

[Mr. Deputy Speaker]

respect of 'Ministry of Education and Youth Services.' "

DEMAND NO. 7—EDUCATION

MR. DEPUTY-SPEAKER: Motion moved.

"That a sum not exceeding Rs. 50,21,94,000 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, 1970, in respect of 'Education.' "

DEMAND NO. 8—ARCHAEOLOGY

MR. DEPUTY-SPEAKER: Motion moved:

"That a sum not exceeding Rs. 1,34,65,000/- 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, 1970, in respect of 'Archaeology.' "

DEMAND NO. 9—SURVEY OF INDIA

MR. DEPUTY-SPEAKER: Motion moved:

"That a sum not exceeding Rs. 4,76,24,000/- 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, 1970, in respect of 'Survey of India.' "

DEMAND NO. 10—GRANTS TO COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

MR. DEPUTY-SPEAKER: Motion moved:

"That a sum not exceeding Rs. 16,23,77,000 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, 1970, in respect of 'Grants to Council of Scientific and Industrial Research.' "

DEMAND NO. 11—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES.

MR. DEPUTY-SPEAKER: Motion moved:

"That a sum not exceeding Rs. 3,35,82,000/- 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, 1970, in respect of 'Other Revenue Expenditure of the Ministry of Education and Youth Services.' "

DEMAND NO. 104—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES.

Mr. DEPUTY-SPEAKER: Motion moved.

"That a sum not exceeding Rs. 6,05,46,000/- 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, 1970, in respect of 'Capital Outlay of the Ministry of Education and Youth Services.' "

These Demands are before the House. The House will take up further discussion after lunch. We adjourn for lunch to meet again at 2-15 P. M.

13.15 hrs.

The Lok Sabha adjourned for Lunch till fifteen minutes past Fourteen of the Clock.

The Lok Sabha reassembled after Lunch at Eighteen Minutes past Fourteen of the Clock.

[SHRIMATI TARKESHWARI SINHA
in the Chair]

DEMANDS FOR GRANTS. *contd.*

MINISTRY OF EDUCATION AND
YOUTH SERVICES—*contd.*

श्री अ सि सहगल (विलासपुर) : इस

डिभांड पर बहस शुरू करने से पहले में आप से कुछ निवेदन करना चाहता हूँ। शिक्षा मंत्रालय के लिए पांच घंटे का समय निर्धारित किया गया है। आप खुद पढ़ी लिखी हैं। आप तो जानती ही हैं कि पांच घंटों में इतने बड़े हाउस में हम लोग आपके सामने अपने विचार पूरी तरह से नहीं रख सकेंगे। बहुत सी बातें हैं जिन पर माननीय सदस्य अपने विचार रखना चाहेंगे। इस वास्ते में निवेदन करूंगा कि इसके लिए कम से कम तीन घंटे और दिये जायें और पांच घंटे का जो समय है उसको बढ़ा कर आठ घंटे कर दिया जाए। मैं आप से प्रार्थना करता हूँ कि आप इसके बारे में हाउस की प्रोपिनियन ले लें।

श्रीमती सावित्री श्याम (आंवला) : मैं उनकी इस मांग का समर्थन करती हूँ।

SHRI DINKAR DESAI (Kauara) : I fully support this point of view. Education is the most important nation-building activity and five hours' time is not at all sufficient. Now already twenty minutes are gone. I submit that the time may be extended.

SHRI BARROW (Nominated-Anglo Indians) : How long will the Minister take to reply.

SHRI S. M. BANERJEE (KANPUR) : The Business Advisory Committee is meeting at 4.30 today. If the Hon. Member so desires, he can go there, or his representative may go to the Speaker's room and speak to him for more time. Moreover,

श्री सहगल ने कहा है कि सभी आदमी इस पर बोलेंगे। मैं चाहूंगा कि इस पर वही लोग बोलें जो शिक्षित हों।

सभापति महोदय : स्पीकर साहब ने सुबह कहा था कि हम इतना ही वक्त देंगे चूंकि वक्त की कमी हो गई है। मैं अभी कुछ नहीं कह सकती हूँ इसके बारे में। श्री बनर्जी ने

कहा कि आज साढ़े चार बजे बिजिनेस एडवाइजरी कमेटी की मीटिंग हो रही है। उसमें इसके बारे में विचार हो सकता है। अगर वहां फैसला हो जाता है कि इसको और समय दिया जाए तो मुझे कोई एतराज नहीं होगा।

SHRI R. K. AMIN (Dhandhuka) : Madam Chairman, at the outset, I welcome the new name of the ministry as well as the new Minister. It is just proper that when the standards of public behaviour are falling all around, role of character formation of young people should be emphasised in our educational life. In the context of wave of indiscipline passing over all institutions of higher learning, the role of Youth Services should be emphasised and it is just proper that emphasis has been given by renaming the Ministry as Ministry of Education and Youth Services.

