किया गया है बनारस हिन्दू विश्वविद्यालय के मामले में।

ब्रिटिश साम्राज्यशाही के जमाने से ही इस बात की कोशिश बराबर रही कि विश्वविद्यालयों के अन्दर शिक्षा में सरकार

का अधिक से अधिक नियंत्रण हो, और उस समय जो लोग कि साम्राज्यवादी के खिलाफ लड़ रहे थे उन लोगों में, इस देश के बड़े-बड़े नेताओं ने यह आवाज बुलन्द की कि शिक्षा के अन्दर सरकार का नियंत्रण, सरकार का हस्तक्षेप कम से कम होना चाहिये। सन् १९१५ में जब बनारस हिन्दू विश्वविद्यालय एक्ट बना उस समय पूज्य मालवीय जी ने इस बात का प्रयत्न किया था कि सरकार का हस्तक्षेप विश्वविद्यालय के कार्यों में कम से कम होना चाहिये। लेकिन हमें इस बात का दुःख है कि हमारी राष्ट्रीय सरकार द्वारा यूनिवर्सिटी आटोनोमी पर हमला किया गया। मैं समझता हूँ, कि कोई भी लोकतन्त्रात्मक व्यवस्था में प्रेम रखने वाला व्यक्ति इस को पसन्द नहीं कर सकता है। आज से करीब दस महिने पहले मुझे माननीय प्रधान मंत्री श्री जवाहर लाल जी से बनारस के नागरिकों के प्रतिनिधि के रूप में बनारस विश्वविद्यालय के बारे में मिलने का मौका मिला था। उन से उस विषय पर करीब घंटा भर वार्ता हुई थी। मैं उन के सामने यह विचार रखा था कि हमें इस बात में कोई मतलब नहीं है कि बनारस विश्वविद्यालय में कुछ लोग गलत हैं या कैसे है, बल्कि हमें तो मतलब इस बात से है कि बनारस विश्वविद्यालय के विषय में सरकार की ओर से जो कार्यवाही की गई है, वह यूनिवर्सिटी आटोनोमी के सिद्धान्त पर हमला है, जो कि आगे आने वाले वर्षों में यूनिवर्सिटी की शिक्षा के सम्बन्ध में एक बहुत गहन कदम साबित होगा। माननीय प्रधान मंत्री ने माना था कि यूनिवर्सिटी आटोनोमी कायम रहनी चाहिये और यूनिवर्सिटी के मामलों में सरकारी हस्तक्षेप नहीं होना चाहिये। लेकिन हम देखते हैं—श्री हमें इस बात का शिकायत है—कि माननीय शिक्षा मंत्री और माननीय प्रधान मंत्री के रहते हुए भी बनारस विश्वविद्यालय के सम्बन्ध में जो कदम उठाये गये, जो कार्यवाही की गई यूनिवर्सिटी आटोनोमी का जो अतिक्रमण किया गया, वह कोई शोभनीय बात नहीं है। हम कहना चाहते हैं कि दुनिया के किसी भी

देश में सशस्त्र पुलिस की छत्र छाया में किसी औद्योगिक संस्था को चलाने की कार्यवाही नहीं हुई होगी, लेकिन मुबारक है हमारे माननीय शिक्षा मंत्री को मुबारक है आज की सरकार को कि बनारस विश्वविद्यालय को एक जेलखाना बना कर और उस को सशस्त्र पुलिस के पहरे में रक्त कर वहाँ पर शिक्षा के वातावरण को दूषित किया जा रहा है। यदि माननीय शिक्षा मंत्री समझने हैं कि वह इस लोकतन्त्रात्मक राज्य में उस विश्वविद्यालय में भय, आतंक और टेरर का वातावरण पैदा कर के वहाँ की स्थिति को सुधार लेंगे, तो मेरे विचार में वे गलती पर हैं। हमारे देश की लोकतन्त्रात्मक परम्पराओं की पृष्ठभूमि में यह एक बहुत ही गलत कदम है। हम सरकार से और माननीय शिक्षा मंत्री से इस बात की जोरदार मांग करते हैं कि वहाँ से सशस्त्र पुलिस को जल्द से जल्द हटाया जाना चाहिये। जैसा कि डा० राम सुभग सिंह ने कहा है, आज वहाँ पर इस प्रकार की स्थिति है कि किसी भी आत्म-सम्मान वाले व्यक्ति को विश्वविद्यालय जाने में बड़ी हिचक हो रही है। वहाँ आज फाटक पर परमिट की व्यवस्था है। काशी से सम्बन्धित होने के नाते और बनारस विश्वविद्यालय का स्नेही होने के नाते हमें इस पर लज्जा का अनुभव होता है। मैं यह कहना चाहता हूँ कि जो वातावरण वहाँ पर आज है, उस तरह का वातावरण १९४२ में भी वहाँ नहीं था, जब कि डा० राधाकृष्णन् वहाँ कुलपति थे—जो कि आज हमारे उपराष्ट्रपति हैं—और जब हिन्दू विश्वविद्यालय के विद्यार्थियों ने—हम ने सारे देश में बगावत की लहर फैलाई थी। मैं यह भी बताना चाहता हूँ कि उस समय अग्नेजो ने भी उस बर्बरता और पशुता का बर्ताव नहीं किया था, जो कि माननीय शिक्षा मंत्री के राज्य में किया गया है। आज वहाँ पर परमिट के द्वारा विश्वविद्यालय में जाने की व्यवस्था है। किस के वहाँ जाना है, किस से बात करेंगे, अच्छे से अच्छे नागरिकों से इस तरह प्रश्न लिये जाते हैं और परमिट लेने के



[श्री प्रा० ना० सिंह]

बाद ही विश्वविद्यालय में जाया जा सकता है। बिल प्रकार आसाम के नागा पहाड़ियों के इलाके में सड़क की स्थिति के कारण सरकार की तरफ से परमिट की व्यवस्था की गई है और बड़े से बड़े लोगों को भी राष्ट्रीय नेताओं को भी बहा जाने के लिये परमिट लेना पड़ता है, उसी प्रकार के परमिट की व्यवस्था बनारस हिन्दू विश्वविद्यालय में चलाना कहा तक उचित और न्यायसंगत है, मुझे आशा है कि माननीय शिक्षा मंत्री हम को यह स्पष्ट करने की कृपा करेंगे।

मैं यह कहना चाहता हूँ कि माननीय शिक्षा मंत्री को यह बात जान लेनी चाहिये कि विश्वविद्यालय के क्षेत्र में—शिक्षा जगत में केवल प्रशासनिक योग्यता के दल पर ही शिक्षा का काम ठीक तरह से नहीं चलाया जा सकता है। किसी भी यूनिवर्सिटी को चलाने के लिये चरित्र और शैक्षणिक योग्यता की जरूरत होती है—एक ऐसे कुलपति की जरूरत होती है, जिस के प्रति आदर और श्रद्धा की भावना अपने आप उत्पन्न हो। मैं कहना चाहता हूँ कि जो माननीय कुलपति आज हिन्दू विश्वविद्यालय में पड़े हुए हैं, उन के रहते हुए भी बहा की हालत दिन-ब-दिन खराब होती जा रही है। आज रीब्यूइंग कमेटी के कारण विश्वविद्यालय में आतंक का वातावरण व्याप्त है। मैं साफ तौर से कहना चाहता हूँ कि इस से वातावरण नहीं सुधरेगा। शिक्षा जगत में इस तरह का आतंक, डर, भय और पुलिस राज्य कायम करके शिक्षा के स्तर को ऊँचा करने या बहा की स्थिति को ठीक करने की बात यदि सोची जा रही है, तो मैं कहना चाहता हूँ कि वह नहीं होगा। मैं यह निवेदन करना चाहता हूँ कि शिक्षा जगत में स्थिति को ठीक करने का एक ही तरीका है और वह यह है कि बहा पर विशाल हृदय के साथ और सम्यता के साथ व्यवहार किया जाये। मैं शिक्षा मंत्री से पूछना चाहता हूँ कि यदि उन पर भी इसी तरह एक रीब्यूइंग

कमेटी बिठा दी जाये, तो क्या वे मंत्रि-मंडल के सदस्य बने रहना पसन्द करेंगे। जिन लोगों ने तीस वर्ष तक हिन्दू विश्वविद्यालय की सेवा की, आज रीब्यूइंग कमेटी के सामने उन को भेज कर उन के आत्म-सम्मान पर कुठाराघात किया जा रहा है और बहा पर डर का वातावरण पैदा किया जा रहा है। क्या ऐसी व्यवस्था में वे लोग ठीक तरह से शिक्षा का कार्य कर सकेंगे? अगर माननीय शिक्षा मंत्री स्वतः अपने को उदाहरण रख कर यह बात सोचें, तो अधिक अच्छा होगा।

मैं देखना हूँ कि जहाँ शिक्षा मन्त्रालय की तरफ से यूनिवर्सिटी आटोनामी को सुरक्षित रख कर शिक्षा का अच्छा वातावरण पैदा करने का प्रयत्न नहीं हो रहा है, बहा सरकार का शिक्षा को लोकतन्त्रात्मक आधार पर प्रतिष्ठित करने का सामाजिक उद्देश्य भी पूरा नहीं हो रहा है। प्राइमरी प्रारम्भिक शिक्षा के विषय में मैं यह कहना चाहता हूँ कि आज देश में प्रारम्भिक शिक्षा के मामले में कितना भेद का वातावरण चल रहा है। डिस्ट्रिक्ट बोर्ड और म्युनिसिपल बोर्ड के स्कूलों में एक बच्चे पर पाच छ रुपये के करीब खर्च होता है। उन के मुकामले में धटी और देहरादून के फैंसी स्कूलों और दूसरे फैंसी स्कूलों में एक बच्चे पर ढाई सौ, तीन सौ रुपये के करीब खर्च होता है। उन स्कूलों को भी आटोनामी मिलती है। मैं यह कहना चाहता हूँ कि हम इस बात को सोचें कि जब बच्चों की पढ़ाई लिखाई की शुरुआत में ही इस तरह का तफर्का किया जाता है, भेद-भाव किया जाता है तो क्या बाद में जीवन की दूसरी सीढ़ियों में भी वह भेद कायम नहीं रह जाता है? हिन्दुस्तान के गरीबों, किसानों, मजदूरों और निम्न मध्यम वर्ग के जिन बच्चों को, जिन की संख्या ६०, ६५ फीसदी है, शिक्षा के इस तरह के साधन नहीं मिल पाते हैं कि वे फैंसी स्कूलों में पढ़ सकें, क्या उन को जीवन की स्पर्धा में इस कारण से असुविधा नहीं

होती ? मैं माननीय शिक्षा मंत्री से कहना चाहता हूँ कि वह इस प्रश्न को सोचें कि क्या शिक्षा को लोकतन्त्रात्मक बनाने के सिलसिले में हम प्रारम्भिक शिक्षा में समानता का वातावरण नहीं ला सकते। जब तक हम नहीं ला सकते, तब तक कम से कम फैंसी स्कूलों की ग्रांट्स को तो खत्म करे। वह इस बात का ध्यान जरूर रखें। डिस्ट्रिक्ट बोर्ड और म्यूनिसिपल बोर्ड इत्यादि के जो स्कूल आज सार्वजनिक रूप से चल रहे हैं, उन में शिक्षा के स्तर को ऊंचा उठाने और उस के लिए उन्हें अधिक से अधिक ग्रांट देने के विषय पर उचित तरीके से विचार करना चाहिए। आज हमारे सामने प्रश्न यह है कि प्रारम्भिक शिक्षा के क्षेत्र में डिस्ट्रिक्ट बोर्ड और म्यूनिसिपल बोर्ड द्वारा जो स्कूल चलाए जा रहे हैं, उनकी तरफकी और उन्नति कैसे हो, उन में पढ़ने वाले बच्चे किस तरह ऊपर उठें। यह बहुत बड़ा सवाल है। हम जानते हैं कि प्रारम्भिक शिक्षा के सम्बन्ध में सविधान में कहा गया है कि १९६० तक चौबह वर्ष तक के बच्चों को प्रारम्भिक अनिवार्य शिक्षा देने की व्यवस्था की जायेगी। लेकिन हम देखते हैं कि द्वितीय पंच-वर्षीय योजना के खाते के भौके पर भी उस उद्देश्य की पूर्ति का कोई सवाल नहीं है। एल्कि हम ने प्रसवारी में माननीय शिक्षा मंत्री का बयान देखा है और इस विषय में रिपोर्ट्स देखी हैं, जिन से प्रकट होता है कि १९५७ में शिक्षा मंत्रियों का जो सम्मेलन हुआ था, उसमें १९६५-६६ तक केवल ग्यारह वर्ष तक के बच्चों को अनिवार्य प्रारम्भिक शिक्षा देने का निर्णय किया गया था। मैं वह कहना चाहता हूँ कि इस मसले पर, अनिवार्य प्रारम्भिक शिक्षा के मसले पर गम्भीरतापूर्वक सोच विचार किया जाय क्योंकि देश को आगे बढ़ाने के लिये यह आवश्यक है कि इस तरफ हम और तेजी के साथ आगे बढ़ें। हम आज यह देख रहे हैं कि इस ओर जितनी तेजी से हमारे कदम बढ़ने चाहियें, उतनी तेजी के

साथ कदम आगे नहीं बढ़ रहे हैं।

उपाध्यक्ष महोदय, मैं यह भी देखना हूँ कि जहाँ तक शिक्षा का प्रश्न है वह भाषा के प्रश्न के साथ जुड़ा हुआ है। अगर हम भाषा के प्रश्न को अलग करके विचार करना चाहें शिक्षा के प्रश्न से तो उस हालत में हम उस पर ठीक तरह से, विचार नहीं कर सकते हैं। इस सम्बन्ध में मैं यह कहना चाहता हूँ कि जहाँ तक हिन्दी को राज भाषा के रूप में प्रतिष्ठित करने का प्रश्न है, उस दिशा में समुचित कार्रवाई नहीं हुई है। इस चीज को देख कर हमें परेशानी और तकलीफ होती है। हम आज भी देख रहे हैं कि अंग्रेजी को बनाये रखने की तमना बहुत से लोगों के दिलों में मौजूद है। मैं कहना चाहता हूँ कि कोई भी लोक-हितकारी राज्य, कोई भी लोक राज्य की कल्पना हम तब तक नहीं कर सकते हैं जब तक कि हम लोग लोक भाषा को अपनाते की कोशिश न करे। जब तक लोक भाषा को उसका समुचित स्थान नहीं दिया जाता है तब तक देश में जनतंत्र के पनपने और फलने फूलने की आशा हम नहीं कर सकते हैं, वह फल फूल नहीं सकता है। इस सम्बन्ध में मैं यह भी कहना चाहता हूँ कि हिन्दी का प्रांतीय भाषाओं के साथ कोई संघर्ष नहीं है। हिन्दी को प्रांतीय भाषाओं के साथ फलना फूलना है, फिर चाहे वह मराठी भाषा हो, चाहे तमिल हो, चाहे तेलगु हो, चाहे कन्नड़ी हो, चाहे बंगला हो, चाहे उर्दू हो। इन में से हिन्दी का किसी भी भाषा के साथ कोई भी झगडा नहीं है। झगडा है तो केवल अंग्रेजी के साथ है आज भी हम देखते हैं कि अंग्रेजी को बड़ी स्थान प्राप्त है जो गहले था। अंग्रेजी आज भी ज्यों की त्यों राज भाषा के रूप में कायम है और मैं चाहता हूँ कि जो सम्मान उसको आज मिला हुआ है, उसका खाता धीमे से धीमे होना चाहिये। परन्तु मुझे खेद है कि जो कदम इस सम्बन्ध में उठाये जाने चाहिये वे बड़े कदम समुचित

[श्री प्रा० ना० सिंह]

दंग से उठाये नहीं गये हैं। हम भाषा भी देखते हैं कि अंग्रेजी एक तरह से कम्पलसरी सबजेक्ट के रूप में, एक अनिवार्य विषय के रूप में हमारे देश में बनी हुई है। अंग्रेजी चाहे कितनी भी अच्छी ज़बान क्यों न हो, कितना भी अच्छा साहित्य उसका क्यों न हो, उसका स्थान हिन्दी को मिलना चाहिये। मैं आपको यह भी बतलाना चाहता हूँ कि हिन्दी का जो साहित्य है वह भी अंग्रेजी से कम ऊँचा नहीं है। केवल एक ही बात है और वह यह कि अंग्रेजी साहित्य मजा हुआ है, और बहुत मंज बुका है तथा हिन्दी साहित्य का मंजना बाकी है। अगर यह कहा जाता है कि अंग्रेजी को इस देश पर इस बास्ते लादे रखना है और केवल इस नारे पर लादे रखना है कि हिन्दी का शब्द कोष, हिन्दी का विश्व कोष तथा दूसरे कोष तैयार नहीं हुए हैं और जब तक वे तैयार नहीं होते तब तक अंग्रेजी को त्यागा नहीं जा सकता है, तब तक अंग्रेजी चलेगी, तो मैं समझता हूँ यह ठीक मालूम नहीं देता है। यह तो वही बात दिखाई देती है कि जैसे किसी को तैरने की शिक्षा दी जाये और उसको बिना पानी में उतारे हुए उसको तैंगने की शिक्षा दी जाये। इस बास्ते जरूरत इस बात की है कि हिन्दी को उमका ममुचिम स्थान दिया जाये, उमको राज भाषा बनाया जाये और उसको उसके स्थान पर प्रतिष्ठित किया जाये और जब उसको प्रतिष्ठित किया गया तो आप देखेंगे कि भाषा अपने आप बनती चली जायेगी और जो भी कार्रवाई आप करेंगे उसका नतीजा यह होगा कि एक मजी हुई राज भाषा हमारे सामने आयेगी। लेकिन अगर आपका विचार हो कि जब तक शब्द कोष, जब तक विश्व कोष या जब तक दूसरे कोष तैयार नहीं होते तब तक इसी बहाने हमें अंग्रेजी को लादे रखना है, तो मैं कहना चाहता हूँ कि पंद्रह वर्ष का जो समय संविधान में दिया गया है, वह समय भी बीत जायेगा और हिन्दी ठीक तरीके से राज भाषा के रूप में प्रतिष्ठित नहीं हो पायेगी।

मैं शिक्षा मंत्री महोदय से यह भी कहना चाहता हूँ कि अगर किसी के मन में यह सन्देह है कि कम्पोटिंस में दक्षिण भारत के लोगों को प्रसुविधा होगी यदि हिन्दी को राज भाषा के रूप में प्रयुक्त करना शुरू कर दिया और इसको पूरे तरीके से उस स्थान पर प्रतिष्ठित किया गया तो उनके लिए जनसंख्या के आधार पर जगहें सुरक्षित रखी जा सकती हैं या कोई और बर्दिश नगवाई जा सकती है जिस से दक्षिण के लोगों को पूरा विश्वास हो सके और उनको किसी परेशानी का सामना न करना पड़े। यह जो दक्षिण भारत वालों को डर है, इसको दूर करने का भी कोई न कोई उपाय खोजा जा सकता है और खोजा जाना चाहिये। इसलिये मैं कहना चाहता हूँ कि हिन्दी को राज भाषा के रूप में पूरी तरह से जल्दी से जल्दी लागू करने की कार्रवाई की जानी चाहिये।

अनन में मैं शिक्षा मंत्री महोदय से कहना चाहता हूँ कि हिन्दु विश्वविद्यालय के मन्बन्ध में जिम विधेयक को लाने की बात उन्होंने कही है, उसे वह शीघ्र से शीघ्र इसी अधिवेशन में लाये जिससे ठीक तरीके से प्रागे स्थान वाले सालों में कोई कठिनाई न रहे, कोई दिक्कत न रहे और जो तनाव का वातावरण है, उसे दूर करने में हम सब सहायक हो सकें।

Dr. M. S. Aney (Nagpur): Sir, in rising to speak on the subject, I only intend to make a few observations on certain points which have not been noticed.

Mr Deputy-Speaker: The hon Member is not audible to the House. He may either move forward or speak with a little louder voice.

Dr M. S. Aney: Yes, Sir.

In rising to speak on this motion, my object is to bring to the notice of this House certain points which have not been noticed in the debate so far as I can see.

The subject of education is, probably, the most discussed subject throughout the year. In the name of conferences, in the name of gatherings, in the name of convocations, we find learned men speaking on the ideals of education, the methods of education and the present system of education. There is so much literature already in existence on this matter that it is difficult to go through the whole of it even. And, there is no point that has not been touched so far as the question of education is concerned.

But, in all this multifarious literature that we have got we shall find that there are certain common points which deserve to be noted.

One point is this that the ideal of education has been universally admitted to be to bring out young men who are able to shoulder the duties of a citizen. That is one thing which is generally understood to be the aim and object of education. Not only that; one more thing also, that the citizen should be a citizen of the country whose burden he has to shoulder.

In the case of India what we have found out is this. Our present Universities, the training centres and the various other educational institutions in which the boys are learning at present are not trying to bring out boys who are really trained in the Indian culture and able to shoulder the burdens which should fall on their shoulders as citizens hereafter. That is the main point.

My idea of a man being great in the Indian culture is this. Indian culture at its best is expressed in the language called Sanskrit. If a man does not know that language, he is at least expected to have respect for that language. But, if a man has no respect for that language, even if he is a very big man, I will call him a good man, I will call him a great man, but I will not call him a man brought up in the Indian culture. Therefore, I attach considerable importance to the study of Sanskrit.

I know the subject of the study of Sanskrit—the revival of Sanskrit

studies—has recently attracted the attention of the Government of India also. Last year, they appointed a Commission which has toured throughout the country and published a report. The report has not been formally put up for discussion before this House. But, I hope the Government will one day do that, I believe, in the other House, there was a discussion on a resolution moved by a Private Member. My point is this.

Unless you have got a thorough knowledge, at least a fair knowledge of the literature which forms the basis of your culture, your training will always be deficient. All the efforts that we have been making with the best motive and earnest desire can make us good and capable men no doubt. But all these efforts will not bear fruit in maintaining Indians as Indians. In order to be good Indians we must have a thorough grounding in our culture and that culture has been enshrined in a literature of which any nation can ever remain proud.

In fact, Rabindra Nath Tagore described Indian literature as the richest heritage that an Indian can have. What are the efforts that Government is making to make students take to the study of Sanskrit? It is unfortunate that we find from the University results and others that the number of students taking to the study of Sanskrit at present is very small. Only a very small percentage of the students are taking Sanskrit as a subject of their study. It is not that there is no liking for the subject of Sanskrit.

There are certain difficulties created by the curricula of studies that have been introduced which make it impossible for the boys to pursue their study of Sanskrit in colleges or even in schools. In the Bombay State—and our hon. friend who was the Chief Minister of Bombay for a number of years and whose record and achievements is very creditable will bear me out when I say this—the curricula of studies is so arranged that if a boy wants to take up Sanskrit at the matriculation standard he cannot

[Dr. M. S. Aney]

up those subjects by which the study of science is pursued. Now-a-days, it is only the study of science and scientific subjects that will open up a career for boys in later years. Therefore, he finds it naturally difficult to take to the study of Sanskrit and he has to give it up at this stage. These are difficulties created by those who formulate the curricula of studies. We must be able to prepare the curriculum in such a way as to make adequate provision for the study of Sanskrit as well as for the study of science. If you can study science along with the study of Marathi or Hindi, where is the difficulty for you to study science along with Sanskrit. The difficulty is that the same boy is called upon to study three or four languages simultaneously. I believe that the experts in education can certainly find out a way whereby a certain number of years, one or two years may be spent for the study of Sanskrit so that the student may be given an opportunity to study Sanskrit for one or two or three periods in a week and he may get some knowledge in that period. That is one thing.

Secondly, an impression has been created from the day the English universities were established in India that Sanskrit is a dead language and so Sanskrit was taught in English. There were thousands of institutions in India where Sanskrit was taught in Sanskrit but they were not patronised by the Government. But the university professors of Sanskrit who were imported into this country from outside were not teaching Sanskrit in that way. They were not even able to read Sanskrit in the proper way; they could not pronounce it properly. They were looking into the Sanskrit books as documents of historical importance to be deciphered and were teaching it in English. So, an impression was created from the very beginning that it was a dead language and that it was no longer fit for speech for living men and that it was one of the sources of historical knowledge. This whole outlook has to be changed. The students should read Sanskrit in Sanskrit; they should be

examined in Sanskrit and replies should be given in Sanskrit. If that is done, the impression that it is a dead language will soon disappear. Sanskrit cannot become a dead language for the simple reason that even today there are journals published in Sanskrit every year; and about 300 books are written in Sanskrit although most of us here may not care to read them. Books are written in Sanskrit and published in Sanskrit. And the subjects are not only Vedantha or Nyaya but also the subjects which we discuss everyday. All these matters are being done and during the past few years there has been a great revival. *The Sanskrit Parishad* is being held, as most of us know and our friend Shri K. M. Munshi is taking a leading part in it. That body has been doing the greatest work to popularise the cause of Sanskrit. But popular efforts like these can only succeed when proper support and patronage comes from the Government. Patronage should not mean just some show of patronage; it should be patronage from one who feels for the cause of Sanskrit. That is my point. Sanctioning of a few thousand rupees to hold a conference will not do. I want patronage so that it may flourish and grow as a language without a proper study of Sanskrit it is impossible for you to expect the vernaculars to grow properly. My friend Seth Govind Das who spoke at the beginning rightly hit the point that you cannot introduce Hindi as the medium of instruction because there were no books on any subjects in Hindi. I give you a challenge. What is it that you are going to do when you introduce Hindi as the medium of instruction in colleges or any other vernaculars. How can there be the right type of text books in Hindi and other languages? That can be done only with the help of Sanskrit. Sanskrit language has got not only a large vocabulary but there is also a great facility for coining words—a facility not possessed by any other language. That is the peculiarity of Sanskrit. *Banini's Ashtadhyayee* speaks about

the coining of terms. It is a thing which has been approved and appreciated by western writers to a great extent. Sanskrit has also contributed a great deal to the study of philology and it is only here that it has struck a little root and is getting some fillip. A great deal of progress was made in that science only after the western scholars were able to know Panini's *Ashtadhyayee*, and Yasta's *Nirukta*. Other people are learning a good deal from Sanskrit and we in this country try to learn Sanskrit by reading the English texts written by other persons. Take the Vedas. We are not reading the original texts but we are reading the translation by Max Muller. It is a good translation and we all owe a debt to that man; at least he has made it available in a language which we study and which we have been studying for more than 200 years. But after all it is better to live on the milk of the mother rather than the other-milk foods.

**Shri C. K. Nair (Outer Delhi):** How many new books have been written in Sanskrit on history, politics, etc. during the last 20-25 years?

**Dr. M. S. Aney:** Only a few books, But if there are no readers nobody will care to write those books. If you introduce it as a subject in the colleges, I am quite sure we have got pandits who will help you and give such literature. I have no doubt—

**Shri C. K. Nair:** You must create readers.

**Dr. M. S. Aney:** My main point is this. It has a rich literature; it has a rich heritage. I feel that no Indian ambassador should go out unless he has some knowledge of Sanskrit. I want him to be well up in the diplomatic art and all the other things but he must go there as an Indian and he must be fully grounded in the literature so that he can go and speak as an Indian. Of course these are progressive times and things change and he may disagree and even criticise that. But he must have a correct and accurate knowledge.

I was told of an incident by a friend who had gone to America. A meeting

was held and a professor of Sanskrit was in the Chair. He spoke three or four sentences in Sanskrit such as:

उपविष्टान् अथ भवन्तः प्रस्मिन् आसन्ने

One of our representatives who was there was unable to give him a reply and he had to say: "Yes, Sir; thank you." That is our knowledge of the literature of which we talk so much! At least the representatives who go out from here should have some knowledge about it. He must have at least such knowledge of the language so that he should be able to acquaint them with what he has to say.

One of the things that I want to emphasise today in this discussion is that the Sanskrit language which the basic language—bad rock—on which our culture is built up, should be a matter of compulsory study and if not at least a matter of optional study, and attempts should be made to remove any obstacles that are there in its way. It should not be said that it is not a partucable thing and nothing can be done. We are here to make the impracticable things partucable.

With these words, Sir, as I have received a note that my time is up, I declare that my speech is also up.

**Mr. Deputy-Speaker:** The following are the selected cut motions relating to the Demands under the Ministry of Education which may be moved subject to their being otherwise admissible:—

Demand No	No. of Cut Motion
13	580 (Disapproval of Policy), 271, 272, 440, 441, 442, 469, 470, 471, 472, 473, 479, 480, 481, 482, 483, 484, 583, 584, 585, 586, 593, 604, 605.
14	581 (Disapproval of Policy), 582 (Disapproval of Policy), 273, 274, 443, 444, 445, 446, 474, 475, 476, 477, 478, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 566, 587, 588, 589, 590, 591, 592, 606, 607.
15	331, 332, 333, 334, 335, 336, 337, 447, 448, 449, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 612.

[Mr. Deputy-Speaker]

The list indicating the numbers of the selected cut motions will be put on the Notice-Board for the information of members.

*Failure to introduce a system of education suitable to India.*

**Shri B. Das Gupta:** I beg to move:

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

*Failure to maintain standard of education on all levels.*

**Shri M. B. Thakore:** I beg to move:

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

*Failure to raise the salary of the primary School teachers.*

**Shri M. B. Thakore:** I beg to move:

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

*Failure to co-ordinate the various youth welfare and training schemes in the country.*

**Shri Subiman Ghose:** I beg to move:

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

*Failure to make adequate provision for the National Discipline Scheme.*

**Shri Subiman Ghose:** I beg to move:

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

*Delay in granting scholarships to the students of backward classes.*

**Shri B. C. Mullick:** I beg to move:

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

*Failure to take any positive steps to fix fair and uniform salaries for school teachers throughout the country*

**Shri Vasudevan Nair:** I beg to move:

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

*Defective reorganisation of education and the confusion resulting therefrom*

**Shri Vasudevan Nair:** I beg to move:

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

*Failure to earn the co-operation of the teaching and student community in the new educational development programmes*

**Shri Vasudevan Nair:** I beg to move:

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

*Failure to implement the constitutional provision regarding universal and compulsory education upto the age of 14*

**Shri Vasudevan Nair:** I beg to move:

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

*Steps taken to settle the student agitation in Banaras Hindu University*

**Shri Vasudevan Nair:** I beg to move:

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

*Failure to introduce compulsory military training in schools and colleges*

Shri P. E. Patel: I beg to move:

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

*Failure to find out ways and means to curb indiscipline in schools and colleges*

Shri P. E. Patel: I beg to move:

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

*Failure to check intrusion of politics in educational institutions*

Shri P. E. Patel: I beg to move:

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

*Failure to prepare standard books on different subjects in regional languages*

Shri P. E. Patel: I beg to move:

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

*Desirability of giving special grants to educational institutions located in rural areas*

Shri P. E. Patel: I beg to move:

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

*Failure to stop students from taking part in elections*

Shri P. E. Patel: I beg to move:

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

*Need to provide special officers under the Centre for all the State languages as in the case of Hindi*

Shri B. Das Gupta: I beg to move:

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

*Failure to introduce free compulsory Primary education throughout India*

Shri B. Das Gupta: I beg to move:

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

*Failure to cope with the non-compliance of Central directives regarding educational policies to be pursued by the State Governments*

Shri B. Das Gupta: I beg to move:

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

*Need for more emphasis on the National Discipline Scheme*

Shri B. Das Gupta: I beg to move:

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

*Need for economy by cutting down unnecessary expenditure in the administration*

Shri Vasudevan Nair: I beg to move:

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

*Need for thorough enquiry into the violation of the minority rights in the States granted under Article 30 of the Constitution*

Shri Vasudevan Nair: I beg to move:

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



*Need for establishing an effective machinery for safeguarding the minority rights granted under Article 30 of the Constitution*

Shri B. Das Gupta: I beg to move:

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

*Failure to introduce integrated educational system in the country*

Shri Aurobindo Ghosal: I beg to move:

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

*Failure to introduce free compulsory primary education*

Shri Aurobindo Ghosal: I beg to move:

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

*Failure to introduce free and compulsory primary education in India*

Shri M. B. Thakore: I beg to move:

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

*Failure to provide free and compulsory physical and military training in colleges throughout India*

Shri M. B. Thakore: I beg to move:

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

*Working of the National Discipline Scheme*

Shri Vasudevan Nair: I beg to move:

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

*Working of Audio Visual Schemes*

Shri Vasudevan Nair: I beg to move:

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

*Need for providing a school in New Delhi for the Oriya speaking children*

Shri B. C. Mullick: I beg to move:

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

*Need to establish Rural Institute for Higher Studies in Orissa*

Shri B. C. Mullick: I beg to move:

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

*Need for greater Central assistance to States*

Shri Vasudevan Nair: I beg to move:

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

*Need for more expenditure on schemes for youth welfare*

Shri Vasudevan Nair: I beg to move

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

*Need for more allotment for University Grants Commission for the Second Plan period*

Shri Vasudevan Nair: I beg to move:

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

*Delay in the change-over to three years degree course in certain Central Universities*

**Shri Vasudevan Nair:** I beg to move

"That the Demand under the head Education be reduced by Rs 100 "

*Failure to implement the promises made to the Delhi Teachers Organisation*

**Shri Vasudevan Nair:** I beg to move

"That the Demand under the head Education be reduced by Rs 100 "

*Imposition of Hindi in the field of Education on the non-Hindi speaking people*

**Shri B. Das Gupta:** I beg to move

"That the Demand under the head Education be reduced by Rs 100 "

*Need to make physical education compulsory in all the stages of education*

**Shri B. Das Gupta.** I beg to move

"That the Demand under the head Education be reduced by Rs 100 "

*Need to make agricultural courses and manual labour compulsory in educational institutions*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Need to promote and financially assist voluntary organisations working in the field of pre-primary and basic education*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Failure to make adequate provision for rural higher education*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Need for simultaneous commencement of school and college sessions under the Universities at a fixed time of the year, in all the States*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Need for extensive financial assistance and encouragement to the voluntary organisations for child welfare*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Need to recognise and establish the extra-territorial jurisdiction of the Universities under the States*

**Shri B Das Gupta:** I beg to move

"That the Demand under the head Education be reduced by Rs 100 "

*Need to provide scope and facilities for affiliation with the Centrally-administered Universities for educational institutions in any State*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Need for liberal financial assistance and encouragement to voluntary organisations for social welfare*

**Shri B. Das Gupta:** I beg to move:

"That the Demand under the head Education be reduced by Rs 100 "

*Failure to produce suitable literature and text books for basic education*

Shri B. Das Gupta: I beg to move:

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

*Failure to develop a proper system of basic education*

Shri B. Das Gupta: I beg to move:

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

*Need to grant scholarships to the Indian Students who are taking lessons in the college of physical education in England*

Shri Aureblindo Ghosal: I beg to move:

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

*Need for greater provision of grant for the University Grants Commission*

Shri B. Das Gupta: I beg to move:

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

*Failure to develop and establish a uniform system and standard of Secondary education*

Shri B. Das Gupta: I beg to move:

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

*Need to lessen the cost of education at the secondary and higher stages*

Shri B. Das Gupta: I beg to move:

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

*Need to replace the existing systems of education by basic education*

Shri B. Das Gupta: I beg to move:

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

*Failure to provide for the development of Tribal languages*

Shri B. Das Gupta: I beg to move:

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

*Need to provide education in the mother tongue for the non-Hindi speaking population in a Hindi speaking State*

Shri B. Das Gupta: I beg to move:

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

*Need for publication and sale of cheap editions of Gandhian literature in all State languages*

Shri B. Das Gupta: I beg to move:

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

*Need to introduce sanskrit as a compulsory subject in the secondary stage of education all over India*

Shri B. Das Gupta: I beg to move:

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

*Failure to settle the dispute between the authorities of the Banaras Hindu University and the students*

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

*Inadequate grants given to universities in the State of Bombay*

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

*Grant of scholarships to students belonging to Scheduled Castes and other backward classes*

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100."