I also welcome the change of the Minister because, Dr. Triguna Sen, we have seen during the last two years, who headed the Ministry so far was rather slow, somewhat old, inactive and unimaginative in dealing with young people. I am sure Dr. Rao brings youthful fervour along with his maturity resulting from his age and experience. At the same time, I would like to warn the new Minister that he has to do a good deal of tightrope dancing in this field, because this field is somewhat peculiar in which a different type of approach is necessary. He will be tossed about to and fro in so far as the responsibility of the States and the Centre is concerned. It is he who will be responsible for giving 100% grants to meet the needs of the university. But at the same time, he will have no control over the way in which the expenditures are being incurred although, in this House, he will be responsible for the entire expenditure of the Universities. He will also be responsible for the consequences of the policy followed by the universities. If there is indiscipline among the students and there is lawlessness arising as a result, then it is the Minister who will be required to deal with the situation. It means a different type of approach is necessary. I am sure, with the training of Dr. Rao as an Economist as well as an educationist, he will be

[Shri R.K. Amin]

able to walk over the razor's edge without any fall whatsoever.

With these introductory words, let me make a few comments on the working of his Ministry.

The most important problem which I would like to deal with is that of National Education Policy—a report prepared by the Committee of Members of Parliament and the policy resolution based on it and endorsed by Parliament in August, 1967.

Now, what has happened of that policy? Of these recommendations, excepting two the one regarding the neighbourhood school and the other regarding the medium of instruction in the universities, most of the recommendations of this Committee were unanimous representing the consensus of Members of Parliament. The Committee for the convenience of the Ministry, also indicated a sixteen-point programme for immediate action. Many of the steps to be taken or measures to be adopted did not involve quite a significant amount of expenditure. There were certain measure which involved a significant amount of money where some delay could be understandable. But, there were many recommendations where financial involvement was not there. Now, I do not know what action he has taken during the last two years on the National Education Policy?

Take the case of amendment of University Constitutions. Quite recently, the Kerala Government in March 1969 has amended the Kerala University Act. Because of this amending Act, the autonomy of the University has been jeopardised, the autonomy of the educational institutions is also jeopardised and the Government's interference in Univeristy management has been increased considerably. Let me refer to the recommendation of the Committee of Members of Parliament on Education as given in Para 71 on page 18 of the Report which reads as :—

"It is necessary to amend and modernize most University Acts in India. The Ministry of Education, Government of India, in collaboration with the University Grants Commission, should initiate discussions with the State Governments

concerned and complete the whole programme in the next two or three years. A convention should also be developed whereby State Governments discuss their proposals for new or amending legislation in respect of universities with the Ministry of Education and the University Grants Commission before they are introduced in the legislatures."

Let me ask the Minister: was the U.G.C. consulted when the Kerala University Act was amended? Did it agree to the presence of a Minister on the University bodies like the Syndicate, etc.? Did it agree to the nominee of the Government while forming a Committee for the appointment of a Vice-Chancellor? Did it also consult the authorities running more than 80% of affiliated college of that University? Does the Kerala University Amendment Bill, which I think has received the assent of the Governor also, include the provisions as suggested by the Model Act by the U.G.C.? Does it follow the principle of autonomy of the University as laid down in paragraphs 70, 71 and 72 of the Report of the Committee of M. Ps on National Education? I want clear answers for these questions from the Minister. If the Amending Bill is on the same lines as the suggestions made by the Committee of M.Ps or those of the U.G.C., I have nothing to grumble about. But, I find that they have not followed these suggestions and the Government also have not taken action in this regard.

It is very essential that education should not be the vehicle of propaganda for political parties, especially for the party in power. It should also not be an instrument of the State Government, which may wish to provide its people with ready made mental suits. At every level there should be a sense of freedom and equality in the University, scope for experimentation and free thinking. That is why, autonomy at every level by the process of decentralisation is to be ensured. I am afraid that in regard to the Universities and their Constitutions the Government have failed to observe these requirements.

I know that there are Universities without Academic Councils. There are Universities which do not bother about the security of

teachers in affiliated colleges. I know of a case where the Vice-Chancellor pleaded his helplessness when the authorities of a particular college did not pay the salary to the Principal and the staff for months together. Even when the teachers are driven away without following the prescribed procedure, the University cannot do anything to protect the interests of the teachers. I know such cases. I must therefore, also very openly congratulate the Chancellor and the Governor of Gujarat for advising his own Government to appoint an Education Commission when he found the state of affairs becoming worse in the Gujarat University. He wanted to see that the security of teachers not only in the Universities but also in the affiliated colleges is well protected. I would have been happy if this step had been suggested by the U.G.C. The U.G.C. has not done anything in this regard for the last 10 or 11 years. Thank God that Gujarat had a Chancellor and Governor who was an educationist and he advised his government for such a step.

Let me ask one or two questions : what have you done to evolve a satisfactory structure of University Constitutions ? What have you done to evolve a satisfactory way of selecting Vice Chancellors of Universities so that we need not have to face a galaxy of mediocre Vice-Chancellors ?

Let me also come to another point, a very important recommendation of the MPs Committee regarding text books. On pages 13-14, there is a recommendation regarding textbooks:

"The quality of testbook should be kept at the highest level by attracting the best talent available through a liberal policy of remuneration by giving special encouragement to out standing teachers. The Government of India should also take immediate steps for the production of high-quality text books which may be adopted or adapted in the States. The State Government should set up autonomous corporations functioning on commercial lines for the production of text books, but they should not claim a monopoly therein, and should enlist the co-operation of the private sector in each class and for every subject for which a text book is needed. There

should be at least three or four approved textbooks and the school should be free to choose the book best suited to it".

I want a clear statement from the Minister of this issue. Here I would draw attention to a cartoon by Laxman which appeared in the *Times of India* on February 15, 1964. It is cartoon on text books. Below it he wrote :

"Do not forget to put in mistakes. Do not make the facts and figures too precise. Remember to maintain a sub-standard level; otherwise, they will find out we are issuing spurious textbooks".

Five years since this cartoon appeared, do I understand that the same situation prevails regarding textbooks in this country to day ? Do I understand that despite the MPs Committee report and acceptance of the policy in 1967, the same situation prevails today ? In 1942, the Committee on Text-books gave an assurance to this country in following terms:

"We are strongly opposed to any scheme that may eventually restrict the freedom of authors and publishers in producing books. If the right of free choice of books is denied to schools, there will be no experimentation with new methods of approach and new methods of treatment".

I raise this issue because the other day in this House when Shri Dange was speaking on the Bengal bandh, he described the way in which the would like the brainwash for the Home Minister. Lest these people when they come into power-they have come into power in Kerala and West Bengal-do the brainwashing of all us, I would like to suggest steps to be taken by the Education Minister to prevent the brain-washing.

SHRI S. M. BANERJEE : We shall try to brainwash only those who have brains.

SHRI R. K. AMIN : Before they are able to get that opportunity. I want that we should follow the right path in the matter of

[Shri R. K. Amin]

production of books. I am very much concerned with the production of textbooks because one of the recommendations of the MPs Committee is that textbook in the regional languages for universities should be prepared, and probably very soon Government are undertaking that responsibility. In doing that, care should be taken to see that the type of mess we have created in regard to textbooks for schools is not repeated in the case of textbooks for colleges and universities.

I want assurance from the Minister that state monopoly in textbooks will not be created and that control over educational institutions will not be to restrict their free choice. I want these assurances here and now because the situation is very grave and that is why I am raising this issue.

Let me also draw attention to a very important recommendation concerning teachers in the MPs Committee report. On the basis of the Kothari Commission report, the MPs Committee on p.12 of their report, made one important recommendation.

This recommendation is regarding academic freedom of teachers. It says :

"The academic freedom of teachers to pursue and publish their studies and researches and to speak and write about significant national and international issues should be protected. Teachers should be also free to exercise all civic rights including the right to participate in elections; and when doing so they should be entitled to and take leave of absence from their substantive posts."

Does it cost anything for the Government to implement this basic recommendation. Can it not be accepted by the Universities ? This recommendation was there for the last three years. Even the MPs Committee endorsed it and this Parliament also endorsed it for the last two years. But nothing has been done about it.

MR. CHAIRMAN : Just one minute. Your party has given three names and you have 24 minutes. Would you like to take all the time of your party or would you like me to call the others also ?

SHRI R. K. AMIN : Let me complete this point. If this is not being implemented it creates a very anomalous situation, which I can illustrate from the same action of the Government. The University Grants Commission, for the purpose of grants' has accepted certain institutions as deemed to be universities. The Gujarat Vidyapeeth is one of them. The Gujarat Vidyapeeth gets money from the Central Government and from the University Grants Commission; there is a Vice-chancellor for that institution and he is a full-time politician as well as a Minister. The registrar is also a full-time politician and he devotes all his time to political activities. He does not do any Registrar's work. But, at the same time, he thrives on the money of the University Grants Commission. Why do you allow the University Grants Commission's money to be utilised by the politicians' and deny the teachers the opportunity to participate in politics ?

I remember my own case. In 1966, when I asked for leave to contest the election, the Syndicate said, "No" Even this recommendation was suggested to them. Yet they said, "No." And on that syndicate, the President of the Gujarat Pradesh Congress Committee and the Secretary of the Gujarat Pradesh Congress Committee were sitting. They have the right to interfere with the academic bodies but people of the academic field cannot interfere with that field. Which way you decide, I have no objection. You can keep apart education from politics and see that nobody goes from one to the other, but make it a rule, a consistent rule, and if you make it like the rules of the road, also ask the other universities to adopt it. The Rajasthan University accepted this recommendation and implemented it; not other universities, Why such an inconsistency is being created?

Madam, I have a number of points to make, but my time is exhausted and so I resume my seat.

MR. CHAIRMAN : Hon. Members may now move their cut motions.

SHRI YASHYWANT SINGH KUSHWAH (Bhind) : I beg to move :

"That the demand under the head

Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure in paying adequate attention to the character building of the youth. (2)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100" •

[Failure in making NCC training compulsory for the university students. (3)]

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

[Need to base the system of education on the fundamental elements of religion. (7)]

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

[Defective system of education resulting in increasing unemployment. (8)]

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

[Need to Protect the Archaeological Museum and Library Goojari Palace, Gwalior city. (10)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Failure in paying attention for the proper maintenance of the property of archaeological importance in Districts of Bhind and Datia. Madhya Pradesh. (11)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Unsatisfactory work of Survey of India. (12)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Regional discrimination in Survey of India. (13)]

That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100.