*Deterioration in the standard of education in high schools and colleges throughout India*

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

*Failure to introduce Sanskrit as one of the compulsory languages in the States throughout India*

Shri M B Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

*Deterioration in the standard of sports in schools and colleges*

Shri M B Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

*Indiscipline among students*

Shri M. B. Thakore: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

*Need for starting children museum*

Shri Vasudevan Nair: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

*Working of the Social Welfare Board*

Shri Vasudevan Nair: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

*Failure to give employment to the candidates after the completion of post-basic education*

Shri B. C. Mullick: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

*Need to give grants for raising salaries of primary school teachers*

Shri Aurobindo Ghosal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

*Need to impart free education to the Scheduled Castes and Backward Classes*

Shri Aurobindo Ghosal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

*Need for introduction of regional languages as medium of University education*

**Shri Aurobindo Ghosal:** I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Need to give financial aid to authors and publishers for publishing college books in regional languages*

**Shri Aurobindo Ghosal:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Need to provide paper for text books free of excise duty*

**Shri Aurobindo Ghosal:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Need for a National Sports Stadium at Calcutta*

**Shri Aurobindo Ghosal:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Dispute in the Banaras Hindu University*

**Shri Aurobindo Ghosal:** I beg to move

"That the Demand under the head Miscellaneous Departments

and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Need to give grants to rural Universities of West Bengal*

**Shri Aurobindo Ghosal:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Lack of attention to the development of sports and games*

**Shri Vasudevan Nair:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Lack of attention in preserving the national archives efficiently*

**Shri Vasudevan Nair:** I beg to move.

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

*Need for simplification of the procedure for receiving grants by the voluntary rural Organisations from the Central Social Welfare Board*

**Shri B. Das Gupta:** I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100 "

**Mr. Deputy-Speaker:** These cut motions are now before the House. I might also inform the hon Members that the list that I have got with me of the chits that I have been receiving since this morning has grown so big

that I find it useless altogether I would not consult it, because I find that I can't pick up from this whole mass I will also request those hon Members who get opportunities usually to allow others to speak today. There are many hon Members who want to speak on this subject, and let those who have rare opportunities in this House speak for the present

Now, Shrimati Jayabhen Shah

श्रीमती जयाबेन शाह (गिरनार)

उपाध्यक्ष महोदय, शिक्षा मन्त्रालय ने जो काम किये हैं, आज मैं उनकी प्रशंसा किये बिना नहीं रह सकती। प्राइमरी, मैकिडरी और हायर एजुकेशन के क्षेत्रों में और भी दूररे क्षेत्रों में उन्होंने बहुत से काम किये हैं और बहुत सी नई नई स्कीम बनायी हैं और बना रहे हैं। उनके बारे में मैंने कुछ कहना नहीं है।

स्कीमों में यहाँ बनती हैं, मगर उनका इम्प्लीमेंटेशन स्टेट्स को करना पड़ता है इसलिए उनमें बहुत फर्क रह जाता है और कभी कभी शायद उनका प्रसली रूप भी बदल जाता है।

मैं पहले प्राइमरी एजुकेशन की बात कहना चाहती हूँ। हमने यह अपना मकसद रखा है कि हमारी प्राइमरी एजुकेशन बेसिक एजुकेशन के तौर पर होनी चाहिए। मगर इसका वही हाल हो रहा है जैसा कि हम किन्सा सुनते हैं कि कुछ अन्वेष, उनके बीच में एक हाथी आ गया, तो जिसने हाथी के जिस भाग को छुआ वह उसको बैसा ही बतलाने लगा। यही दसा बेसिक एजुकेशन की हो रही है। जिसके दिमाग में जो कुछ आता है उसी के अनुसार वह उसको इम्प्लीमेंट करने लगता है। इसलिए यह एक बहुत कठिन प्रश्न हो गया है। और यह बतलाना कठिन है कि हम इस प्रश्न को किस तरह हल करें। लेकिन मैं यहाँ पर यह कहना चाहती हूँ कि अगर हमारी सरकार प्राइमरी एजुकेशन को बेसिक के तौर पर रखना चाहती है तो इस बारे में

कुछ और ज्यादा सफाई होनी चाहिये। और उसके फर्माइंट्स में कहीं पर भी फर्क न हो इसकी सावधानी रखनी चाहिए।

यहाँ पर बहुत लोगो ने इंगलिश के बारे में कहा। इस बारे में मैं यह कहना चाहती हूँ कि ऐसी लगता है कि हम यहाँ चाहें जितना कहें इंगलिश को हटाना शायद मुश्किल होगा। हम एक ऐसे रास्ते पर चल रहे हैं और पीछे हटना कठिन हो रहा है कहीं मीडियम का सवाल है, कहीं इंगलिश को रखने का सवाल है, कहीं बड़े बड़े जो इस्टीम्युशन हैं उनका सवाल है। अगर मैं उन सारे सवालों के बारे में कहूँ तो मेरा सारा समय ही निकल जायेगा। तो मैं केवल प्राइमरी एजुकेशन के बारे में यह कहना चाहती हूँ कि हम इस बारे में कुछ न कुछ सोचना चाहिए।

हमारे देश में कई स्टेट्स ऐसी भी हैं जहाँ पर प्राइमरी एजुकेशन में इंगलिश को रखा गया है, कई स्टेट्स में इंगलिश को जबर-दस्ती से हटाया गया है पर फिर भी कोसिशा हो रही है कि उसको प्राइमरी एजुकेशन में रखना चाहिये। मैं मुरारजी भाई को बन्धबाद देती हूँ कि उन्होंने पुराने बम्बई स्टेट में प्राइमरी एजुकेशन में इंगलिश को हटा दिया था मगर आज बम्बई स्टेट में उसके बारे में बड़ी बहस हो रही है कि क्या होना चाहिए या नहीं होना चाहिए। मैं तो इस सारे मामले पर विचार करने के बाद इस नतीजे पर पहुँची हूँ कि यह कोई एक स्टेट का सवाल नहीं है। यह तो सारे देश का सवाल है और जो सारे देश के लिए निश्चय हो उसी पर एक स्टेट चल सकती है। अगर एक स्टेट में इंगलिश रहे और दूसरी में न रहे तो इससे कम्पटीटिव एग्जामिनेशनस में उम्मीदवारों को कठिनाई होती है। मगर बेसिक एजुकेशन में जो सारा सिलेबस है उसको अच्छी तरह से इम्प्लीमेंट करना चाहिए। जो छोटे बच्चे हैं वे इंगलिश का बोझ नहीं उठा सकते ऐसी मेरी मान्यता है और अनुभव भी है। मैं समझती हूँ कि मेरी बात बहुत लोगो को पसन्द न होगी क्योंकि हमारे

[श्री-नि.। जयार्देन बाह]

ज्यादातर लोग कहते हैं कि अंग्रेजी हट जाये अगर हो यह रहा है कि अंग्रेजी को हम रखते ही जा रहे हैं। तो मैं मंत्री जी से प्रार्थना करती हूँ कि हमारी जो बेसिक एजुकेशन हो वह वास्तव में बेसिक एजुकेशन हो केवल नाम की ही नहीं। चाहे हमारा काम भीमे भीमे हो तो भी हमको भ्रम नहीं होना चाहिए। लेकिन काम किस दिशा में करना है पहले यह हमें तै करना चाहिए। प्राइमरी एजुकेशन के बारे में मुझे इतना ही कहना है।

इंग्लिश के बारे में जो सदन में बात हुई तो इस सम्बन्ध में मैं बता दू कि दो दिन पहले हम बिचपुरी गये थे। मैं यह मिसाल के तौर पर कहती हूँ किन्नी सस्था के बारे में कुछ नहीं कहना चाहती। जब हम वहाँ पर विद्यार्थियों से मिले तो उन्होंने प्रश्न किया कि रूल इस्टीमेट में इंग्लिश मीडियम क्यों लगाया गया है। मैं ने उनको कहा कि मेरे जैसे की तो राय है कि इंग्लिश नहीं होनी चाहिए लेकिन देश में ऐसे लोग भी हैं, जिन की राय है कि इंग्लिश के बिना हमारा कुछ नहीं हो सकेगा। हमें देश में ऐसी घोषीनियन बनानी चाहिए, जिस से हमारा काम बने। लेकिन यहाँ पर मैं यह कहना चाहती हूँ कि रूल इस्टीमेट में, जहाँ मैं हमारे विनेज नीडज, विनेज सेवक और सविम करने वाले लोग तैयार होते हैं मीडियम आफ इन्स्ट्रक्शन इंग्लिश क्यों हो यह बात मेरी समझ में नहीं आती। हम देखते हैं कि ज्यादातर रूल इस्टीमेट में भी इंग्लिश को मीडियम आफ इन्स्ट्रक्शन रखा गया है। मैं इसको मुनामिब नहीं समझती हूँ, आज स्थिति यह है कि कई यूनिवर्सिटियों ने अपना मीडियम आफ इन्स्ट्रक्शन हिन्दी रखा है कई ने रिजनल लैंग्वेज रखा है और इस प्रकार सब ने अलग अलग मार्ग चुना है। इस से सब को डर रहना है। हमारी गुजरात यूनिवर्सिटी ने बहुत जोर करके, बहुत मुश्किल से मीडियम आफ इन्स्ट्रक्शन

मदर-टैंग अर रिजनल लैंग्वेज को रख लिया है। अगर यहाँ के विद्यार्थियों को अपने बहुत मुश्किल रहती है। मैं समझती हूँ कि इंग्लिश के स्थान के विषय में सरकार द्वारा निश्चय किया जाना चाहिए। चाहे यह स्टेट सबजेक्ट है, लेकिन हमारे यहाँ से इस बारे में कुछ न कुछ डायरेक्टिव दिया जाना चाहिए। अगर ऐसा न हो सकेगा, तो हमारा सारे का सारा कारोबार इंग्लिश की धोर ही बड़ेगा। जो बहुत कोशिश करके रिजनल लैंग्वेज और नैशनल लैंग्वेज पर भाए है, वे बहुत मुश्किल में ही और सोच रहे हैं कि हम क्या करें।

जहाँ तक इंग्लिश को हटाने का सम्बन्ध है, उसका उत्तरदायित्व सिर्फ एजुकेशन मिनिस्ट्री पर डालना बाजिब नहीं है, क्योंकि काम्पिटिव एग्जामिनेशन्स और एडमिनिस्ट्रेशन में और की पोलीशन्स में जिस सीमा तक इंग्लिश का स्थान रहेगा, उसी सीमा तक शालाओ, कानेजो और यूनिवर्सिटियों में इंग्लिश को हटाना बहुत मुश्किल है। यह गवर्नमेन्ट पर निर्भर है कि वह इस सम्बन्ध में क्या करना चाहती है। बहुत से लोग इंग्लिश की पुस्तकों की चर्चा करते हैं। मैं यह कहना चाहती हूँ कि हमारे देशों में क्या होता है। रशिया और चाइना में क्या होना है? अगर हम लोग इंग्लिश नहीं जानते तो क्या सारा मसाल डूब जाता। मेरी मान्यता है कि जब तक हम नैशनल लैंग्वेज का नहीं अपनायेगे, तब तक हमारे देश में टैक्स्ट-बुक कभी भी तैयार नहीं होने वाली हैं और इस प्रकार की आर्थ्युमेंट दी जानी रहेगी। अभी बजट की जेनरल डिस्कशन में किसी ने बताया था कि दाक्षवन्दी असफन होती है, इसलिये क्यों न उसको हटा दिया जाये। उसी तरह लैंग्वेज के बारे में भी वही पुरानी दलील दी जाती है कि इंग्लिश के बिना काम नहीं चलेगा। मैं यह जानना चाहती हूँ कि हमारे जो विद्यार्थी पढ़ते हैं, उनमें से कितने टैक्नीशियन बनने वाले हैं, कितने ऐसे प्रोफेशन्स को अपनाते

घाने हैं, जिन के लिए इंग्लिश सीखना अनिवार्य है। अगर हम प्राइमरी से चले, तो हम देखते हैं कि घाने तो वहीं निकल जाते हैं और घाने नहीं पढ़ते हैं। हम यह भी जानते हैं कि कितने विद्यार्थी सैकेंडरी में घाने जाते हैं और जितने घाने जाते हैं, उनमें टैकिनकम एजुकेशन में कितने जाते हैं। मैं यह कहना चाहती हूँ कि उनका परसेंटेज बहुत कम है। अगर प्राइमरी एजुकेशन में इंग्लिश रखी जायेगी, तो हम को कम्पलसरी एजुकेशन लागू करने में बहुत मुश्किल होगी। हमारे पास इतने टीचर्स नहीं हैं और जो हैं, वे ट्रेड नहीं हैं, हम सब जानते हैं कि प्राइमरी किस तरह की इंग्लिश सिखाई जाती है। बच्चे सात सात तक उसको सीखते हैं और जब वे ग्रेजुएट हो जाते हैं, तो भी उनकी लिखावट में इंग्लिश भाषा को पकड़ नहीं पाते हैं। इसलिये यह मेरी पक्की मान्यता है कि प्राइमरी एजुकेशन से यह सारा बोझ हटा लिया जाये। इससे देश को भारी नुकसान होगा। प्राइमरी एजुकेशन का जो प्राब्लेम है, बच्चे की असली—बेसिक—क्वालिटी को बाहर खाना और मोल्ड करने का जो प्राब्लेम है, उसकी तरफ हम ज्यादा जोर नहीं देते हैं और घर उधर की बातों को उस में भर देते हैं, जिसका परिणाम यह है कि हमारी शिक्षा का स्तर ऊपर नहीं उठ पाता है। आज डिप्लोमा और इनडिप्लोमा की बहुत बातें की जाती हैं, लेकिन आज स्थिति यह है कि जो कुछ भी हो, वह पढाया जाये, बच्चे की उम्र वगैरह के बारे में कुछ भी नहीं सोचते हैं। सिलेक्स बढ़ता रहता है, लेकिन उस का परिणाम कुछ भी नहीं होता है। मैं आशा करती हूँ कि माननीय मंत्री जी इसका खास ध्यान रखेंगे। मैं जानती हूँ कि वे भी एजुकेशन में बहुत कुछ दिलचस्पी रखने वाले हैं, अगर देश में जो विचार होते हैं, उनका उन पर असर होता है और वे उन से मुक्त नहीं रह सकते हैं।

गवर्नमेंट की तरफ से एजुकेटिड प्रो-एम्प्लायमेंट को लागू करने का एक तरीका  
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यह डूँड निकाला गया है कि सब पढ़े-लिखे को शिक्षक बनाया जाये। गवर्नमेंट की यह स्कीम बहुत दिनों से चल रही है। जब मुझे इस स्कीम का पता चला, तो मुझे बहुत रंज हुआ। कोई भी छोटे से छोटा काम हो, उसके लिए कुछ न कुछ तालीम होती है। कारीगर को अपने काम का थोड़ा ज्ञान होना ही चाहिए, लेकिन शिक्षक का धंधा ऐसा है कि कुछ भी ज्ञान न हो, तो भी कोई शिक्षक बन सकता है। मैं इस स्कीम को बिल्कुल नामंजूर करती हूँ। जिस व्यक्ति ने जो काम करना है, अगर उसके पास उसकी तालीम नहीं है, उसके बारे में ज्ञान नहीं है, तो वह सही रूप से काम कैसे कर सकता है। जिस टीचर के पास अपने काम का ज्ञान नहीं है, वह बच्चों को शिक्षा किस प्रकार दे सकता है ?

जहाँ तक टीचर्स की तनखाहों का सम्बन्ध है, हम बहुत चाहते हैं कि हम उनकी तनखाह को ज्यादा से ज्यादा बढ़ाये, लेकिन उसकी भी लिमिट आ जाती है। अभी हमारे रीसे-सिज इनने नहीं है कि हम उनको पूरा वेतन दे सकें, लेकिन फिर भी जिन के वेतन बिल्लो संभव है, उनको ऊपर खाने का प्रयत्न किया जाना चाहिए। मुझे बड़ी खुशी है कि सरकार की ओर से इस बारे में कांशिस हो रही है और सशुद्धाकरण की व्यवस्था हो रही है। हमारे शिक्षकों के विषय में बशिष्ठ, बाल्मीक और ऋषि मुनियों की बातें कही गईं। मैं कहना चाहती हूँ कि वह आदर्श आज हमारे समाज और शिक्षकों के सामने नहीं है। आज टीचर्स की यूनियन बन रही है, जैसी कि कल कारखानों में बनती है और वे भी गवर्नमेंट के साथ अपनी मांगों के बारे में लड़ेंगे आगड़ते हैं। मैं मानती हूँ कि उससे शिक्षा कोई घाने नहीं बढ़ सकेगी। इसलिये इस बारे में विचार करना चाहिये और कोई मशीनरी निकालनी चाहिए, जिसके द्वारा उन लोगों की प्रीवेंसिव मिटाई जा सकें। अगर वे लोग यूनियन वगैरह



### [श्रीमती जयदेव शाह]

बनाने में ही लगे रहे, तो सम्भव, चिन्तन और मनन के लिए उनके पास समय नहीं रहेगा।

एडल्ट एजुकेशन के बारे में मैं यह कहना चाहती हूँ कि उसमें बहुत सी एम्प्लूमेंट चीजें रखी गई हैं। जो सिखाने वाले हैं, जो इंस्पेक्टर हैं, उनको कुछ पता नहीं चलता है। कम्युनिटी प्राजैक्ट वाले भी सोशल एजुकेशन का काम करते हैं। सोशल वेलफेयर बोर्ड की तरफ से भी यह काम चलता है। इसका अर्थ यह है कि तीन एगेंसियों की तरफ से यह काम चल रहा है। मैं गवर्नमेंट से यह अपेक्षा रखती हूँ कि इन तीनों के काम में कुछ कोऑर्डिनेशन किया जाये, क्योंकि इस प्रकार पैसे का कुछ बिगाड़ हो रहा है।

गल्ब एजुकेशन के बारे में रिपोर्ट अंडर कनसिडरेशन है। इसलिये उस के बारे में मैं इस समय कुछ नहीं कहूंगी। इस बारे में विचार करना चाहिए कि उन को किस प्रकार की शिक्षा दी जानी चाहिए। उनकी शिक्षा में एक खास विशेषता होनी चाहिए।

हम देखते हैं कि एग्रीकल्चर और मेडिकल शिक्षा अलग अलग मिनिस्ट्रीज के नीचे हैं। मैं यह कहना चाहती हूँ कि एजुकेशन तो एजुकेशन ही रहती है, वह चाहे मेडिकल हो या एग्रीकल्चर के विषय में हो। इसलिए उन सब को एक ही मिनिस्ट्री के नीचे रखना चाहिए। अगर उन को एजुकेशन मिनिस्ट्री के नीचे रख दिया जाये, तो काम ठीक तरह से होगा।

मैंने बहुत सी बातें कहनी थी और थोड़ी कही भी है। समय कम है। मैं समझती हूँ कि जो बातें मैंने कही हैं, उनके बारे में शिक्षा मन्त्रालय गौर करेगा और उनका कोई न कोई उपाय निकालेगा।

श्री बीरबल सिंह (जौनपुर) : उपाध्यक्ष महोदय, जब से हम लोग स्वतन्त्र हुए हैं और स्वतन्त्र होने के पहले से भी शिक्षा

की जो प्रणाली है, उसके सम्बन्ध में वास्तविक विचार होता रहा है कि किस प्रकार से हमारी शिक्षा प्रणाली, हमारी संस्कृति, हमारी परम्पराओं और हमारी आवश्यकताओं के अनुसार बनाई जा सकती है। जब हम स्वतन्त्र हुए उस समय डा० राधाकृष्णन कमीशन बना और हमारी यूनिवर्सिटी की शिक्षा किस प्रकार की हो, इसके सम्बन्ध में उसके विचार किया। उसके बाद मूदालियर कमीशन बना और उसने माध्यमिक शिक्षा सम्बन्धी आवश्यकताओं पर विचार किया और अन्त में सब बातों पर सेंट्रल एडवाइजरी बोर्ड के विचार करने के बाद कुछ निश्चय किए। उसने यह निश्चय किया कि आठ बरस की तो हमारी प्रारम्भिक शिक्षा होनी चाहिये, तीन बरस की हमारी सैकेण्डरी शिक्षा होनी चाहिये और तीन बरस की हमारी विद्व-विद्यालय की शिक्षा होनी चाहिये। उसी के अनुसार हमारा शिक्षा मन्त्रालय इस समय काम कर रहा है।

जहां तक प्रारम्भिक शिक्षा का सम्बन्ध है, उसके बारे में हमारे मावधान के जो निर्देशक तत्व हैं, उनमें यह कहा गया है कि दस बरस के अन्दर छ वर्ष से चौदह वर्ष तक की उम्र के सभी बालकों को अनिवार्य और निःशुल्क शिक्षा दी जाएगी। लेकिन अनेक कठिनाइयों की वजह से अब १९५७ में आपने यह निश्चय किया है कि १९६५-६६ तक अधिक से अधिक प्रायः छः से ग्यारह बरस के ही विद्यार्थियों को अनिवार्य और निःशुल्क शिक्षा दे सकेंगे और चौदह बरस तक की उम्र के बच्चों को ऐसी शिक्षा यदि दी जाए तो बहुत अधिक पैसे की आवश्यकता होगी और इसमें समय अधिक लगेगा। हमने प्रारम्भिक शिक्षा के सम्बन्ध में यह भी स्वीकार किया है कि प्रारम्भिक शिक्षा बुनियादी शिक्षा के आधार पर ही होनी चाहिये और उसके लिए सबसे अधिक आवश्यकता इस बात की है कि अच्छे साहित्य का निर्माण हो। इस सम्बन्ध