[Failure to check the flow of Indian talent to other countries. (14)]

That the demand under the head Other Revenue Expenditure of the Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to maintain discipline among the new generation and students. (15)]

SHRI BAL RAJ MADHOK (South Delhi) : I beg to move:

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

[Failure of the Government to give Hindi equal if not better place in its publications. (16)]

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

[Failure of the Government to write a true history of freedom movement giving due importance to the role of revolutionaries, I.N.A. and other forces the freedom movement. (17)]

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

[Failure of the Government to secure the services of competent and patriotic historians for writing the history of freedom movement. (18)]

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

[Failure of the Government to get Jawahar Lal Nehru University going so far. (26)]

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

[Failure of the Government to set up a separate university for Jammu Province of J & K State. (27)]

"That the demand under the head

[Shri Bal Raj Madhok]

Education be reduced by Rs. 100."

[Failure of the Government to set up Central Universities in non-Hindi States as suggested by Universities Education Commission. (28)]

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

[Failure of the Government to get the constitution of Jamia Milia changed so as to make it shed its communal character. (29)]

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

[Failure of the Government to have proper check over the grants given to non-Government Arts Colleges and to ensure security of service to their staff. (30)]

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

[Failure of the Government to give practical bias to technical training given in technical and engineering colleges. (31)]

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

[Failure of the Government to provide adequate employment opportunities to trained engineers coming out of the engineering colleges. (32)]

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

[Failure of the Government to meet the genuine demands of the employers of I. I. T. Delhi for just and fair treatment. (33)]

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

[Failure of the Government to democratise the working of I. I. T. Delhi and cut down its heavy overhead expenses. (34)]

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

[Failure of the Government to provide a uniform running grade for all teachers in the Central Universities. (35)]

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

[Failure of the Government to diversify the courses of education meant for women to suit their needs and aptitudes. (36)]

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

[Failure of the Government to give a moral and national content to Education given in the universities. (37)]

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

[Failure of the Government to pay proper attention to development of cultural relations with Hindus and Buddhist countries of South and South East Asia. (38)]

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

[Failure of the Government to develop closer cultural relations with countries like Mauritius with large population of people of Indian origin. (39)]

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

[Failure of the Government to take adequate steps to develop Hindi and other Indian languages. (40)]

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

[Failure of the Government to popularise Devnagri as the alternative common script for all the Indian languages. (41)]

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

[Failure to prevent pilfering of art,

treasures from Ajanta, Ellora Khajuraho and other places of archaeological importance. (42)]

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

[Failure of the Government to maintain Ajanta and Ellora caves properly. (43)]

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

[Failure of the Government to provide properly trained guides at Ajanta and Ellora. (44)]

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

[Failure of the Government to prevent pilfering of survey maps of strategic importance. (45)]

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

[Failure of the Government to maintain proper liaison between Survey of India and Ministry of External Affairs for proper demarcation of boundaries of India. (46)]

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

[Failure of the Government to clearly write the name of Tibet in the maps published by Survey of India. (47)]

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Failure of the Government to lay proper stress on applied research in National Research Laboratories. (48)]

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Failure of the Government to establish proper co-ordination between the National Laboratories and the research being done in different universities. (49)]

"That the demand under the head Other

Revenue Expenditure of the Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure of the Government to check nepotism and corruption in the administration of Salar Jang Museum at Hyderabad. (50)]

SHRI P. VISWAMBHARAN (Trivandrum) : I beg to move :

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

[Need to establish the National Biological Laboratory in Kerala. (52)]

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

[Need to establish an institution of the type of the Indian Institution of Technology in Kerala. (53)]

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

[Need to absorb all the employees in the National Discipline Scheme Permanently in Central Government service. (54)]

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

[Need to develop the Indian School of International Studies into a full fledged University and to avoid reduction of staff strength in the school. (55)]

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

[Need to give financial assistance to the State Governments to enhance the pay scales of school and college teachers. (56)]

SHRI SHINKRE (Panjim) : I beg to, move :

"That the demand under the head

[Shri Shinkre]

Ministry of Education and Youth Services
be reduced by Rs. 100."

[Need to pass the legislation for the establishment of students unions in the central Universities. (57)]

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

[Need to form a Committee of educationists from amongst the Members of Parliament to study the unrest in the universities and suggest the ways and means to pacify it (58)]

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

[Need to send students delegations to South American countries specially Brazil, where so far no signs of students unrest is seen. (59)]

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

[Need to impress upon Tamil Nadu Government that the steps taken by them regarding formation of N.C.C. in that State have been harmful to the integrity of the nation and that those should be stopped forthwith. (60)]

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

[Need to take proper steps in the educational institutions to see that no insult is done to National Flag and National Anthem. (61)]

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

[Need to start schools including high schools by Central Government in all the cities of India, with the population over one lakh imparting education in all the fifteen languages included in Eighth Schedule to the Constitution. (62)]

"That the demand under the head

Education be reduced by Rs. 100."

[Need to create a cell in the Education Ministry to prepare and execute a scheme of publishing master-pieces in all the fifteen languages included in Eighth Schedule to the Constitution, at cheap rates. (63)]

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

"Need to give sufficient funds to the States and Union territories to do research in the field of folk songs and folk stories and publish those compilations at cheap prices. (64)]

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

[Need to subsidize the translation work of the literature in Portuguese and Spanish in Indian languages. (65)]

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

[Need to organise a scheme to prepare text books for all the States of Indian Union and publish those at cheap rates. (66)]

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

[Need to impart free education upto High School level in all the States and Union territories. (67)]

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

[Need to provide sufficient funds to the Government of Goa to expand the archaeological museum at old Goa. (68)]

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

[Need to accelerate the excavation work carried out at old Goa and entrust to an experts team the work of excavation at Goa Velha, Neura, Mandur, Chandor and Verna in Goa. (69)]

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

[Need to publish a comprehensive map of Goa replacing the names of cities and Villages, rivers and mountains given by Portuguese rulers with original names. (70)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Need to impress upon the Railway Ministry to see that the names of stations written in Hindi, English and respective regional language can have same pronunciation. (71)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Need to provide sufficient means to Government of Goa to preserve the present national monuments in that territory. (72)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Need to make an archaeological and geographical survey of Goa. (73)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Need to provide modern apparatus to the surveyors so that our surveys should be considered at par with the surveys made in developed countries. (74)]

That the demand under the head Survey of India be reduced by Rs. 100.

[Need to prepare new maps of India taking into consideration recent changes in the State boundaries with inscriptions in all the scripts in vogue in India. (75)]

SHRI K.M. MADHUKAR (Kesaria) : I beg to move :

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to assign proper place to the Maithali language in the publications. (76)]

That the demand under the head Ministry of Education and Youth Services

be reduced to Re. 1.

[Retention of the ancient history and National Heroes with a communal and religious colour in the text Books. (77)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to give proper place to Indian languages in the publications in place of English (78)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in not making efforts to have the history of ancient India written on scientific lines and according to facts. (79)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to impart free education upto middle standard. (80)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to impart free education to females at all levels. (81)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to drop the words "Hindu" and "Muslim" from the names of Banaras Hindu University and Aligarh Muslim University. (82)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to reorganise Darbhanga Sanskrit University on the basis of the recommendations of the sub-Committee of University Grants Commission. (83)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

duced by Rs. 100.

[Failure to take over library and head office in Darbhanga for the reorganised Darbhanga (Mithila) University. (84)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to take over Darbhanga Sanskrit University by the Central Government and to reorganize it. (85)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to implement fully the recommendations of the Kothari Commission in regard to teachers in the entire country. (86)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to remove R. S. S. centre from the precincts of Banaras Hindu University. (87)]

SHRI OM PRAKASH TYAGI (Moradabad) : I beg to move :—

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to change service-oriented education introduced by the Britishers. (99)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to make children self-dependent through education. (100)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to abolish defective examination system. (101)]

That the demand under the head Ministry of Education and Youth Services be re-

duced by Rs. 100.

[Utter neglect of moral uplift of students. (102)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to give free education. (103)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure to make religious and moral instructions as an essential part of education. (104)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Disinterest in including glorious ancient history of India in the education. (105)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Failure in bringing about improvements in the History of India which was fabricated and dishonoured by the English people. (106)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Negligence of Sanskrit language and literature which are the main roots of Indian culture. (107)]

SHRI MAHANT DIGVIJAI NATH (Gorakhpur) : I beg to move :—

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Poor maintenance of animals in Delhi Zoo. (108)]

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

[Need to set up more zoos in the country. (109)]

SHRI OM PRAKASH TYAGI : I beg to move :—

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

[Failure in providing proper grants to Sanskrit Universities. (115)]

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

[Failure in giving suitable remuneration and respect to teachers. (116)]

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

[Failure in making payments of the salaries of the teachers of Government aided private schools from Government treasury. (117)]

That the demand under the Head Education be reduced by Rs. 100.

[Failure in opening the requisite number of colleges in rural areas. (118)]

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

[Failure in bringing about common standard in education. (119)]

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

[Failure in encouraging technical education. (120)]

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

[Failure in running schools on the pattern of Gurukul off the city atmosphere. (121)]

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

[Burden of unnecessary subjects on the children. (122)]

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

[Failure in giving suitable number of seats in Medical and Engineering colleges to the children of the Indians living abroad. (123)]

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

[Failure to lay more emphasis on research. (124)]

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

[Failure to inculcate interest towards physical labour and participation in creative works in the country in students. (125)]

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

[Failure to make military training compulsory in schools and colleges. (126)]

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

[Failure to give uniform emphasis on physical, mental and moral uplift of students. (127)]

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

[Failure to correct the mistake in regarding dance and songs only as teachings in culture. (128)]

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

[Complete disregard shown in the inclusion of scholars of Indian philosophy and culture in cultural delegations. (129)]

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

[Failure to send children belonging to Scheduled Castes abroad for studies in prescribed ratio. (130)]

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

[Failure to pay adequate attention towards teaching Hindi language in non-Hindi speaking States. (131)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Neglect shown towards compilation of ancient manuscripts. (132)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Failure to adopt modern means to protect invaluable manuscript kept in Museums. (133)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Failure to protect India's ancient art and architecture. (134)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Failure to check the taking away of artistic invaluable ancient idols to foreign countries. (135)]

SHRI S. M. BANERJEE : I beg to move :—

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

[Failure of the Government to better the working and service conditions of the teachers. (136)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Failure of the Government to implement the recommendations of Kothari Commission. (137)]

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

[Decentralisation of National Fitness Corps. (138)]

That the demand under the head Educa-

tion be reduced by Rs. 100.