में वार्षिक रिपोर्ट में कहा गया है कि साहित्य रचनालय स्थापित हुआ है और उसके द्वारा साहित्य का निर्माण हो रहा है। हमारे देश में बच्चों के पढ़ने के लिये अच्छी पुस्तकों का बड़ा अभाव है। दूसरे देशों में बहुत सा पैसा खर्च करके बालकों के लिए सस्ता और सुन्दर साहित्य तैयार करवाया जाता है लेकिन हमारे देश में जैसा कि कुछ अन्य माननीय सदस्यों ने भी कहा है तरह-तरह की प्रशलील पुस्तकें और गन्दी पुस्तकें विद्यार्थियों के हाथों में आती हैं। मैं शिक्षा मंत्री महोदय का ध्यान इस ओर विशेष रूप से दिलाना चाहूंगा और प्रार्थना करूंगा कि वह अच्छे-अच्छे विद्वानों से जो कि बालकों की रचि को समझते हों, बालकों की साइकोलोजी का ज्ञानको अच्छा ज्ञान हो, उनके द्वारा अच्छी पुस्तकें तैयार करावायें और इस पर अधिक के अधिक पैसा खर्च करें।

हमारी जो माध्यमिक शिक्षा है, उस में तीन बरस के कोर्स की व्यवस्था है। एक माध्यमिक कमिशन भी बना था, उस ने भी इस पर विचार किया था। माध्यमिक शिक्षा जो हमारी है उस में से जो विद्यार्थी निकलते हैं, वे युनिवर्सिटियों में जाते हैं। मल्टी-परपज स्कूल स्थापित करने की बात है और वे भी स्थापित किये गये हैं। वहां पर शिक्षा के साथ-साथ कुछ उन को क री-गरी भी सिखाई जाती है ताकि वहां से तीन साल का कोर्स पूरा करने के बाद वे इस योग्य हो जायें कि किसी काम धंधे में लग सकें। साथ ही साथ जिन विद्यार्थियों की रचि भागे पढ़ने की हो, उन को भागे पढ़ने की सहूलियत भी है। जो वार्षिक रिपोर्ट प्रकाशित हुई है उस को पढ़ने पर पता चलता है कि इस तरह के तीन सौ के ऊपर मल्टी-परपज स्कूल पहली पंचवर्षीय योजना में स्थापित किये गये थे और दूसरी योजना में उन की तादाद ११-१२ सौ के करीब हो जायेगी और अब तक कोई १११० स्कूल स्थापित किये जा चुके हैं। लेकिन

मुझे भय है कि मल्टी-परपज स्कूल स्थापित करने का जो हमारा ध्येय था वह पूरा नहीं हो पा रहा है। हमारा उद्देश्य था कि जो विद्यार्थी वहां तैयार किये जायें उन में से जो लोग काम धंधों में लगना चाहें वे काम धंधों में लगें और दूसरे जो लोग भागे पढ़ना चाहते हैं, विश्वविद्यालयों में जाना चाहते हैं, वे उन में जा सकें। लेकिन मालूम ऐसा होता है कि हम लोग पुरानी रट में पड़ जाते हैं, पुरानी लीक को छोड़ना नहीं चाहते हैं और देखा गया है कि उन में से बहुत से ऐसे स्कूल हैं जिन में घाट की पढ़ाई, साइंस की पढ़ाई, कामर्स की पढ़ाई, जिस तरह से पहले होती थी उसी ढंग से आज भी चल रही है। उन का नाम, पक्के, म्यापगार, स्कूल, प्य, स्प्रीट, प्यन्ड, उन्ही को मल्टी-परपज स्कूल के रूप में बदल दिया गया है। मैं चाहता हूँ कि इस चीज पर विशेष रूप से ध्यान दिया जाय और वास्तविक मल्टी-परपज स्कूल स्थापित हों।

16 hrs.

जहां तक हमारे विश्वविद्यालयों का सम्बन्ध है, इन में तीन वर्ष का डिग्री कोर्स कायम करने की कोशिश की जा रही है और इस सिद्धान्त को गवर्नमेंट ने तो मान लिया है और युनिवर्सिटीज से भी कहा जा रहा है कि वे इस को मान लें और अधिकतर युनिवर्सिटीज ने इस को मान भी लिया है। केवल एक दो युनिवर्सिटीज हैं जैसे बम्बई की युनिवर्सिटी है या गोरखपुर की है, उन्हो ने इस को अभी नहीं माना है। बम्बई की युनिवर्सिटी की आपत्ति यह है कि म्यारह वर्ष की माध्यमिक शिक्षा के बाद विद्यार्थी इस योग्य नहीं होंगे कि वे तीन बरस की युनिवर्सिटी की शिक्षा ग्रहण कर सकें। गोरखपुर युनिवर्सिटी का कोई उत्तर नहीं आया है। जो ऐस्टीमेट्स कमेटी इस सम्बन्ध में बनी थी उस ने यह कहा था कि पञ्जीस करोड़ के करीब इस पर खर्च होगा। पन्द्रह करोड़ रुपया तो दूसरी योजना में खर्च किया जाना है जिस में से साढ़े सात करोड़

## [श्री बी.र.ल. सिंह]

इपया केन्द्र से अर्थात् पांच करोड़ रुपया केन्द्रीय शिक्षा मंत्रालय की ओर से और डार्क करोड़ रुपया युनिवर्सिटी ग्रांट्स कमिशन की ओर से अर सडे सात करोड़ इपया राज्य की सरकारों की ओर से और प्राइवेट विद्यालयों की ओर से खर्च होना है। लेकिन यह रुपया पूरा नहीं हो रहा है और अब इस रकम को घटाया जा रहा है। अब छः करोड़ रुपया केन्द्र की ओर से जिस में से चार करोड़ रुपया शिक्षा मंत्रालय की ओर से और दो करोड़ रुपया युनिवर्सिटी ग्रांट्स कमिशन की तरफ से दिया जायेगा। उसी तरह से छः करोड़ रुपया राज्य सरकारों को या प्राइवेट विद्यालयों के प्रबन्धकों को जुटाना होगा, ऐसी उम्मीद की जाती है। मैं कहना चाहता हूँ कि जहा तक हमारी उत्तर प्रदेश की सरकार का सम्बन्ध है, उस ने आपत्ति की है और उस की कठिनाई यह है कि वहां पर ६०० के करीब इंटरमीडियेट कालेज हैं। अगर तीन बरस का डिग्री कोर्स जारी किया जाता है तो इस का यह मतलब होगा कि कुछ विद्या यो को तो डिग्री कालेज में परिवर्तन करना पड़ेगा और कुछ को इंटर-मीडियेट से हायर सैकेंडरी स्कूल बन ना पड़ेगा और इस में जो खर्च आयेगा उस को वह सरकार बरदास्त नहीं कर सकेगी। उस के पास इतना पैसा नहीं है। बाकी जो सरकारें हैं उन में से अधिकतर ने इस योजना को स्वीकार कर लिया है। इस के सम्बन्ध में अब दूसरी कमेटी बनी है और वह इस पर विचार कर रही है कि इंटरमीडियेट कालेज से निकलने के बाद विद्यार्थी डिग्री कालेज में तीन बरस तक अध्ययन करे। इस का अर्थ यह होगा कि इंटरमीडियेट पास करने के बाद इन को एक वर्ष अधिक लगाना होगा। दूसरे प्रदेशों की अपेक्षा यहां के विद्यार्थियों को एक वर्ष डिग्री कालेज में अधिक पढ़ना पड़ेगा। मैं चाहता हूँ इस पर अच्छी तरह से विचार कर लिया जाना चाहिये।

अब मैं शिक्षा के माध्यम पर आता हूँ। जहां तक युनिवर्सिटी स्टेज में शिक्षा के माध्यम का सम्बन्ध है, इस में प्रायः दो रायें मालूम होती हैं। लेकिन जहां तक माध्यमिक स्तर पर शिक्षा के माध्यम का सवाल है वह राज्य की भाषा, रिजनल भाषा ही हो सकती है और होनी भी चाहिये। युनिवर्सिटी के संबंध में युनिवर्सिटी ग्रांट्स कमिशन की तरफ से एक कुञ्जरू कमेटी बनी थी और उस ने सिफारिश की है कि वहां पर अंग्रेजी भाषा के द्वारा ही पढ़ाई होनी चाहिये। लेकिन अंग्रेजी के द्वारा कब तक पढ़ाई होती रहेगी? हमारे लिये यह जरूरी है कि धीरे-धीरे हम अपनी रिजनल भाषाओं में तथा हिन्दी में ही शिक्षा दें। यह कहा जा सकता है कि हिन्दी में उच्च कोटि की पुस्तकें नहीं हैं। लेकिन मैं कहना चाहता हूँ कि अंग्रेजी का ज्ञान विद्यार्थियों को कराने के साथ-साथ यदि अध्यापक अपने व्याख्यान हिन्दी भाषा में और रिजनल भाषा में करे तो विद्यार्थियों को अधिक ज्ञान हो सकता है। हमें इस क्षेत्र में कुछ अनुभव है। मैं तो एक ऐसी सस्था से सम्बन्ध रखता हूँ जिस में सन् १९२१ से हिन्दी भाषा के द्वारा पढ़ाई हो रही है। वहां पर अंग्रेजी भाषा अनिवार्य रूप से पढ़ाई जाती है लेकिन सब पढ़ाई हिन्दी भाषा के द्वारा होती है और विद्यार्थियों को अंग्रेजी का भी इतना ज्ञान रहता है कि वे अच्छे से अच्छे पुस्तकों को पढ़ तथा समझ सकें और इस में हम को कोई कठिनाई भी नहीं पडी है। मैं समझता हूँ कि माध्यम तो हिन्दी या देशी भाषा होना चाहिये और अंग्रेजी अनिवार्य रूप से विद्यार्थियों को पढ़ानी चाहिये। इस तरह से धीरे धीरे हिन्दी के द्वारा या देशी भाषा के द्वारा पढ़ाई होने लगे तो पुस्तकें भी, जिन का देश में अभाव है, तैयार होने लगेंगी और यह अभाव दूर हो जायेगा। हिन्दी और दूसरी देशी भाषाओं में उच्च कोटि की पुस्तकें तैयार होने लगेंगी। इस सम्बन्ध में शिक्षा मंत्रालय को विशेष

रूप से ध्यान देना चाहिये कि उच्च कोटि की पुस्तकें तैयार करने के सम्बन्ध में विशेष रूप से प्रयत्न किया जाय जिस में देशी भाषा में हर एक विषय की उच्च कोटि की पुस्तकें तैयार हो जायें ।

वहाँ तक विद्यार्थियों की अनुशासनहीनता का सम्बन्ध है, इस के बारे में शिकायतें आती हैं और हम देखते हैं कि इस समय विद्यार्थियों में अनुशासन की बहुत कमी हो रही है । इस समय एक योजना भोसले जी की नेशनल डिसिप्लिन स्कीम चल रही है और उस पर कुछ रपया भी खर्च किया जा रहा है ।

16.10 hrs.

[SHERMAZI RENU CHAKRAVARTY in the Chair]

इस सम्बन्ध में 1954-55 में 4 लाख 32 हजार 80 खर्च हुआ और 50 हजार विद्यार्थी प्रशिक्षित हुए, 1956-57 में 4 लाख 25 हजार 80 खर्च हुआ और 60 हजार विद्यार्थी प्रशिक्षित हुए, 1957-58 में 5 लाख 80 खर्च हुआ और 63 हजार विद्यार्थी प्रशिक्षित हुए और 1958-59 में 6 लाख 80 खर्च हुआ तथा 1 लाख 63 हजार विद्यार्थी प्रशिक्षित किये गये । यह योजना बहुत अच्छी है । विद्यार्थियों का समय बूक खाली रहता है इस लिये उन के दिमाग में तरह-तरह की सुराफात आती हैं । इस योजना को अर्थात् नैशनल डिसिप्लिन स्कीम को ज्यादा से ज्यादा राज्यों में चलाया जाये—कुछ राज्यों के विद्यार्थियों में यह चल भी रही है और इस पर और ज्यादा पैसा खर्च होना चाहिये और इस का ज्यादा से ज्यादा प्रचार होना चाहिये ताकि और अच्छी तरह से विद्यार्थियों में अनुशासन हो सके ।

अब मैं हिन्दू विश्वविद्यालय के सम्बन्ध में भी कुछ कहना चाहूंगा । हिन्दू विश्व-विद्यालय में पिछले दिनों जो घटनायें हुई हैं वे बड़ी दुःखद घटनायें हैं । जिस तरीके से मुपासियर कमेटी बनाई गई, उस की जो रिपोर्ट निकली, इस में कोई तन्बेह नहीं कि

बहु बहुत ही गद्दी और बेदजनक है । उस रिपोर्ट के निकलने के बाद हमारे शिक्षा मंत्रालय में एक पैनिक सा हो गया कि हिन्दू युनिवर्सिटी की हालत बहुत बुराब है और उस के सुधार का केवल यही एक उपाय है कि आर्डिनेन्स जारी कर के एक कमेटी को सब अधिकार दे दिया जाय । जिस समय आर्डिनेन्स पास हुआ, कोर्टें तोड़ दिया गया, कौंसिल तोड़ दी गई और नई एग्जिक्यूटिव कौंसिल बनी । जब अगस्त अधिवेशन में हिन्दू युनिवर्सिटी के सम्बन्ध में बिल आया था उस समय हमारे शिक्षा मंत्री महोदय ने इस बात का आश्वासन दिया था कि हमारा इरादा केवल यही है कि हिन्दू युनिवर्सिटी का किसी तरह से सुधार हो और वहाँ पर वास्तविक शिक्षा का वातावरण तैयार हो, और इसी उद्देश्य की पूर्ति के लिये विशेष रूप से वे उस बिल को उपस्थित कर रहे हैं । जब वहाँ पर लोकतन्त्र सत्त्व कर दिया गया तो उन्होने कहा कि यह केवल थोड़े समय के लिये है और वे जल्दी से जल्दी दूसरा बिल लायेंगे और इन चीजों में सुधार हो जायेगा । लेकिन वहाँ की स्थिति बराबर बिगड़ती जा रही है । यह जरूर है कि उस में विद्यार्थियों का भी कुछ दोष है और हिन्दू युनिवर्सिटी में दलबन्दी भी हो सकती है, लेकिन ऐसी स्थिति वहाँ पर नहीं थी जिस की वजह से कि इस तरह की कार्रवाई की जाय । हिन्दू युनिवर्सिटी एक तरह सारी दुनिया में अप्रतिष्ठित हो गई है । मुझे मालूम हुआ है कि विदेशों में जहाँ पर कि हिन्दू विश्वविद्यालय के विद्यार्थी पढ़ते थे वहाँ के अध्यापकों का रुख मुदासियर कमेटी की रिपोर्ट निकलते ही उन की तरफ से बिल्कुल बदल गया । वे कहने लगे कि वे विद्यार्थी ऐसे विश्वविद्यालय से आये हैं जहाँ पर कि स्थिति इस प्रकार की है । इस से हिन्दू युनिवर्सिटी का बहुत बड़ा नुक्सान हुआ । वहाँ पर जो घटनायें हुईं वहाँ पर जिस तरह से पुलिस का शासन स्थापित हुआ, पुलिस युनिवर्सिटी में गई, यह एक बड़े खेद और दुःख

की बात है। यदि किसी विश्वविद्यालय में अनुशासन पुलिस के द्वारा स्थापित किया जाता है और वहाँ के अधिकारी स्वयं अपनी शक्ति से, अपनी उदारता से और अपनी योग्यता से अनुशासन नहीं स्थापित कर सकते, तो मैं नहीं समझता कि उन को वहाँ पर अधिकारी बने रहने का कहा तक अधिकार हो सकता है। यह एक बड़ी लज्जा की बात है कि वहाँ अब भी पुलिस पड़ी हुई है। लेकिन इस तरह पुलिस के द्वारा किसी भी संस्था में अनुशासन स्थापित नहीं हो सकता और न इस तरह की बातें ज्यादा चल सकती हैं। चाखिर वहाँ कब तक पुलिस के द्वारा अनुशासन स्थापित किया जायेगा? मे समझता हूँ कि वहाँ से पुलिस को तुरन्त हटा लेना चाहिये और जैसा शिक्षा मंत्री महोदय ने आश्वासन दिया था, यहाँ पर जल्दी से जल्दी दूसरा कानून ला कर पुरानी स्थिति को वापस लाना चाहिये। जो एग्जिक्यूटिव कौंसिल है, इस में कोई सन्देह नहीं कि उस में बड़े योग्य व्यक्ति हैं और प्रायः देश के योग्य से योग्य व्यक्तियों को उस में लाने की कोशिश की गई है, लेकिन उन लोगों को इतना समय नहीं है कि वे हिन्दू युनिवर्सिटी के मामले में ज्यादा बिलचस्पी ले सकें। कभी कभी जब मीटिंग होती है तो उन में से कुछ भाते हैं और कुछ नहीं भाते हैं। इस तरह से वहाँ का काम नहीं चल सकता और इस में जल्दी सुधार होने की आवश्यकता है।

**Shri D. A. Katti (Chikodi):** We are living today in the age of science, the age of knowledge. The thrilling and amazing scientific inventions made by man are the greatest victories of human genius. Even man's God is terrified at the scientific research made by man. But it must be remembered that education is at the root of all great human achievement. Therefore, in a country like India where we are educationally backward education should be very jealously guarded and must be raised to the standard of the advanced countries of the world.

But before I speak about the present position of our education I would like to refer to some remarks made in the Estimates Committee Report of 1957-58 where it is observed that 5,000 years ago when Europe was, in darkness India was well advanced in education. But due to general neglect of education, the percentage of literacy, which was 75 per cent between 800 to 200 B.C. declined to 50 per cent in 800 A.D., 30 per cent in 1200 A.D. and 15 per cent at the advent of British rule. When British left it was 10 per cent. This picture of the past is not wholly a correct picture. It is not true to say that during the British rule the percentage declined. One can admit that from 800 A.D. there was a continuous decline. But that was not due to the general neglect of education but was due to religious ban that was put on all the Hindus except the Brahmins. Illiteracy was the general feature of the Hindu society because of this and I think nobody will dispute this fact if according to the observations made by the Estimates Committee this country was educationally well advanced before 800 A.D. that was because of Lord Buddha and his teachings. The loss of Buddhism is the greatest tragedy of this country. But now it is no use mourning over the loss. It is not important to consider what we were in the past. It is important to know what we are today and what we wish to be tomorrow. Now, undoubtedly we are educationally advancing. At least the percentage of literacy is on the increase. But more literacy will be of no use to grow strong and powerful. Our science, our arts, our philosophy, our culture must advance and the knowledge of all these things must have their effect on the mind of students. They should build the character of the students. Should mould their personality. Education is not merely filling an empty vessel, a vacant mind. Education must be able to broaden the vision, it must widen the heart and it must heighten the imagination; it must help the man to fully mature. This must

be the necessary result of education. Unfortunately, this is not the result of the education we are today receiving.

Very often, our Prime Minister says that he is not afraid of the economic situation in this country, but he is afraid of communalism, casteism, linguism and other disruptive forces. What is the economic future before us, whether we should entertain any fear as regards that, I do not wish to speak. So far as the fear of the Prime Minister regarding the disruptive forces is concerned, it is really worth considering and it deserves very serious consideration. Besides the evils the Prime Minister makes mention of, there are many other evils such as, the people of this country lack the conscience that becomes agitated at every wrong, the people lack the sense of beauty, lack the sense of fraternity, lack honesty, lack patriotism. These are greater evils and they must be completely uprooted, must be exterminated. These evils are more fierce, more dangerous than any foreign military aggression. There is a fear of being crumbled down from within and, therefore, we must banish these evils. How can we do it? We can do it only by taking care of education. Plato says that the evils of the State or society are like the hydra which get multiplied when they are exterminated. The best course is to banish them. That we can do by taking care of education and education will take care of the rest. I believe this piece of Plato's advice will be of more use today. With these evils, we will not be able to reorganise society on a socialistic pattern, it will not be possible to run this democracy successfully. With these evils, we can never flourish economically and advance culturally. These evils are like poison in the womb of our society and a purge of this poison is a necessary condition to the success in all our great undertakings.