[Grant of financial aid to universities by U.G.C. (139)]

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

[Promotion of Urdu language in the country. (140)]

SHRI R. K. AMIN : I beg to move :—

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in implementing recommendations regarding raising the age of retirement of teachers of higher education to 60 as recommended by various education commissions. (141)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in evolving an efficient machinery to avoid disputes between teachers and management of colleges or universities by way of arbitration instead of resorting to courts. (142)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in evolving a machinery for co-ordinating the organisation of education and research in agriculture medicine, technology, etc. under one wing, (143)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to diversify technical courses so as to avoid undue over-crowding in a few branches of engineering and technology. (144)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to attract highest ability in the field of teaching and research. (145)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in imparting free and compulsory education upto the age of 14 years. (146)]

- That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to curb student indiscipline in institutions of higher learning. (147)]

- That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to maintain museums on district basis all over the country. (148)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to ensure adequate pay scales for all employees in museums. (149)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to provide suitable working conditions to teachers of higher education. (150)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in providing security of service to teachers in colleges. (151)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to implement recommendations of Kothari Commission regarding teachers. (152)]

That the demand under the head Ministry of Education and Youth Services

be reduced to Re. 1.

[Failure to raise salaries of university and college teachers. (153)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in providing adequate facilities to youngmen for correspondence courses, external degrees and education in polytechnics. (154)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in developing the use of English for literary purposes and as a source of information for university students. (155.)]

That the demand under the Head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in emphasising the role of character-building in the institutions of higher learning. (156.)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure in introducing the constitutions of the universities on the basis of a "Model Act" in all the universities of India. (157)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to establish university autonomy of academic work in all the universities in the country. (158)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to emphasize applied research in research institutions in the country. (159)]

That the demand under the head

Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to study the question of students unrest by a Committee of Members of Parliament interested in education so as to provide conditions for healthy growth of research and teaching in our universities. (160)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to take special steps for research in folk songs and folk literature. (161)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to develop Lothal in Ahmedabad district as a centre for archaeological studies of Mohanjodaro civilisation. (162)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to reorganise the working of various institutions of research so as to obtain full results of the resources invested on them. (163)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to introduce NCC training compulsory for those who are physically fit for such training. (164)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to provide NCC type physical training compulsory for all joining the institutions of higher learning. (165)]

SHRI K. M. MADHUKAR ; I beg to move:—

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

[Failure to implement Kothari Commission's recommendations in all States. (166.)]

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

[Failure to accept the 10-point demands of teachers of post-graduate classes and colleges affiliated to five universities of Bihar. (167)]

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

[Suspension of all teaching work due to strike by college teachers in Bihar w.e.f. 8th April, 1969. (168)]

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

[Need to increase 40 per cent grant to cent per cent to Bihar for payment of D.A. to teachers in view of backwardness of the State. (169)]

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

[Failure to arrange for imparting free education up to matriculation standard. (170)]

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

[Need to reduce fees in colleges. (171)]

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

[Unnecessary interference of the Ministry of Education in the working of Kashi Vidyapeeth. (172)]

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

[Need to sanction immediately the remaining one post of the teacher in Kashi Vidyapeeth as was done in the case of other posts of teachers. (173)]

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

[Failure to give up the policy of recalci-
trance in regard to sanctioning the one post

in Kashi Vidyapeeth in spite of the sanction of the University Grants Commission in this regard (174)]

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

[Need to grant Kashi Vidyapeeth the status of a National University in view of its traditions and attainments. (175)]

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

[Need to accept fully the budget of Kashi Vidyapeeth upto April, 1969. (176)]

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

[Need to give a deficit grant of Rs. 12 lakhs to Kashi Vidyapeeth to enable it to pay off its debt of Rs. 12 lakhs. (177)]

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

[Resort to strike by the teachers of Shrikashi Vidyapeeth on account of non-receipt of their salary continuously for three months. (178)]

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

[Need to approve the budget of Shri Kashi Vidyapeeth without any delay. (179)]

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

[Step-motherly treatment of Education Ministry towards the Kashi Vidyapeeth. (180)]

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

[Failure to implement the Memorandum submitted by the Kashi Vidyapeeth Teachers Association. (181)]

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

[Failure to maintain the eminence of Kashi Vidyapeeth. (182)]

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

[Need to provide facility for doing M.A. in such subjects in the Kashi Vidyapeeth as do not exist there at present. (183)]

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

[Failure in fulfilling the responsibility of declaring Kashi Vidyapeeth, Varanasi, as a University with effect from July, 1963, under section 3 of University Grants Commission Act, 1956. (184)]

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

[Failure to pay Salary, Dearness Allowance and other Allowances and to provide other facilities to the teachers of Kashi Vidyapeeth at par with that being given to the teachers of Central Universities under Central Government. (185)]

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

[Government's policy of discrimination against Kashi Vidyapeeth (186)]

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

[Need to give the status of full-fledged University to Kashi Vidyapeeth, as in the case of Banaras, Aligarh and Delhi Universities. (187)]

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

[Failure in accepting the budget of Kashi Vidyapeeth for the last five years. (188)]

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

[Failure in making payment of salary to the teachers of Kashi Vidyapeeth due to non-acceptance of their budget. (189)]

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

[Failure to check American infiltration in the field of education. (193)]

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

[Failure to make education policy employment oriented. (194)]

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

[Failure to lay stress on the equal development of all the languages mentioned in the Eighth Schedule of the Constitution. (195)]

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

[Failure to provide facilities for the development of Urdu language. (196)]

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

[Failure to impart free education upto middle standard in all States. (197)]

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

[Failure to impart free education at all levels as in Jammu and Kashmir and Nagaland. (198)]

SHRI MAHANT DIGVIJAI NATH: I beg to move:

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to implement the recommendations of Kothari Commission. (210)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to implement the recommendation regarding raising the retirement age of teaching staff up to 60 years. (211)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Disinterest in including glorious ancient history of India in the education syllabus. (212)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to bring about improvement in the History of India which was fabricated by the Britishers. (213)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to change the clerks producing education system introduced in the country by the Britishers. (214)]

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

[Failure to make moral education compulsory in educational institutions. (215)]

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

[Failure on the part of Government to introduce uniform education system in the country. (216)]

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

[Failure on the part of Government to introduce the equal pay for equal qualifications in educational institutions in the country. (217)]

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

[Failure on the part of Government for not dropping the Muslim names from all the educational and other institutions in the country. (218)]

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

[Failure on the part of Government for not dropping the British names from the educational and other institutions in the country. (219)] •

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

[Failure to impart free education at all levels and train the student according to his aptitude. (220)]

That the demand under the head Ministry of Education and Youth Services be reduced to Rs. 1.

[Failure on the part of Government in not dropping the word 'Muslim' from the name of Aligarh Muslim University. (221)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to set up a Committee of Members of Parliament to go into the details of Student unrest in the country and suggest ways and means to bring an end to it. (222)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to ensure that the National Flag and National Anthem are not insulted in educational institutions. (223)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to absorb and provide alternative employment to all the employees in National Discipline Scheme Permanently in Government service. (224)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to provide financial assistance to the State Governments to bring the pay scales of teachers at par with Central Government employees. (225)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government in not completing the re-writing of the Indian History. (226)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Need to establish the National Biological Laboratory at Gorakhpur in U. P. (227)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure of the Government in writing the true history of freedom movement giving full importance to the role of I. N. A. and other Heroes like Bhagat Singh and Chandra Sekhar Azad. (228)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government in not seeking the help and assistance of competent scholars and patriots for writing the true history of freedom movement. (229)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government in checking the fall in standards of education in the country. (230)]

That the demand under the head Ministry of Education and Youth Services be reduced To Re. 1.

[Need to base the teaching system on the fundamental principles of Hindu religion in country. (231)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government in tackling the problems of the youth in the country. (232)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government to pay attention towards building the character of youth of today. (233)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure on the part of Government for making the N. C. C. training compulsory in all the schools in the country particularly at primary stages for building a strong national army. (234)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Wastage of public money on N. C. C. for girls. (235)]

That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to check the growing influence of capitalist foreign organisations like Ford Foundation over the technical training in technical institutions in the country. (236)]

That the demand under the head Ministry of Education and youth services be reduced to Re. 1.

[Inadequate facilities for poor students in obtaining any technical or mechanical training in the country. (237)]

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

[Failure on the part of Government for not giving the revised scales of pay to the already serving Laboratory Assistants in Delhi schools. (238)]

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

[Failure to set up Central Universities in non-Hindi speaking States in country as suggested by University Education Commission. (239)]

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

[Failure on the part of Government to abolish the III division and have only I and II division for the successful candidates (240)].

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

[Failure on the part of Government for not giving proper protection to Sanskrit in the country. (241)]

That the demand under the head Education be reduced to Rs. 100.

[Failure of the Government to get the constitution of Jamia Millia Islamia changed so as to make it shed its communal character. (242)]

That the demand under the head education be reduced by Rs. 100.

[Failure of the Government to pay proper attention to the development of cultural relations with countries like Mauritius with large population of Hindu origin. (243)]

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

[Failure to make sanskrit as a compulsory Subject for studies (244)]

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

[Failure to spread Hindi in foreign countries (245)]

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

[Favouritism in sports in the country. (246)]

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

[Failure to give adequate grants to Gorakhpur University. (247)]

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

[Lack of emphasis in History to the culture of the country before the start of the Muslim invasions on the country. (248)]

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

[Providing a meagre sum for promotion of Hindi with a view to prevent it from becoming the National Language of India in place of English. (249)]

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

[Providing no incentives to non-Hindi speaking people for learning Hindi. (250)]

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

[Calling of foreigners in the name of Experts, to continue the strong hold of these foreigners on the minds of the Indian people (251)]

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

[Allowing foreigners to middle in education in India to preserve the Western outlook among the generations of Indians (252)]

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

[Anti-national activities of Anjuman Taraqqi Urdu, Aligarh (253)]

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

[Need to remove the unnecessary burden of too many subjects from the children (254)]

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

[Need to provide snacks to the children and students in all the educational institutions in the country, (255)]

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

[Monetary assistance by foreign christian missions in India for Educational activities by spent on denationalising the Hindus by converting them to christianity. (256)]

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

[Continuance of Public Schools in India, there by allowing discrimination between the rich and the poor in education. (257)]

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

[Providing to little for the development of Sanskrit though it is the mother of all the languages in the world (258)]

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

[Raising, singing and dancing to the status of cultural activities while denigrating learning and knowledge as non-cultural activities as a copy of the Westerners. (259)]

That the demand under the head education be reduced by Rs. 100.