How can we do it? According to me, it can be done by introducing a study of Buddhism in all the schools and colleges. It is no use teaching

carpentry in the schools. It is no use teaching about and asking the students to read about Nala Damayanti and Dushyanta and Sakuntala. Our cinemawalas are doing it in the best way possible. We should try to see that there is no moral degradation. An hon. Member by moving a cut motion has suggested that religion should be taught in the schools. I am in full agreement with that hon. Member. In most of the countries religion is taught. This is the only country where religion is not taught. This has nothing to do with the secular character of the State. Secularism applies to the governance of the country. It has no relation with the teaching of religion. Religion must be taught in the schools. What religion? A religion which will teach us love, a religion which teaches equality and fraternity; not that religion which teaches hatred, ill-feeling and inequality. In these circumstances, it is the fundamental duty of our Government to take every possible care to spread education and the right type of education: not that education which is turning out babus and babus of a horrible kind. You must see that the aim of education is fulfilled.

But, for this there is need to spend more money. That, our Government is not doing. Our Government is famous as a spendthrift Government. But, it is peculiarly a miser in respect of education. Russia, America and other countries are spending more on education. Not because they are rich countries, but because they feel that without education, it will never be possible for them to survive. That is why they are spending more on education. Here, secondary importance is given to it. A paltry amount is spent on education which is the backbone. Not only that. Even the Minister of Education is downgraded here. This is the importance we attach to education. After 10 years struggle to improve education, what are the results that we have got? There is a fall in the standard and there is indiscipline. The fall is to such an extent and the standard is so

[Shri D. A. Katti]

much lower that it causes surprise to all, to every one. A student after passing the Matriculation examination is not able to write two or three sentences correctly; not to speak about his knowledge of other things.

What are the reasons for this? We have to detect the reasons and we must remedy them if we want to improve the students. According to me, the reasons are undue interference of the Ministers of Education in the States, secondly, basic education, thirdly, the worst condition of the teachers, and fourthly, the innumerable and multi-farious extra activities in the schools. These are some of the most important reasons and we have to look into these reasons and see that they are removed.

So far as basic education is concerned, I am wholly and entirely opposed to this system of basic education. I consider it as a faulty system of education. I consider it as mere waste of money and energy and a spoiling of the career of the students. I do not understand in what way this basic education, elementary knowledge of carpentry or stitching, tailoring or weaving or spinning will help the students to earn their bread in their after life. In what way does it help to train the mind of the boy and train his reasoning faculty, I do not understand. It is made applicable to the rural areas. It is not made applicable to the urban areas. Those who are rich, do not send their children to the basic schools. They remove them from there and send them to some better school. In respect of the urban areas, there is no question. Only it is the lot of the rural people. Government thinks that the rural people, people living in the villages are only capable of being carpenters, weavers and blacksmiths. It should not be imposed on them. You want to create carpenters; you do not want thinkers and scientists. I have nothing to say about the study of crafts. You can start some training centre and those

who want they will go there and take their education and help themselves to earn their bread. It must not be imposed on all. It is because of this that the very foundation is made weak. Because of corrupt practices and this faulty system of education, a student who passes the matric examination, when he goes to the college, he is baffled. He cannot follow the professors there. There too, you have the three-year degree course. After passing this B.A., if the student says that Jawaharlal Nehru is the Secretary of Rajendra Prasad and *Discovery of India* is a big mountain, what right have we to condemn them and express our wonder? Many such graduates are there who say that Jawaharlal Nehru is the Secretary of Rajendra Prasad and *Discovery of India* is a big mountain in this country. This is the knowledge that our graduates have because of this. This must be done away with. I am opposed to the three-year degree course. The Bombay University has rejected it. I am opposed to basic education. These are the things here.

While giving admissions to the Engineering and Medical colleges, such high standards are prescribed that it has become in a round-about way the monopoly of the privileged classes in the present social order. I am opposed to that also. Everybody who wants to take Engineering, must be allowed to go. A friend of mine had to spend Rs. 3000 to get admission. I say that basic education should be stopped. I fear there is some dangerous policy behind it. I must not be blamed for that. Free compulsory education should be given. Education is made so costly an affair that the poor people are not able to take education. Today, education is the birthright of every individual. In the past, in the name of religion, poor people were denied this most precious right. Today by making it costlier, it is denied to them. Fortunately, a few Scheduled Caste candidates get some facilities. Some people do not like it. Even the

Ministry of Education has expressed its dislike by delaying the payment of those scholarships. The colleges start in the month of June in most parts of the country. By this time the scholarships are not paid to them. The Minister says here that additional funds were made available in the month of November. When additional funds were made available in the month of November, why should it be delayed for four months? Either the Ministry of Education is not functioning efficiently, or there must be some *malâ fide* intention behind it. This is a public fund. They have been sufferers through centuries and they are not at the mercy of any one. They are not getting it as charity, they are getting it as of right, and therefore I submit that this thing must be taken note of by the Minister, and he should see that monthly payments are made to these students.

I was a student getting scholarship. I was getting it regularly, every month, but today according to my information, the students have left the colleges and gone away. This is how the Ministry of Education is forcing the students to be deprived of these facilities.

I had many other points to make, but I cannot cover them. I thank you and close with a request to the Minister that he should see that in future these scholarships are distributed in time, monthly, and thus help our students who are poor and who deserve such help.

श्रीमती सुभद्रा जोशी (अम्बाला) :  
श्रीमानेजी जी, अभी एजूकेशन के विषय पर बहुत कुछ कहा गया है। मैं इस सबजेक्ट पर बहुत विशेषज्ञ होने का दावा नहीं करती हूँ। मैं बाद वाले शिक्षा मंत्री के सामने रखना चाहती हूँ।

मेरी प्रार्थना है कि जितने प्राइवेट स्कूल उन को जल्दी से जल्दी सरकारी बनाने की

कोशिश की जाये। मैं ने पहले भी कई दफा मंत्री जी को उन स्कूलों के बारे में बताया है। हम सब लोग उन स्कूलों के हालात से वाकिफ हैं। जितने प्राइवेट स्कूल हैं, उन में से ज्यादातर बिल्कुल दुकानदारी के लिहाज से चले जाते हैं। उन के पीछे से दुकानदारी चलती है और वहा शिक्षा का कोई प्रबंध नहीं होता है। मूठ सब बोल कर विद्यार्थियों को दाखिल कर लिया जाता है। कभी कहा जाता है कि हम एक साल में मैट्रिक करवायेंगे। कभी कहते हैं कि एक साल में मिडल करवायेंगे। दाखिल होने के बाद विद्यार्थियों को पता चलता है कि मैट्रिक क्या होता है और मिडल क्या होता है। मुझे खुद एक ऐसी ही जगह की प्रिंसिपल रहने का मौका मिला। जब मैं शिक्षा समाप्त कर के आई, तो मुझे टीचर की ट्रेनिंग नहीं थी, लेकिन वही ट्रेनिंग ऐसी हो गई, जो कि हमेशा के लिए काफी थी। मैं एक जगह की प्रिंसिपल इसलिए कहती हूँ कि वहाँ स्कूल भी था, कालेज भी था और यूनिवर्सिटी भी था—कोई चीज नहीं थी, जो उस में नहीं थी। इसलिए मुझ को प्रिंसिपल कहा जाता था। उस के बाद मुझे पता चला कि सभी प्राइवेट स्कूलों की यही हालत होती है। वहाँ पर जिस टीचर की सौ रुपये तन्स्वाह रली जाती है, उस को पचास रुपये दिये जाते हैं और रसीद उस की सौ रुपये की ही ली जाती है। यह भी होता है कि ज्यादा की भी रसीद ली जाती है और कम की भी रसीद ली जाते है। कम्पीटेशन न हो, इसलिए सौदा और भाव किया जाता है। वहा यह भी हो सकता है कि एक ही क्लास में पढ़ने वाले दो लड़कों से अलग अलग फ़र्स ली जाती हो और एक ही घर से आने वाले दो बच्चों से बस के अलग अलग किराये लिये जाते हों। मैं यह अर्ब करना चाहती हूँ कि यह दुकानदारी जल्द से जल्द खत्म करनी चाहिए। मुझे एहसास है कि इतना रुपया हमारे पास नहीं हो सकता है कि हम सब को एक दम नेशनलाइज कर सकें, लेकिन सरकार इस बारे में कदम उठावे और शुरु तो करे। यह भी हमारे शिक्षा मंत्री जानते हैं कि इन स्कूलों को



[श्रीमती सुमित्रा जोशी]

खास तौर से दिल्ली में—६० परसेंट ग्रान्ट मिलती है, जिसमें बें स्कूल चलाते हैं, टीचर्स को तन्स्वाह भी देते हैं, इमारत भी बनवाते हैं और अपने घर का पेट पालन भी करते हैं, जो कि उन का मुख्य उद्देश्य होत है। जब ६० परसेंट ग्रान्ट में उन की बिल्डिंग का खर्च और टीचर्स की तन्स्वाह निकल जाती है और उन लोगों का अपना व्यापार भी चल जाता है, तो मुझे ताज्जुब होता है कि उस से सरकारी स्कूल क्यों नहीं चल सकता है।

इन स्कूलों के बारे में एक और बात कहना चाहती हूँ। मुझे कहते हुए कुछ चरमराहट मालूम होती है, क्योंकि मालूम नहीं कि शिक्षा मंत्री ने इधर ध्यान दिया है या नहीं। मेरी तजवीज है कि हमारे मुल्क में अब ऐसा वकत आ गया है कि जो स्कूल अपने नाम के सामने हिन्दू स्कूल, मुस्लिम स्कूल, सिख स्कूल, जाट स्कूल या राजपूत स्कूल बगैरह लगाये, उन को सरकारी ग्रान्ट नहीं देनी चाहिए। ऐजुकेशन मिनिस्ट्री को जो ग्रान्ट हम दे रहे हैं, वे स्कूलों में पहुँच जायेंगी। मैं अदब के साथ कहना चाहती हूँ कि जो जहर बच्चों के दिलों और दिमागों में फैलाया जाता है, हम उससे पीछा नहीं छोड़ सकते हैं। ऐजुकेशन मिनिस्ट्री को ग्रान्ट दे कर बच्चों में जहर फैलाया जायेगा और दो दिन बाद हम होम मिनिस्ट्री की ग्रान्ट्स मन्जूर करेंगे, जिन का इस्तेमाल फ्रिक्वापरस्त अगड़ों और फ्रसावों पर लाठी और गोली चमनाने के लिए किया जायेगा। ऐजुकेशन मिनिस्ट्री की ग्रान्ट्स के जरिये हम बच्चों में जहर फैला देते हैं, अगड़े करा देते हैं और फिर होम मिनिस्ट्री की ग्रान्ट्स से उन फ्रसावों को लाठी और गोली चला कर रोकने की कोशिश करते हैं। इस बारे में मैं ज्यादा नहीं कहना चाहती हूँ, लेकिन मैं चाहती हूँ कि इस बात का ख्याल रखा जाय कि जिन स्कूलों में दिन-रात एक मजहब के नाम से, एक धर्म के नाम से जो शिक्षा दी जाती है,

उससे बच्चों में दिन-प्रति-दिन जहर फैलता है। अगर शिक्षा मंत्री भी खुद स्टडी करने की कोशिश करें, तो वह देखेंगे कि इस तरह कहाँ तक जहर फैलता है।

हमारे कुछ साथियों ने कहा कि स्कूलों में धर्म की शिक्षा देनी चाहिए। परन्तु आज धर्म की व्याख्या क्या हो? कौनसे धर्म की शिक्षा देनी चाहिए? बच्चे अच्छे बनें, अच्छे नागरिक बनें, सब लोगों के साथ प्रेम करें, इमान-दार रहें यह एक अच्छा ख्याल है, परन्तु धर्म की व्याख्या क्या हो? यहाँ पर यह कहा गया कि हमारे स्कूलों में धर्म की शिक्षा नहीं दी जाती है। मैं धर्म की एक छोटी सी व्याख्या आप को सुनाना चाहती हूँ, जो मैं से सुनी—स्कूल में नहीं, इतनी गनीमत है—और जगह सुनी। एक जगह जल्सा हो रहा था और लाउड-स्पीकर लगे हुए थे। मुझे धर्म से ज्यादा वाकफियत नहीं है। लाउड स्पीकर से आवाज आई कि भाइयो मैं आप के सामने धर्म की व्याख्या करता हूँ। तो मुझे जैसी पापिन को ख्याल हुआ कि धर्म की व्याख्या को तो कम से कम सुन ही लिया जाए। वह साहब कह रहे थे कि जो काम जिसके सुपुर्द किया जाता है उसका पालन करना उसका धर्म है। यह उसने धर्म की व्याख्या की। उसने कहा कि परशुराम के यह काम सुपुर्द किया गया कि वह अपनी माता का सिर काटे? और उसने धर्म का पालन किया। आगे उसने कहा कि, इसलिये भाइयो जो लोग कहते हैं कि स्त्री पर हाथ उठाना धर्म नहीं है, उनकी बात को न सुनो। उनके बाद उसने कहा कि अगर घर में साँप हो और वह पल कर बढ़ा हो रखा हो तो उसको समाप्त करना और उसको मारना धर्म है। इसलिये भाइयो जो हमारे देश में साँप पल रहे हैं, अगर उनको मर्द किया जाता है तो वह धर्म के प्रतिकूल नहीं है, धर्म के अनुकूल है। यह उसकी धर्म की व्याख्या थी। मुझे उम्मीद है कि कोई भी माननीय सदस्य ऐसी धर्म की व्याख्या नहीं कर सकता है।

इस तरह से बाहर स्कूलों में उगले जाने की इजाजत न हो। मैं देखती हूँ कि पुराने स्कूल और कालेज और यूनिवर्सिटी हैं, उनके नाम मुस्लिम यूनिवर्सिटी हैं, हिन्दू यूनिवर्सिटी हैं, सिख स्कूल हैं इत्यादि इत्यादि। अब कहीं कहीं पर तो इस तरह की शिक्षा दी जाती है कि राज करेगा ज़ालसा और दूजा रहे न कोय, इस तरह से कुछ सिखाया जाता है। जब लोगों के विभागों में इस तरह की बातें भरी जाती हैं और दिन रात भरी जाती हैं, तो किस तरह से आप कह सकते हैं कि या किस तरह से आप उम्मीद कर सकते हैं कि जब वहाँ से लोग पढ़ कर बाहर आयेंगे तो वे प्रेम से रहेंगे, भाई चारे से रहेंगे, आपस में मुहब्बत करेंगे और एक अच्छे नागरिक का सा व्यवहार करेंगे। ऐसे हालात में अगर हम बच्चों से इस तरह के व्यवहार की प्रार्थना करते हैं तो मैं समझती हूँ कि यह ज्यादाती की बात होगी।

मैंने प्रारम्भ में कहा कि मैं एजुकेशन की कोई माहिर नहीं हूँ, विशेषज्ञ नहीं हूँ। लेकिन इतना मैं मन्त्री महोदय से अवश्य कहना चाहती हूँ कि हम चाहते हैं कि हिन्दी पर अधिक से अधिक जोर दिया जाए और ज्यादा में ज्यादा स्कूलों में हिन्दी को धपनाया जाए। इसमें मेरी कोई दो राय नहीं है और मैं समझती हूँ किसी की भी दो राय नहीं हो सकती हैं। लेकिन मैं एक चीज कहना चाहती हूँ कि जो हिन्दी हमारे स्कूलों में सिखाई जाए, जिसे हिन्दी की उन्नति की जाए वह हिन्दी ऐसी होनी चाहिए जो हमारी सबकी समझ में आ सके। हम लोग हिन्दी जानने वाले हैं और मेरा यह दावा है कि एक वक़्त जब मैं स्कूल में पढ़ा करती थी तो मुझ को इतनी हिन्दी आती थी कि उस स्कूल में किसी को नहीं आती थी और जब मैं अपने घर पर पत्र लिखा करती थी तो मेरे पिताजी कहा करते थे कि मुझ को पंडित बुला कर खत समझना पड़ता है। मुझे लुगी है कि आज मैंने अपनी हिन्दी को और भी सुधार लिया है। इसलिये मैं मन्त्री महोदय से कहना चाहती हूँ कि हमने

हिन्दी को इमलिये धपनाया है चाहे वह मीडियम आफ इस्ट्रक्शन के रूप में हो, चाहे मातृभाषा के रूप में हो कि बच्चों के विभागों पर अधिक बोझ न पड़े, उनको प्रासानी से चीजें समझ में आ जायें, आज मैं आपके सामने वे हिन्दी के शब्द लाना चाहती थी लेकिन लाई नहीं और उनको आपको बतलाना चाहती थी। जहाँ तक उनको याद करने का सवाल है वह मेरी बुद्धि के बाहर की चीज है। मैं आपको बतलाना चाहती हूँ कि हिन्दी के शब्द अंग्रेजी के शब्दों से तथा लैटिन के शब्दों से भी अधिक मुश्किल किये जा रहे हैं और उनको इतना मुश्किल किया जा रहा है समझ में नहीं आता है। आप स्टेशनों पर जायें, फेक्ट्रीज में जायें और वहाँ पर इन शब्दों को देखें और कुछ नहीं तो माननीय मंत्रियों द्वारा हिन्दी में जवाब दिये जाते हैं उनको आप सुनें तो आपको पता चल जाएगा कि कितना मुश्किल हिन्दी को किया जा रहा है। हम लोग जो कि सारी जिन्दगी हिन्दी पढ़ें और हिन्दी के सिवाय कोई दूसरी भाषा नहीं जानते, उनकी समझ में ये शब्द नहीं आते हैं तो हमारे बच्चों की समझ में कैसे आ सकते हैं। अथवा वे अंग्रेजी, फ्रेंच और लैटिन के शब्दों से भी अधिक मुश्किल हमें प्रतीत होते हैं। ऐसी हालत में हमारे बच्चों को कितनी कठिनाई होगी, इसका अन्दाजा आप खुद लगा सकते हैं। इससे उन पर बहुत बोझ पड़ने वाला है। इस वास्ते मैं प्रार्थना करती हूँ कि कोशिश की जाए कि इन शब्दों को अधिक से अधिक सरल बनाया जाए।

जहाँ तक सरकारी स्कूलों का सवाल है, वहाँ पर तो कम से कम टीचर्स को बच्चों की ट्यूशन सेन की मनाही कर दी जानी चाहिये। प्राइवेट स्कूलों में ऐसा नहीं किया जा सकता है लेकिन सरकारी स्कूलों में तो किया ही जा सकता है। मुझे पता नहीं कि आज इस चीज की मनाही है या नहीं है लेकिन मनाही अवश्य होनी चाहिये। हमें दिल्ली के स्कूलों से कुछ शिकायतें आई हैं कि वे बच्चों के माता पिताओं

## [श्रीमती सुमित्रा जोशी]

के साथ कांटेक्ट कर लेते हैं, बच्चों के साथ कर लेते हैं कि हक तुम को पास करवायेंगे जिसका नतीजा यह होता है कि वे स्कूलों में तो उनसे ऊँच करवाते हैं, क्लासों में दिल लगा कर पढ़ाते नहीं हैं, धीर धर जा कर उनकी दय्यास लेते हैं। शाहदरा के एक स्कूल का किस्सा सामने आया है जहाँ पर कई बरसों से टीचर कांटेक्ट कर लेते थे, इम्तिहान के क्वेश्चन पेपर बुपके से बता देते थे और बिछापी फटा फट पास हो जाते थे। एक साहब ने कहा कि बैजूएट होने के बाद लोगों को ज्ञान नहीं होता है। वे कहना चाहती हूँ कि जब ऐसी हालत हो तो किस तरह से किसी को ज्ञान प्राप्त हो सकता है। उस स्कूल में जब कोई दूसरे हैडमास्टर आये तो उन्होंने इस सब चीज को समझ लिया कि टीचर्स पास करवाने का ठेका कर लेते हैं। उन्होंने कहाँ से कई क्वेश्चन पेपर बनवाये और बुपके से क्वेश्चन पेपर दे दिये और बच्चों को पता नहीं लगा कि कौन सा क्वेश्चन पेपर आयेगा। नतीजा यह हुआ कि बच्चे फेल हो गये। जब वे फेल हो गये तो दूसरे दिन उन्होंने लाठियाँ लेकर, पत्थर से कर तथा ईंट के कर स्कूल पर तथा हैडमास्टर पर धावा बोल दिया और नुकसान पहुंचाया। अफमोस की बात तो यह है कि उनके माना पिता भी इसमें शामिल हो गये और कहने लगे कि हर साल तो बच्चे पास हो जाते थे और इस नये हैडमास्टर ने सब को फेल कर दिया है। आप देखिये कि हमारी शिक्षा प्रणाली का किस तरह से पतन हो रहा है। आज हमारा ध्यान पैसा कमाने की ओर अधिक हो गया है और बच्चों की तरफकी की तरफ कोई ध्यान नहीं रह गया है।

मैं शिक्षा मंत्री महोदय से कहना चाहती हूँ कि मैं तो अनपढ़ हूँ लेकिन वह तो एजुकेटिड है और वह इन सब चीजों पर ध्यान दें और इस बात की कोशिश करें कि हमारे बच्चों को सचमुच में अच्छी शिक्षा मिले। टेस्टों के जरिये बल्लभ किया गया पैसा जोकि एजुकेशन

पर खर्च किया जाता है, चाँद से वेन पर खर्च किया जाता है, इस तरह से खर्च होना चाहिये कि बच्चों में उम्हर फैलाने के बजाय उनको अच्छे नागरिक बनाने में खर्च हो। साथ ही साथ मैं यह भी चाहती हूँ कि प्राइवेट टीचिंग थाप्स है उनको जल्दी से जल्दी अपने हाथ में लेने की कोशिश की जानी चाहिये और सभी को अगर एक दम से अपने हाथ में नहीं किया जा सकता है तो कम से कम इसकी शुरूआत तो होनी ही चाहिये और हर महीने और हर साल कुछ न कुछ स्कूल सरकार को अपने हाथ में ले लेने चाहिये।

Shri S. L. Saksena (Maharajganj):  
Madam Chairman, I have come here today on this fifteenth day of my fast to move my cut motion regarding the deplorable handling of the Banaras University affairs by the Ministry of Education. The third demand of my fast runs as follows:—

"The Vice-Chancellor and the Registrar of the Banaras Hindu University should be retired forthwith, the autonomy of the University should be restored by repealing the Banaras Hindu University (Amendment) Act, 1958, and the status quo existing before the passing of the Banaras Hindu University Ordinance in May, 1958 should be restored. A high-power inquiry committee elected by the Parliament, either from amongst its own members or from outside should be appointed to enquire into the events which have occurred in the Banaras Hindu University in the last one year and those found guilty should be punished. The twelve thousand students of the Banaras Hindu University are precious national asset and the way they and their teachers have been treated by the police and by the Vice-chancellor and by the Executive Council, under his guidance, needs thorough enquiry."

Today, it is a fashion to complain against indiscipline among the students. Various causes are assigned for this indiscipline, but the obvious cause is generally overlooked. It lies in the character and the qualifications of teachers, professors, principals and vice-chancellors who are appointed to preside over the destinies of thousands of students.

The profession of teaching today in India does not command the respect which it formerly commanded and which is its due. The reason is that the scales of salaries of these people are too low and they have little prospects of future promotion. Naturally, therefore, the best talent in the country is not attracted to the profession. If teachers of the proper calibre, character and qualifications were drawn into this profession, naturally the students would have been much better behaved and cases of indiscipline would have been rare. Government are very greatly to blame for these low salaries of the teachers, and for their deplorable conditions of service. The key, therefore, to tackle the problem of student indiscipline lies in attracting to the teaching profession men of the best talent and character. The responsibility of the Government which determines the pay-scales and conditions of service of these teachers is, therefore, great for the present so-called indiscipline

But even where the pay-scales and conditions of service of teachers are reasonable and fair, appointments are not made purely on merit; and favouritism and nepotism have much play. Therefore, undesirable and incompetent people get entry into the profession and the students naturally become unmanageable.

The most vivid example of this favouritism and nepotism has occurred in the appointment of the present vice-chancellor of the Banaras Hindu University. It is well known that he was thrust upon the university, although

he had secured the lowest number of votes in the panel recommended by the executive council of the university. The Banaras Hindu University has the distinction of having had some of the greatest sons of the motherland as its vice-chancellors. The founder of the university, the late Mahamana Pandit Madan Mohan Malviya, was its first vice-chancellor. Another great Indian Acharya Narendra Deo adorned that office a few years back. And now, these twelve thousand students of the Banaras Hindu University have their destinies governed by a person of the qualification of the present vice-chancellor whom nobody knows in the country. What a fall! It was natural, therefore, that some of the most shameful things should happen under his regime.

The report of the Mudaliar Enquiry Committee, even if it be accepted that it has not been written by the present vice-chancellor himself, certainly proves that the vice-chancellor who was the representative of the university on the committee, did not do his duty in placing before the committee correct facts, and this led it into wild findings which have brought an undeserved stigma on the students and teachers of the Banaras Hindu University and have brought down national prestige all over the world.

The students' demand that the vice-chancellor, who was the representative of the university in the Mudaliar Committee, should either substantiate or refute the portion of the Mudaliar Committee report regarding the moral turpitude of the students or resign, was eminently just and reasonable. But the vice-chancellor has kept quiet. The report was discussed threadbare in Parliament and the vehement condemnation of it here forced even the Minister to regret references in it to eastern U.P., to moral turpitude of students and teachers and the like. But all this regret does not seem to have been genuine, for, the almost universal demand for the removal of the vice-chancellor and the registrar has not still been fulfilled. In fact, the

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vice-chancellor has been encouraged to carry on his partisan activities of wreaking vengeance against the students and the teachers, whom he thinks to be his opponents. The Ministry also seems to be very proud of what it has done in the Banaras Hindu University during the last one year, and it wants to continue the present policy. This is obvious from the very first paragraph on page 34 of the chapter on Higher education in the Report of the Ministry of Education for the year 1958-59, which runs as follows:

"On receipt of the report of the Banaras Hindu University Enquiry Committee that revealed a very disquieting state of affairs, the President promulgated the Banaras Hindu University (Amendment) Ordinance, 1958. The Ordinance was later repealed by an Act of Parliament, which was enacted with effect from the 20th September, 1958 as the Banaras Hindu University (Amendment) Act, 1958. Certain reforms in the administration of the University have been introduced both under the Ordinance and the Act, as an interim measure. The recommendations of the Enquiry Committee are at present under examination of the Ministry of Education, in consultation with the University authorities, the University Grants Commission, the UP Government and others concerned, and it is proposed to formulate and bring long-term amendments to the Banaras Hindu University Act before the Parliament during the course of the next year."

It is thus obvious that the Ministry has learnt nothing from all that has happened in the university during the last one year, and wants to go on implementing the recommendations of that hated Mudaliar Committee Report even in future.

After the events of October last when an unprovoked assault on the students of the University was made by a battalion of a thousand policemen on the requisition of the Vice-Chancellor, when the students were lathi-charged, kicked, beaten and abused and when their teachers were badly manhandled and the University was closed for good for months together after expelling the students from the hostels within 72 hours, I had thought wisdom and sense would have dawned on the Vice-Chancellor and on the Executive Council which he controls, and on the Ministry here. But that has not been so. Instead, rustications and expulsions have continued. More than 60 students have been expelled or rusticated. About the same number have been expelled from the hostels. About 200 students have been severely fined, even up to Rs. 50 per student. Tutorial concessions and scholarships of several students have been stopped and the entire University is now like a concentration camp where you cannot enter freely. A permit is essential before any person can enter the sacred premises of the BHU which is all twenty-four hours guarded by policemen with bayonets. How demoralising must be the influence of all this on the character of the students can better be imagined than described.

Besides the students who demonstrated against him for the remarks against their character in the Mudaliar Report, the teachers from Eastern UP and Bihar are the main victims against whom the Vice-Chancellor is bent upon wreaking his vengeance. Nobody knows what the Screening Committee is doing and which are the cases which have been referred to it. But apart from this most detestable Screening Committee, the Vice-Chancellor is determined to harass and mortify and dismiss his opponents in every possible way. The Librarian of the University has already been dismissed for no valid reason whatsoever, and charges most flimsy in character have been levelled against a dozen of professors coming from Eastern UP and Bihar, simply with a view to harass

them. An old professor who is blind but whose distinguished teaching has produced a number of Doctors from his department during the last ten years of his blindness, has been asked to appear before a Medical Board even though he is not yet even 50 years of age. Obviously because he comes from Eastern U.P. The present nominated Executive Council of the University is an outrage on democracy. Most of the members are like absentee landlords, and its decisions are generally the decisions of the Vice-Chancellor himself. The students are set to spy upon and to complain against fellow students and teachers, and the whole atmosphere in the University is one of terror, victimisation, insecurity and suspense, which is fatal to academic life.

I warn the Government that this state of affairs must end. The people of India and particularly of U.P. and Bihar, will not tolerate the continuance of this state of affairs. The present Vice-Chancellor and the Registrar of the University should be retired forthwith, as they are at the bottom of the whole tragedy.

Mr. Chairman: The hon. Member is a senior Member of the House. He should not be reading entirely from the text. He should look up from time to time.

Shri Radhelal Vyas (Ujjain): It may be taken as read.

Shri S. L. Saksena: The autonomy of the University should be restored and the BHU (Amendment) Act 1958 should be repealed. A High Power Committee elected by Parliament should inquire into the happenings in BHU during the last one year. The police should be removed forthwith from the premises of the BHU and an air of normalcy should be restored therein forthwith.

This is the minimum that will heal the wounds inflicted upon the people and on the student community of India by the way the affairs of BHU have

been handled in the last one year by the present Education Ministry. If my warning goes unheeded, the consequences will not be happy. The people of UP and Bihar will not remain silent witnesses of all these atrocities, and will not allow the University, built and nurtured by one of the greatest sons of the motherland to be ruined in this manner. I know there are powerful persons entrenched in the seats of power who are determined to wreak their vengeance against the BHU and who want to feed fat the ancient grudge they bear it. I warn them that in this land of democracy, people shall remain sovereign and those who defy the wishes of the people, shall tarnish their own reputation and be thoroughly exposed.

With these words, I support my cut motion against the Demand for Grant of the Education Ministry in regard to the handling of the affairs of the BHU by the Education Ministry during the last one year.

Shri Ganapathy (Tiruchendur): Madam Chairman, let me first of all thank you for the opportunity given me to participate in this debate. In supporting the Demands of this Ministry, I wish to lay stress on the agricultural atmosphere in which the students can be trained up through our school curriculum.

Before coming to this, it must be said to the credit of this Ministry that financial assistance has been to voluntary organisations in the field of pre-primary and basic education by this Ministry. By affording pre-primary education, we are giving much relief to the parents of the poor section of the community and this formulates good habits in children before they are put to school at the age of six. Therefore, this must be encouraged. 50 per cent of the cost incurred by the State Governments is given by the Centre. As per the Fourth Report of the Estimates Committee 1957-58, the States of Madras, Assam, Orissa and Bihar have not utilised this amount. This is because a lump sum is provided in the

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budget. Neither the State Government nor the public would understand the purpose for which these amounts have been allotted. It has been commented by the Estimates Committee that this amount should be separately earmarked for pre-primary and basic education. In spite of this recommendation, the Ministry has not separately earmarked this sum in this year's budget also. Therefore, some of the States have not utilised this grant. I request the hon. Minister to keep this recommendation in view and give direction to the States to make use of this sum for the advancement of pre-primary education.

Coming to grants to the States under the Centrally-aided scheme in education, it is significant that more and more amounts are allotted year after year. Let me confine myself to elementary education only. There is a budget provision of Rs. 10½ crores this year. Last year, it was Rs. 7 and odd crores. This is an apparent indication of our Government's interest in eradicating illiteracy by an earlier date than expected. Because of the appreciable amount of increased budget, many more schools could be converted into basic schools.

In the primary and post-primary basic schools, crafts, primarily spinning and weaving, are taught. Both in basic and non-basic schools, agriculture, fruit and vegetable gardening are taught as an integral part of the school curriculum, but when the students come out of the schools, we find they are of no use either to the parents or to themselves or to the improvement of agriculture. So a re-thinking in the matter of imparting useful education should be attempted even at the lower level also. By this psychological change both in teachers and students, a sense of self-reliance and self-dependence should be instilled in their minds so that they can live in the village life and contribute to our community development activities instead of being scared away after white-colored jobs.

I believe it is probably with this in view that agricultural courses in rural secondary schools have been introduced in 1957-58 by this Ministry. But it is a sorry state of affairs to learn from the recent report submitted by the Ministry that this scheme did not work satisfactorily. A sum of Rs. 9.3 lakhs has been allotted, but the West Bengal Government alone utilised this amount. Hence this sum has been reduced to Rs. 4.8 lakhs in 1958-59, and it is proposed to be discontinued in this year's budget.

When our country is looking forward more and more to acquire agricultural knowledge and effect increased agricultural production, the present decision of the Education Department to discontinue this scheme cannot be said to be a wise step. The Centre must pull up the States and find out the real causes which stand in the way of the implementation of this scheme. It is not enough to allot money alone but the efficiency should be judged in terms of implementation of this scheme.

Therefore, inasmuch as several high schools have come up in the rural parts, the scheme should be continued so that the benefit of the emphasis on agriculture and knowledge of the latest technique would be made available to the rural areas.

It is a matter of pride to inform this hon. House that free mid-day meals are provided for poor children in the schools in Madras State. There is a pioneer scheme for the schools in full swing and as a result of this, more children are attracted to schools and as a result more teachers are employed. It is gratifying to note that the Centre gives 50 per cent of the salary of the additional teachers employed.

17 hrs.

With the objective of expanding primary education in the rural areas,

relieving educated unemployment, a scheme is being launched by the Centre to employ 60,000 teachers within this Plan period, starting with 15,000 teachers in 1958-59 and 20,000 in the Budget year. Here also the Government of India will assist 100 per cent on the enrolment of teachers and inspecting officers for three years commencing from the year of appointment. Still, I have got my own doubts whether the Government could employ all the trained teachers within the Plan period.

I have some experience having served as a Member of the Selection Committee of training schools in my district of Tirunelveli. In 1958 alone, nearly a thousand students have come out as trained teachers. Not even 20 per cent of them have been absorbed this year in the schools because of the teacher-pupil ratio now in force in Madras, i.e. 1:35. At this rate, in 1959, another 1000 people will come out and still another 1000 in 1960. Thus, within three years it will mount upto 30,000 in Madras State and still more within the Plan period. Is it possible by such a scheme to employ all the trained teachers within the Plan period?

Single teacher schools have been opened and I am afraid even if we introduce compulsory free primary education, only 20 per cent of them could be employed. By and large, these trained unemployed people have become a menace and burden to their parents and also to society. So, some planning is required to employ at least three-fourths of the existing trained people, and the Centre must come forward with a suitable scheme allotting more funds to our State and, if necessary, directing the relaxation of the teacher-pupil ratio.

In this connection I would request the Government to re-examine the pattern of training in the basic schools so that, after such a training for two years, we can have these people engaged in some useful occupation during the unemployed

period. Again, to keep up the moral discipline and standard of the students, the Centre must come forward to assist the States to increase the salary of the primary school teachers who are discontented in the villages.

With regard to scholarships, I am glad to find that the amount in the revised budget is retained this year also. This is not sufficient. This amount must be ear-marked separately for the Scheduled Castes and Scheduled Tribes and the Backward Communities. Otherwise, one will be hit at the cost of the other.

The award of scholarships to the Scheduled Castes, the Scheduled Tribes and the Backward Communities alone is not enough. There is a growing tendency in the country to call every one a member of the backward community, in order to avail of this concession. The list of Backward Communities is increasing from year to year. There must be a proper check to avoid this abuse by rich men and business people. By this unilateral concession we are creating a separate class, giving room for a new set of Backward communities. Even now, or before only 10 per cent or more of the caste Hindus are having higher education. What are we to do with the remaining 90 per cent of the people? Therefore, it is just and proper that equal facilities must be afforded to the deserving poor children without consideration of caste or creed. Government must come forward with a new formula to solve this problem.

Lastly, I congratulate this Ministry for having recognised the children of political sufferers also to enjoy this concession. In this connection, I would request the Ministry to give all the facilities and educational concessions as well as admission to higher educational institutions and recruitments to posts to the children of political sufferers as well as the repatriates from Ceylon, who may be given treatment on a par with the Scheduled Caste people.



**Mr. Chairman:** Raja Mahendra Pratap. The hon. Member may take only ten minutes because there are some other members who want to participate. I would like to accommodate at least another two before I call upon the hon. Minister.

**Raja Mahendra Pratap (Mathura):** These are my three special subjects, education, military and external affairs. I must make it clear that I am not speaking English and I am not an adopted son of Macaulay. I am an adopted son of God and I speak the world federation language and not English.

**Mr. Chairman:** In Parliament one can speak only either in English or in Hindi. There is no world federation language. Out of these two the hon. Member should choose.

**Raja Mahendra Pratap:** If I would have spoken on the General Budget I would have said that there should be only one tax. Why tax this and tax that? Take even 15 annas in the rupee but take one tax. These are our people; this is our Government; whatever you need tax once I would have spoken like that.

**Mr. Chairman:** Now, let us come to the Education Ministry.

**Raja Mahendra Pratap:** If I had been allowed to speak on External Affairs, I would have said that world federation is the only remedy; speak not of the East, speak not of the West, speak not of the North or speak not of the South. Speak only of world federation and that world federation will remove all the difficulties of all countries.

**Mr. Chairman:** Now, let us come to the Ministry of Education.

**Raja Mahendra Pratap:** Now, coming to Education, Madam, this is my special subject. When I was only 21 years old, I gave away 5 villages and started the Prem Maha Vidyalaya at Brindaban which is still going on. I am still the Governor of the Higher Secondary School and the Prem Maha Vidyalaya Technical Institute, Prem Nagar, Mathura.

I have specially devoted years to this subject of education. That was the only original institute in those days—in 1909 and 1910, where I introduced this new system that every student should study for three hours and work with his hands for three hours. And, I did not follow the British curriculum. I adopted a new curriculum and we finished the school course in 7 years and devoted 3 years for mechanical engineering. That was long ago in 1909.

When I came back to India 12 years ago, I said that that was not enough that we make some mechanical engineers only for the Tatas, the Birlas and the Dalmias. We should so educate the people that they learn to live together and work for the country, for society and for mankind. That was my idea and that is my idea.

I say to our hon. Minister that he has not yet decided what is the object of our education. We only make some people to run this Government or to run some institution or some factory. It should not be the object. I say that we should have the aim of building a happy human society. So, what I say is this In every school and college there should be a farm, a factory, a dairy farm and each student should study only for 3 hours and work for 5 hours on these farms and factories. They will study here for 10 or 12 or 15 years. After that they are not sent away to seek some jobs; they remain here and they become the joint proprietors of all the school property. Madam, since you are a communist, you should appreciate this. We create

a commune here, a commune founded through one Indian, not by Karl Marx or Comrade Lenin. That is the only difference.

If our Prime Minister wants a socialist pattern, here is it because here we will keep all together and we will evolve this school into a joint family. What is the joint family? Respect for elders, love for children, healthy and strong, and work for the community. That is my original system. I heard here some lady speaking about religious education. Yes, religious education is very important and in our school of Prem Maha Vidyalaya, my Religion of Love is taught every morning. We hold the prayer of the Religion of Love. I may tell you for your information that in 1946, on the 13th of August, when Mahatma Gandhi held his prayer meeting at Sheo Gaon he asked me to pray according to the Religion of Love and he did not pray himself. When our hon. President heard my prayer of the Religion of Love, he said: if these ideas spread in our country, then there will be no war, no struggle, no quarrel.

**Shri S. M. Banerjee (Kanpur):** What is the prayer?

**Raja Mahendra Pratap:** That will take a long time; if I can get half an hour, I will recite it.

**Mr. Chairman:** Please do not stand by these interruptions; you may continue.

**Shri S. M. Banerjee:** At least some portions.

**Raja Mahendra Pratap:** I will recite it.

ओ३ म् देवा मुहम्बत, प्रत्ताह, त्रेहोवा,  
सब जगह तू ही तू है। जो कुछ दीखता है या  
बेदीकता है, जो कुछ भी है, वह सब तेरा ही  
किस्म है, तेरी ही रूह है, तेरा ही मूर है,  
सब एक ही एक है। मैं तुझ में हूँ और तूझरे

सभी इन्सान तुझ में हैं। हम सभी एक ही के  
हिस्से हैं। हम सब में ही ऐसी मुहम्बत होनी  
चाहिए, जैसे एक हिस्सा-ए-बदन को दूसरे से  
है। मुहम्बत ही कुल दीन है।

ऐ मुहम्बते बेइस्तहा, मुझे इत इत्म से  
प्रलग्न न होने दे और हरगिब खुदी या  
स्वाहिशाते-नफ्तानी के फंदे में न पड़ने दे,  
न शक्त मुहम्बत, न हबये-इच्छत-दीखत होवे,  
न हरगिब दरोश बोवू, न बेजा गुस्सा भावे।  
मुहम्बते-पाफानी, मैं दीन के बमूजब काम  
करता बिन्कुल निडर रहूँ। इन्ताफ, सबाई,  
रहम, माफ़ी मेरे दिल में जलबागर रहे। मैं  
हमेशा कौम, इन्सान की खिदमत करना रहूँ  
और सब कोई भी ऐसे होवें।

I say that it is really very necessary that our society should be made moral. People are not paying sufficient attention to my movements. I have the movement of the World Federation, the Aryan Federation, the Religion of Love, the martial race union, unity of religions. I have many institutions. My friends here in Parliament do not know anything about them. If they meet me I will explain how we can make a society all to work for all, to make all happy. We can make the society frictionless. But we are here creating more and more struggle; we are not aiming at a frictionless society. An engineer always tries to remove friction from his machine but from this great Indian nation we are not removing friction. We are creating more and more friction; parties, religions, castes and professions fight. I want a frictionless society where all should work for all to make all happy.

**Shri Supakar (Sambalpur):** I was listening to the speech of Shrimati Subadhra Joshi and when she spoke about the character of Hindi I was a little surprised that only that type of Hindi should remain in India which is understandable by all the children

[Shri Supakar]

of this part of the country. But the question is whether the Hindi that is going to evolve, the Hindi that is ultimately going to become the Rashtrabhasha of the country should contain a larger percentage of words of Arabic and Persian origin or whether it should contain a larger percentage of Sanskritic origin. If we go in for the former category, then it is quite certain that it will not be understood by the larger majority of people in India, especially South of the Vindhyas. I do not want to enter into that controversy. But in that connection, I would pinpoint the attention of the hon. Minister to the recommendation of the Sanskrit Commission which has been practically put into the National Archives of India before it is mature for consideration by this House. Though that report was published in November, 1957 the Government have not made up their minds as to which of the recommendations ought to be put into practice. In page 102 of the annual report of the Ministry it is said:

"In pursuance of the recommendation of the Commission the question of setting up a Central Sanskrit Board to advise the Government in the matter of promotion of Sanskrit is under consideration."

Last year the Government paid Rs. 1,88,000 for the promotion of Sanskrit but that has been reduced in the meantime to Rs. 1,25,000. How this amount has been spent is stated on page 101:

"Under this scheme a sum of Rs. 25,000 has been given to the Central Council of Sanskrit Education, Hyderabad for establishing a traditional Sanskrit College near Hyderabad. A sum of Rs. 1 lakh has been given to the Sanskrit Dictionary Department, Deccan College, Poona, towards the preparation of a Sanskrit

dictionary on historical principles during the current year."

This is not the way to promote Sanskrit in this country. If we proceed in this fashion it will take 300 years to give Sanskrit the place it deserves in the culture and in the history of India.

Now, Sir, I shall not add to the eloquent speech made by Dr. Aney on this subject, but I was rather pained when our hon. friend Shri Nair interrupted him and asked how many Sanskrit books are written these days. I would put a question to Shri Nair. Since the total number of books written in English in India far out-numbers the number of books written in other languages, should we therefore hold that the other Indian languages or mother tongues should never be encouraged, and neither should Hindi be encouraged so long as we are not able to produce sufficient number of books which will out-number the books produced in English?

17 22 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

To my mind, if we have 14 languages as the mother tongues of different parts of the country, Sanskrit gives inspiration and all the languages are derived from Sanskrit. Therefore, I would rather prefer to call Sanskrit our grand-mother tongue, and I would ask Mr. Nair whether he would like to fight with his own grand-mother and take credit for having vanquished her.

Shri C. K. Nair: She should be given her proper and respectable place in the house.

Shri Supakar: Sanskrit is not a language which is out to compete with the other languages of India, but it deserves to be fostered, promoted and encouraged. Unless we foster it, we will have to face the consequences.

Our ancient lore is fastly vanishing. The literature and the different people with the historical materials in this language which needs discovery and re-discovery are going beyond our grips, because the persons who are at present well versed in Sanskrit are fast going out of this world. Therefore, I draw the attention of the hon Minister specially to the recommendations of the Commission regarding research and development of those branches in Sanskrit which have not been properly spotlighted and no sufficient research has been carried on. And, Rs 1,25,000 a year, I would submit, will be of little help in that direction.

I am glad to note that the All India Radio has taken more kindly to Sanskrit, and it has been popularising this language by giving certain programmes of Sanskrit drama and other things. But that credit does not go to the Ministry of Education.

Now, Sir, I shall come to the increase in expenditure in the Ministry which has resulted in the bifurcation of the Ministry since last year. Last year it was only the Ministry of Education and Cultural Affairs together, but this year we have to vote for the Ministry of Education and the Ministry of Cultural Affairs will come at a later date. Last year the administration had an expenditure of Rs 68.92 lakhs and within the course of eight months the expenditure of the administration has gone upto Rs 88.75 lakhs. But I would submit that, in spite of all this, we need an explanation from the hon Minister as to how such an enormous increase of Rs 20 lakhs has come about within the last few months. In this connection, I would draw the attention of the hon Minister to the slowness of the Ministry and show how slowly it moves. I shall, first of all, draw his attention to the necessity of having free and compulsory education for which a target has been fixed by the Planning Commission. The Planning Commission has said that we should

be ready, that is to say, we should have fulfilled our aim in regard to compulsory and free primary education by 1965-66. In this matter what have our Government done? They have set up the All-India Council of Elementary Education. It is said that the Council was set up—I am referring to page 11 of the Annual Report—in June, 1957 to prepare programmes for the introduction of free and compulsory elementary education, but it has held two meetings so far, one on 10th and 11th March, 1958 and the other on 10th and 11th October, 1958. If it proceeds at this rate, I am afraid we shall never be able to achieve our target by 1965-66, because, it is just six years only from now, when 1965 arrives. So, unless we are very active from now on, we shall not be able to achieve the target that is set by the Planning Commission.

In this connection, it is also suggested by the Planning Commission that before 1960-61 we should have 50 per cent of all the boys and girls of the age-group 6 to 11 in the schools in all the States, but we find that many of the States like Bihar, Orissa, Uttar Pradesh, Madhya Pradesh and Rajasthan and small territories, like the Andaman and Nicobar Islands, can never hope to reach that percentage by that time. What are the Government doing in this matter? I am afraid that so long as this matching contribution principle is adhered to, the poorer States will never rise up to even 50 per cent by the target date fixed.

About the slowness of the Ministry regarding the development of sports, Shri Vasudevan Nair has referred to that, and so I shall not take any time about it. Regarding scholarships for foreign studies, I shall make a brief reference. The Estimates Committee's report regarding this matter is very revealing. In the year 1955-56 there was 130 scholarships available for foreign studies in Germany and 477 persons applied for the scholarships. But the persons

[Shri Supakar]

who were sent to Germany to avail of that scholarship were only 16 in the post-graduate and about 17 for the second category. About 100 scholarships lapsed.

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

Shri Supakar: In spite of the recommendation of the Estimate Committee last year, we are told that 18 TCM scholarships lapsed this year also. If we see the way in which the Ministry is progressing, I do not find any hope for the Ministry in spite of the fact that education is the main responsibility of the States and that the Centre has to do only that much—only very little is left for it to do.

Ch. Ranbir Singh (Rohtak): Sir, the Opposition Members are given more opportunities.

Shri C. K. Nair: I want to remove a misunderstanding which has been created. I never meant any disrespect for our great and ancient Sanskrit. On the other hand, I have got the greatest admiration for it. It is a great repository of all our ancient learning, philosophy, grammar and what not. But, can it take the place of one of the modern languages in this scientific age? That was my point.

Mr. Deputy-Speaker: Shri M. R. Krishna might take a few minutes. I am sorry, I cannot accommodate Shri Das Gupta. After that, I will call the Minister.

Shri M. E. Krishna (Karimnagar-Reserved-Sch. Castes): It is an admitted fact that education is the very key for the national progress and prosperity. But the way in which the Education Ministry often changes the educational pattern makes one to feel that they are not definite about the purpose for which they want the people in this country to be educated. We have been speaking about the

British. At least British people were sure about one thing. They wanted to train the people to work as Babus. They designed the education for that end. But after independence we have been thinking of changing the pattern of education, particularly secondary education. Some officers have been sent abroad to study the secondary education system that is prevalent in western countries and their reports have been examined and there was a feeling that this country is going to adopt the secondary technical education in all the States under the Second Five Year Plan. Some of the States have already established some schools on that pattern. But, after some time, the Education Department have decided to start multi-purpose high schools which, I feel, is almost similar to the technical schools in the foreign countries. But one thing is certain. In the technical schools they lay great emphasis on the technical courses and the students who come out from the technical schools are confident enough to do the work in which they had training. But in the multi-purpose high schools since the courses are started from the 9th class, even though the boy qualifies from the multi-purpose high school, he will not have that confidence to take up any work in which he has trained.

Further, in this country everyone knows that education is very poor and every State has yet to do a lot in the field of education. The Education Departments in the States as well as in the Centre will have to depend largely on the private parties to start educational institutions. But the way in which the Government assists or encourages the private parties to conduct educational courses is rather very slow and not really encouraging. For instance, a multi-purpose school was started near Bellary in Secunderabad, that too with the effort of a Scheduled Caste member, and that was catering to the needs of the Scheduled Caste com-

munities. Even though that was the first of its kind, yet till today the management have not been able to get any assistance whatsoever, either from the State Government or from the Central Government. This is the way in which even our multi-purpose schools are functioning.

The equipments in the multi-purpose schools are very costly. The Government has got a plan to convert all the existing schools into multi-purpose schools and, according to their plan, it will take nearly 10—20 years. If the boys have to wait for school which would come under Government management, I do not think in the near future any boy will be able to attain education through multi-purpose high schools. Therefore, I would like the Central Government not to attach too much of rigid restrictions in financing a State department to convert the existing schools into multi-purpose schools

I understand that even today the differences between the State Governments and the Central Government on the point of education, particularly the time that has to be devoted for the academic studies and for the technical studies has not been decided and there are some States which had to simply accept the conditions laid down by the Central Government, because it is the Central Government which pays large amounts for the multi-purpose courses in those States. But, there are still many States which have not fully taken advantage of this multi-purpose scheme.

Mr. Deputy-Speaker: He may come to his most important points, because I am going to call the hon. Minister

Shri M. E. Krishna: Then, I would like to take up my last point which I would like to stress here. We are happy that the Education Ministry has constituted a Sports Council. That is, perhaps, with the intention of removing the defects in the existing

organisations and really to give encouragement to sports in this country. There are some people who have really been associated with sports. They are old veterans in the sports sphere and their presence will really be useful in the Council. But, wonder why some of the people who have done great service in the sphere of sports like Maharaj Kumar of Vijanagaram and C. K. Naidu whose meritorious service in sports has been recognised by the country and honoured by the President of India, have been eliminated and why their services have not been taken in this Sports Council. There are also Federations and various organisations dealing with sports. I do not know in what way the Sports Council will be able to get co-operation and co-ordination from the existing organisations. I would very much like the hon. Minister to throw some light on that so that the people who are really interested in sports and the organisations which are not able to understand what type of assistance would the Sports Council would expect will have a clear view about this.

One last point that I would like to stress is,

Mr. Deputy-Speaker: He has already had his last point.

Shri M. E. Krishna: I have only submitted about two points. This is the last point.

Mr. Deputy-Speaker: Really?

Shri M. E. Krishna: The Education Ministry is giving scholarships to Scheduled Caste students. It has been reported and many parties and individuals have represented to the Ministry that by having this Scholarship Board in Delhi, it does not serve any useful purpose to the Scheduled Caste students. Besides that, when the applications for scholarships come to Delhi, the scrutiny becomes a mere farce and they won't be able to check up whether a student belonging to a particular institution

[Shri M R Krishna]  
definitely deserves a scholarship or not. Therefore, I would request the Education Ministry to give this responsibility to the various States instead of having the Scholarship Board at the Centre and delaying payment of scholarship to the student in States.

Ch Ranbir Singh: There are only 20 minutes. The Minister may reply tomorrow.

Mr. Deputy-Speaker: Tomorrow's programme will be disturbed then. Therefore, I have to call the hon Minister.

श्री रतने लाल शर्मा भाषण ता माननीय मंत्री का पूरा होगा नही। २० मिनट में क्या होगा ?

एक आशय सदस्य २० मिनट के बाद और २० मिनट देने होंगे।

श्री० रत्नबोर सिंह एजुकेशन कल तक है। जो प्रोग्राम आप ने सकुलेट किया है उस में बन का भी बिक्र है एजुकेशन के लिये।

उपाध्यक्ष महोदय नही इमे आज ही खत्म कर रहे हैं।

श्री० रत्नबोर सिंह: प्रोग्राम जो सकुलेट हुआ है उस में बन के लिये भी है।

उपाध्यक्ष महोदय अगर सकुलेट हुआ है इन तरह में तो गलती हो गई है। यह आज ही होगा। फाइनेंस बिल जब आयेगा तो जिन माननीय सदस्यों को वकन नही दिया गया है व उस पर बोनॉ और इमीग्रैजेंट पर बाने।

The Minister of Education (Dr. K. L. Shrimall), Mr Deputy-Speaker, in the first instance, I should like to thank the hon Members who have participated in this debate. They have made very valuable suggestions and I would like to assure the House that the Ministry will give full consideration to all the suggestions that they have made.

In making an appraisal of the work of the Education Ministry, it would have been better if we had kept in mind the constitutional provisions. As far as the Government of India is concerned, it has a very limited responsibility. The Government of India is concerned mainly with the maintenance of standards and research in the Universities. But, for elementary education as well as secondary education, the responsibility is entirely with the State Governments. During recent years, a welcome development has taken place that the Ministry of Education is taking greater and greater responsibility for this subject. It has formulated policies and programmes in consultation with the State Governments, and I am glad to say that in a large measure the Ministry has succeeded in implementing the various programmes and policies which were put before us by the various commissions, as a result of which we now find that the national pattern of education is gradually emerging.

Several hon Members have expressed great concern about the slow progress of elementary education. I share the concern of this House, because free and compulsory elementary education is not only a directive in the Constitution, but without building up this base, many of our plans of development will not materialise. We must build up schools before we build up factories because we shall need men to run these factories.

In spite of various limitations, considerable progress, has been made in the field of elementary education. The House will remember that in 1957 the Government of India, in collaboration with the State Governments, had undertaken an all-India survey of elementary education to identify and enumerate every distinct habitation and to delimit the school areas to be served by the existing schools in the Primary, middle and high school stages and to suggest suitable locations for new schools. I am glad to tell

the House that the survey is now over, and the State reports and the district tables have been completed everywhere, and the all-India report is nearly ready. The States have been advised by the Ministry to plan the location of future schools within their jurisdiction on the basis of the results of this survey, and most of the States have agreed to do so. The survey reports, which in course of time will be placed before the House, gives, for the first time, a scientific analysis of the existing schools position and recommendations regarding the location of future schools. It provides extremely useful statistical data for the establishment of a system of universal education on rational lines.

In the expansion of elementary education we have to face two big problems. One is with regard to girls education and the other with regard to the slow progress in States which are economically backward.

The House is aware that as far as women's education is concerned, the Government of India had appointed a Women's Education Committee. This Committee focussed our attention on the fact that the education of girls is lagging very much behind that of the boys

In 1956-57 out of 55.3 per cent of children in the age group six to eleven attending primary schools, only 17.8 per cent were girls. Now, if we are to realise our target of free and compulsory education for the age group of six to eleven by the end of the Third Five Year Plan as is envisaged, we must step up the progress of girls education. The Ministry of Education has taken several steps to speed up this progress. It has decided to release its share of 75 per cent. to the States without insisting on them to produce their share of 25 per cent. The House is aware that many of the States find it difficult to find the matching contribution, and, therefore, the Ministry

of Education has decided that they can make use of our share, even if they cannot find their contribution. This will enable those States also to participate in the scheme, which could not find the matching contribution.

The House will also be glad to know that the Ministry has decided to include mid-day meals to girls as being eligible for Central assistance under their scheme to expand education of girls

The Ministry has also given assistance to the States for separate secondary schools for girls with hostels attached to them. If the State Governments include such schools in their development programme, they are eligible to get 50 per cent. financial assistance. The University Grants Commission has recently taken an important decision, which, I hope, would greatly promote girls' education and the setting up of girls' hostels. The University Grants Commission has agreed to meet 75 per cent of the expenditure for the construction of hostels at women's colleges. In this way the House will see that the Ministry of Education is determined to close this gap which exists between boys' education and girls' education.

Another interesting and notable development which has taken place during recent years is with regard to the provision of mid-day meals. I consider the programme of mid-day meals as an integral part of our scheme of free and compulsory education, because compulsion has no meaning for those children who are famished and who are semi-starved.

The House would be glad to know that a beginning has already been made in this direction. During 1959-60, six States, namely, Bihar, Jammu and Kashmir, Kerala, Madras, Mysore and Orissa, and the Union Territories of the Laccadive, Minicoy and



[Dr. K. L. Shrimali]

Amindivi Islands and Pondicherry have included the scheme of mid-day meals for elementary school children in their development programme. The Government of India will meet 80 per cent. of the expenditure incurred on this scheme. In this connection, the State of Madras has done commendable work, and I hope other States will also soon emulate their example, and local co-operation and voluntary effort will be forthcoming in full measure.

I would refer to another difficulty which we shall have to face in making education free and compulsory during the next six or seven years. There is a great variation in the progress of education between States and States. The percentage of children in the age group 6—11 in the States of Jammu and Kashmir, Rajasthan, Orissa, U.P. and Bihar is only 2.0 per cent., 27.1 per cent., 32.4 per cent., 35.4 per cent. and 38.2 per cent respectively, whereas in the advanced States such as Punjab, Madras, Bombay, West Bengal and Kerala, the percentages are 60.3, 66.5, 74.5, 85.7 and 99.8 respectively. Kerala has almost reached the target. The differences are so great that unless special assistance is given to those States which are backward economically, I do not think it would be possible to realise our targets.

Shri Vasudevan Nair: But the advanced States have their own problems also.

Dr. K. L. Shrimali: Yes.

The Ministry of Education has, therefore, decided for the first time to give special assistance to the backward States by allocating funds and additional teachers in proportion to their backwardness as exhibited through the number of children of ages six to eleven still out of schools; and the size of population

is also taken into account in making this allocation. The backward States will considerably benefit through our scheme of relief for the educated unemployed and the scheme in relation to girls' education. We are also trying to get the approval of the Planning Commission for an allocation of additional 40,000 teachers under this scheme of relief to the educated unemployed, and if we get their approval during the current year, it is our intention to place these teachers at the disposal of the backward States. In this way, we want to bridge this gap. The Ministry has also under consideration a proposal to assist the States in undertaking a big programme of teachers' training, to provide teachers to be utilised in the Third Five Year Plan.

It will thus be seen that a stage is being set for the development and introduction of free and compulsory education. We shall need about Rs. 300 crores in the Third Five Year Plan, and if this amount is available, we shall be able to reach our target.

In the past, we have given a great deal of attention to the improvement of science studies in colleges and universities, but very little has been done to lay the foundations in the elementary schools. For this purpose, the Ministry is launching a new scheme of providing a science consultant service in some selected areas in each State. The consultants will make a study of the existing syllabi in science and the methods of teaching followed in schools and suggest suitable measures for stimulating a lively interest in science among students. The Government of India propose to give 100 per cent grant to the States for setting up these pilot projects.

One hon. Member—Shri D. A. Katti, if I mistake not—suggested that basic

education should be scrapped. I think it is too late for any person to suggest that basic education should be scrapped. Our faith in it grows deeper and deeper as we understand more and more the philosophy underlying basic education. I would like to remind the House of the recent changes that have taken place in Soviet Russia. They are bringing education closer to work. I think in this matter, as in many others, Mahatma Gandhi gave us the right direction. If we have not succeeded, the failure is due to our incompetence and not due to any inherent fault in the scheme itself.

**Shri Braj Raj Singh:** Could we not expect the Minister to send their children for this basic education in basic schools?

**Dr. K. L. Shrimani:** If the basic schools prove to be better, certainly everybody will automatically send his children to the schools; there need not be any compulsion on Ministers for that. You cannot compel anybody, under the Constitution, to send his children to a particular school.

Now, in connection with this, I propose to carry out a nation-wide campaign to orient all elementary schools towards the basic pattern. Short training courses are expected to be organised at the tehsil and taluka level for this purpose. A minimum programme of basic education has been drawn up, both for the rural and urban schools, and it is hoped that during the next two or three years all elementary schools will be oriented towards the basic pattern. State Governments will receive 60 per cent financial assistance in the orientation scheme included in their educational development programme.

My hon. friend, Shri Vasudevan Nair, and some other hon. friends, said that there was a great discontent among the teaching profession; the main reason for discontent is the

low economic and social status of the teaching profession. The House is already aware of the various measures which the Ministry has adopted to improve the economic and social status of teachers, such as improvement of salaries of all grades and the recent institution of National Award for teachers. As a result of the efforts of this Ministry, the pay-scales of primary school teachers have been improved in all the States excepting Jammu and Kashmir where the State Government considered that the existing pay-scales need no revision at present. The extent of the improvement of the pay-scales varies from State to State; and in some cases it is as much as 50 per cent above the original pay-scales. The total contribution which the Central Government is making towards this scheme has been gradually increasing. In 1956-57 the Central assistance was Rs. 77 lakhs; in 1957-58, it rose to Rs. 126 lakhs, whereas in 1958-59 the Central grant will amount to approximately Rs. 235 lakhs. As in all schemes of education reforms, the teachers is the main pivot, Government are not by any means satisfied that the pay-scales are adequate and it will be our continuous endeavour to raise their economic and social status as also their professional efficiency.

With regard to secondary education, some reference was made. I would only briefly say that in the Second Plan our targets for the conversion of high schools into higher secondary schools and multi-purpose schools is nearly reached. In fact, in the case of higher secondary schools it has been surpassed.

In the Second Plan there was a provision for the establishment of 237 multi-purpose schools and for the conversion of 1140 high into higher secondary schools. The latest information available from the States indicates that 792 schools have already been converted into multi-purpose schools and another 1407 up-graded to higher secondary schools, thus exceed-

[Dr. K. L. Shrimali]

ing the targets laid down in the Second Five Year Plan.

In order to establish greater co-ordination between the Central Government and the State Governments, we have reconstituted the All India Council of Secondary Education and we are setting up a separate Directorate. And, if the State Governments also collaborate, I also propose to set up regional centres so that there may be greater collaboration between the States and the Centre, so far as the schemes of re-organisation are concerned. We do not want to do anything which is not accepted by the State Governments and I do hope that with their goodwill and co-operation we may be able to move forward in this direction.

There was one lady Member, I think, Shrimati Subhadra Joshi, who said that Government should take over all private institutions, that there was no need to have private institutions I expect that her experience of private institutions has been so bad that she was led to give an advice of despair (*Interruption*). Of course, private institutions which inculcate the poison of communalism or casteism should certainly be curbed. But, it is our policy to encourage private enterprise in education as much as possible. In fact, my Ministry is setting up an Advisory Committee to advise the Government regarding financial assistance to certain selected important national institutions which were started as part of the national movement and which continue to make significant contribution to educational reconstruction.

The sources of private charity are drying up and Government are anxious to ensure that these important institutions are not allowed to languish on account of lack of adequate financial assistance. Many of the private institutions are doing pioneering work and I think everything

that is possible should be done not only to keep them going but to encourage them so that they might make contributions to educational reconstruction.

My friend Shri Hem Barua suggested the need for reduction of the numbers in colleges. I would like to submit that the University Grants Commission is fully seized of the problem and is already taking steps to reduce the number in the universities and colleges. It is also suggesting to them that they might set up some kind of selection tests or some kind of criterion by which they may be able to select only those students for the universities and colleges who are likely to derive benefit from higher education. At present, as they pointed out, there is great wastage and 50-60 per cent are failures. This must be arrested

18 hrs.

Mr. Deputy-Speaker: Normally, we ought to have taken up the half an hour discussion at this moment I think there is some margin tomorrow at the end of the discussion relating to the Law Ministry and we can take up that item tomorrow if hon. Members do not have any objection. This can be completed today.

Shri Warier (Trichur): For how long shall we sit?

Mr. Deputy-Speaker: As soon as he finishes, we disperse. Anyway it would be before 6.30.

Dr. K. L. Shrimali: I would not detain the House very long. The Central Advisory Board of Education accepted at its last meeting in Madras the principle that the University education should be provided for those who are intellectually fit for it and likely to benefit from it. With our limited national resources, we cannot afford to waste them on academically poor students who are not likely to benefit from it. With our higher education.

**Dr. Krishnaswami:** What does it mean?

**Shri Warier:** Sir, the Minister was pleased to say that the number in the universities will be reduced. But unless the Government has a scheme to recognise the lower examinations or lower qualifications sufficient for employment, how can this craze for degrees be stopped? Has the Government considered that question also?

**Dr. K. L. Shrivastava:** I am not going into the details. The hon. Member is aware that the Government has taken various measures to reorganise secondary education. The time has come when the Universities should put some restriction on admissions and fix some kind of criterion or admission test for judging the students' capacity for university education. The mere passing of a Higher Secondary examination cannot be considered an adequate qualification for university education.

The University Grants Commission is mainly concerned with the improvement of standards and they cannot obviously put up with a situation in which the measures taken by them for improving the various amenities and the whole apparatus of higher education, are neutralised by the invading tide of numbers, leaving the situation exactly what it was before such efforts commenced and perhaps a little worse. The Commission has, therefore, been advising the colleges to reduce the numbers so that normally they should have not more than 1000 students and, in special cases where adequate facilities are available, the number may go up to 1500.

Another problem which has been of great concern to the Government is with regard to the educated unemployed. A number of measures on different fronts will have to be taken to find suitable avenues and jobs for the educated unemployed. In order

that this problem may be tackled properly, the primary need is to make a scientific study of the output of educated persons and the employment opportunities that are, or may become, available in the near future. A rational relationship between the output of our educational effort and the needs of national economy will have to be established in order to avoid the present imbalance and its recurrence. With this end in view the Ministry proposes to carry a survey of the distribution of high school students and graduates in industry and other professions and to assess the future demand and supply of educated person at all levels so that, broadly, enrolments in schools and colleges may be regulated according to the requirements of national economy.

Sir, before I go over to other points, I should at this stage like to answer some of the criticisms which were made by Dr. Ram Subhag Singh and some other hon. friends on this side with regard to the Banaras Hindu University. The affairs of the Banaras Hindu University have been fully debated in this House, not once but several times. The Visitor appointed a committee. That committee made an enquiry. The report was fully discussed in this House and the Act was amended. After the Act was passed the Visitor appointed an executive committee of 9 persons, and out of these 9 persons 4 of them are distinguished Members of Parliament, people who have risen to the highest position in public life and whose integrity and whose character would inspire confidence in everybody. Among the Members are: Pandit H. N. Kunzru, Patanjali Shastri, Shri Khosla, Professor Wadia, people who have risen to the highest position in public life. The University is now being administered by this executive council.

**An Hon. Member:** That is known.

**Dr. K. L. Shrivastava:** If it had been known, the points should not have been raised.

**Shri Braj Raj Singh:** Even after that the affairs of the University has not improved.

**Dr. K. L. Shrimall:** On the one hand, hon. Members are accusing the Government for interfering in the autonomy of the University and, on the other hand, now that the Act has been passed and a committee has been appointed, the Government is asked to interfere. How is the Government to function? Certain things have happened in the University. The police was called at the instance of the executive council. They took a decision and passed a resolution. I am not very happy that the police should stay in the University. It is a most unfortunate thing, and if it were in my power I would like to withdraw the police from there today. But I would like hon. Members to realise that it is the executive council that is functioning.

**Shri P. N. Singh:** We want to know the present position.

**Dr. K. L. Shrimall:** I will answer the point raised by the hon. Member. But this is a position which I think should be appreciated by the House. The police was called by the executive council. The police is staying there at the instance of the executive council. What is the Government to do? On the one hand you say that Government are interfering; and on the other hand, when Government withhold its hands you say that Government should go and take action immediately.

**Shri Vasudevan Nair:** You should use your good offices.

**Dr. K. L. Shrimall:** With regard to bonds....

**Shri P. N. Singh:** The police is remaining in the areas for the last six months. Is it required still there?

**Dr. K. L. Shrimall:** In my opinion it should be removed. But who is to act, is the question.

With regard to bonds, the question was raised by Dr. Ram Subbag Singh. I have already ordered an enquiry into this matter, and I can assure the House that if there is any misuse of public funds from any quarter they will not get protection from me.

**Shri P. N. Singh:** That is from the ruling side at present.

**Dr. K. L. Shrimall:** He also raised the question of fines which were imposed in connection with my visit to the Banaras University. I have made enquiries and the Vice-Chancellor has told me that not a single body has been fined in connection with my visit.

**Shri Warrior:** The reason might have been given in some other way.

**Mr. Deputy-Speaker:** Has the hon. Member any information.

**Shri Warrior:** There was a question in this House.

**Dr. K. L. Shrimall:** If there is any information in this connection, I would make further enquiries and I would let the House know about the actual position. As far as my information goes, I can only get this information from the Vice-Chancellor, and he says that not a single boy has been fined in connection with my visit to the University.

**Shri P. N. Singh:** I want to inform the Minister that certain students have been fined in that connection. If the Ministry is ready for enquiry, we can give the names of those students who have been fined.

**Dr. K. L. Shrimall:** We shall be very glad to have this information. I shall then ascertain further from the university. I am glad that the hon. Member says he will give me the names. They may have asked for ex-

planation, but no action was taken. That is what I have been informed.

Then, Seth Govind Das raised a question with regard to the development and propagation of Hindi. Progress in development and propagation of Hindi may appear to be slow on account of certain difficulties inherent in the situation. But the constructive approach which the Ministry is making to this difficult problem is bound to produce good results. While the work of translation of technical terms is proceeding—and it has been slow because of various difficulties—a unit has been established to prepare a dictionary of scientific and technical terms evolved by the Board of Scientific and Technical Terminology. So far as the Government are concerned, as a general policy, we would like to stick to the international terminology as far as possible and translations will be made wherever necessary, and where they fit in with this general programme.

Seth Govind Das: That was the only point of dispute I want to know whether the policy of the Government in this respect had been finalised, whether the scientific terminology is going to be taken from Sanskrit or the present terminology is going to exist. That is the main question.

Dr. K. L. Shrimani: The Government have got to go by the Constitution. The Constitutional directives are very clear—that we have to lean on Sanskrit for this purpose. Therefore, there is no question.

Seth Govind Das: But that is not being followed.

Dr. K. L. Shrimani: In fact, the complaint is being made that we are using too much of Sanskritised words.

Shri Hem Barua: It is better not to translate the technical and scientific terms into Hindi or any other language. In the English language also, it is not done like that.

Dr. K. L. Shrimani: But Seth Govind Das would not agree to that. That is the difficulty.

Seth Govind Das: There is no international scientific terminology in UNO.

Dr. K. L. Shrimani: Measures are also under consideration for establishing a Hindi Directorate which would be able to concentrate on the various schemes intensively and increase the tempo of work.

Shri Braj Raj Singh: And employ certain persons.

Dr. K. L. Shrimani: If the hon. Member wants to attach motives to everything that the Ministry does, I have nothing to say.

Shri Braj Raj Singh: That has been the action.

Mr. Deputy-Speaker: Order, order. Let the hon. Minister proceed.

Dr. K. L. Shrimani: After all these facts which we have related, if the hon. Member still thinks that the Ministry is doing nothing, I am sorry. I have nothing to say. The Government is giving high priority to the training of Hindi teachers in its scheme of propagation of Hindi and it has decided to set up training colleges in non-Hindi-speaking States at their request and to meet the full expenditure out of the Central funds.

It has also been decided to re-organise the Akhil Bharatiya Hindi Parishad Mahavidyalaya, Agra, to provide facilities for research and advanced training of Hindi teachers. This Institute for Hindi will function more or less on the same lines as the Central Institute of English which has already started its work this year.

My hon. friend Dr. M. S. Aney spoke at great length about the importance and value of Sanskrit studies. Sanskrit is the repository of

[Dr. K. L. Shrimali]

our cultural heritage, and though it has not been possible for the Central Advisory Board of Education to make Sanskrit a compulsory subject, the report of the Sanskrit Commission is under examination. We are in consultation with the universities, the University Grants Commission and the State Governments. As far as the Ministry of Education is concerned, we are already proposing to set up a Central Board of Sanskrit shortly, to advise the Government on matters of policy pertaining to the propagation and development of Sanskrit.

Shri Supakar: How long will it take?

Dr. K. L. Shrimali I hope to announce the composition of this Board within a few days.

Some reference was made with regard to development of sports. As the House is aware, Government had appointed some committee sometime back to inquire into the reasons for the unsatisfactory performance of Indian competitors in the Olympic and Asian Games and suggest measures to bring about an improvement. The Government are in general agreement with the recommendations made by this Committee. We have also reconstituted the Sports Council and we will take further steps to implement the recommendations of this Committee. Government has no intention to interfere with or to encroach upon or to usurp the functions or the authority of the National Sports Federation, but Government will certainly withhold grants if the associations ignore the advice of this council.

I think it was my friend, Shri Vasudevan Nair who spoke about the need for instituting compulsory national service. For some time past the Government have been examining how best a scheme of national service

can be organised in order to improve the standards of discipline and give our educated young men and women an opportunity to associate themselves with the important projects of national reconstruction that are going on under the Plan. This question was a subject of symposium on the 39th annual meeting of the Inter-University Board and the 8th Quinquennial Conference of the Universities. I propose to place this matter before the next meeting of the Education Ministers. While it is generally agreed that such a service will be highly useful, there is difference of opinion with regard to compulsion. The Government will take into account all aspects of the question before formulating a scheme which would mobilise the creative energies of the youth for nation-building activities.

There are various other important steps which the Ministry is taking in the field of social education and the education and employment of the handicapped. But it is not my intention to detain the House any longer.

Then a point was made with regard to the increase in administrative expenditure. The administrative expenditure has gone up from Rs. 46,43,000 to Rs. 59,43,000 merely due to Rs. 8 lakhs for the additional staff for the Hindi terminology section where we are trying to intensify the work in Hindi.

Shri Supakar: I have no intention to interrupt the hon. Minister. But if the demands of the Ministry of Education and Cultural Affairs are put together the cost is Rs. 88 lakhs this year whereas the cost last year was Rs. 68 lakhs.

Dr. K. L. Shrimali: I cannot say about the Ministry of Cultural Affairs. But certain developments have taken place in the Education Ministry which require additional expenditure, including the provision of Rs. 1 lakh for two bureaus. Then, of course,

normal increments have taken place with regard to salaries.

The House will thus see that the Ministry is making efforts on all fronts to provide an educational system which will meet the requirements of a dynamic society like ours. It is a stupendous task and has very few parallels in the history. Our progress is by no means spectacular but considering the limited resources at our disposal the achievement is not in any way insignificant. There is no need for complacency but there is no need for despondency either. The new developments that are taking place in our educational system clearly indicate that it is responsive to new social changes. In the past, education has not received higher priority. But there is a growing consciousness that it is only through more and better education that we can improve the quality of our citizens. During the next few years we may, therefore, hope for more intensive and concentrated effort for the development and improvement of education. I have nothing more to say.

Shri Braj Raj Singh: May I ask a question? It is reported that the Prime Minister stated at a meeting of the Congress workers at Bombay that education at all stages shall be free by the end of the Third Plan. The Education Minister has been saying that by the end of the Third Plan, he may be able to give free compulsory education up to the stage of 11 years only. What is the exact position now? That report so far has not been contradicted by the Government or by the Education Ministry itself.

Dr. K. L. Shrivastava: I have not got the Prime Minister's speech with me. But, as far as we are concerned, we propose to make provision if funds are available for free and compulsory education by the end of the Third Plan for the age group 6 to 11.

Mr. Deputy-Speaker: Are any cut motions pressed?

Some Hon. Members: Nonc.

All the cut motions were, by leave, withdrawn.

Mr. Deputy-Speaker: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1960, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13 to 15 and 110 relating to the Ministry of Education."

The motion was adopted.

18.23 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, March 18, 1959/Phalguna 27, 1959 (Saka).