[Wasting money on teaching Gaadhian Philosophy. (260)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to maintain Ajanta and Ellora caves properly. (261)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to check the taking away of valuable and ancient idols of Indian culture by foreigners, (262)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need for proper maintenance of the old Hindu temples in the country (263)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to take proper steps for the proper maintenance of the Hindu culture temples situated in Central Asia (264)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to provide assistance for the maintenance of Hindu temples in East Indies, particularly, Indonesia, Malaysia, Java and Champa etc. (265)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to properly look after the Shiva Temple at Kabul (266)]

That the demand under the head Archaeology be reduced by Rs. 100.

[Need to take care of Hindu culture temples in Latin American countries. (267)]

SHRI R. K. AMIN: I beg to move :

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need for Coordination of Research work done in various institutions in the country especially between universities and national laboratories (268)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to bring greater degree of decentralisation the administration and control of university institutions (269)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to establish the provident fund, gratuity fund and insurance fund for all teachers of the institutions of higher education on all-India basis. (270)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need for utilising the services of teachers doing research work even after they retire at the age of 60 or 65 (271)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need for giving permission to teachers to take part in politics as recommended by Kothari Commission as well as M. Ps. Committee on Education (272)]

That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.

[Need to disqualify State as well as Central Ministers from being on the Executive and Academic bodies of the Universities (273)]

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

[Failure in implementing the recommendations of Kothari Commission as well as M. Ps. Committee on Education enabling teachers to participate in politics (274)]

SHRI DINKER DESAI: I beg to move:

That the demand under the head Survey of India be reduced by Rs. 100.

[Inefficient functioning of the Department (275)]

SHRI K. M. MADHUKAR: I beg to move :

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

[Partiality in the appointment of Vice-Chancellors of Universities (276)]

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

Failure to remove the office of the Rashtriya Swayam Sevak Sangh from the campus of Banaras Hindu University (277)]

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

[Failure to remove the Vice-Chancellor of Banaras Hindu University (278)]

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

[Need to amend the University laws so as to make them democratic (279)]

SHRI DINKAR DESAI: I beg to move:

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

[Need for removing inefficient working of the Council of Educational Research and Training (280)]

SHRI DINKAK DESAI: I beg to move:

That the demand under the Head Archaeology be reduced by Rs. 100.

[Need for stopping mal-administration, irregularities and corruption in the Department (281)]

MR. CHAIRMAN: The cut motions are also before the House :

श्री बाल्मीकि चौधरी (हाजीपुर) : सभा-पति महोदय, शिक्षा मंत्रालय के सम्बन्ध में कुछ कहने से पहले अनिशावाद (पटना) सेंट्रल स्कूल के सम्बन्ध में जो शिकायत मेरे पास आई है, उसको मैं मंत्री महोदय की जानकारी के लिए सदन के टेबिल पर रख देना चाहता हूँ। वास्तव में मंत्रालय की मांगों के सम्बन्ध में ऐसी परिपाटी चली आई है कि जब भी कोई खर्च की एवं उचित कार्यवाही के लिए मांग संसद में पेश होती है, उस पर विरोधी सदस्यगण कटौती प्रस्ताव प्रस्तुत करते हैं और उन कटौती प्रस्तावों का विरोध करने के लिये हम सरकारी पक्ष के सदस्यों को सदन में बोलने का मौका मिलता है। लेकिन जिस पार्टी की सरकार होती है, उस पार्टी के सदस्यों को आलोचना करने का बहुत कम मौका मिलता है। लेकिन मैं बड़ा सौभाग्य-शाली हूँ कि आज मुझे इस मंत्रालय के सम्बन्ध

में अपने विचार प्रकट करने का मौका मिला है। मंत्री महोदय मेरी इस बात से घबरायें नहीं, मैं जो भी बात कहूँगा, उनको शिकायतों के रूप में नहीं लिया जाना चाहिये, बल्कि उनको आधार मान कर सुधार करने का प्रयत्न करना चाहिये। हमारा शिक्षा मंत्रालय इस समय यतीमखाना बना हुआ है, यह यतीमखाना बन्द होना चाहिये, हमारी जनता के गढ़े पसीने की कमाई से ऐसे यतीमखाने को चालू रखना मुझे पसन्द नहीं है।

आज से 28 वर्ष पूर्व महात्मा गांधी जी ने वाराणसी विश्वविद्यालय में कहा था कि हमारे देश में शिक्षा का माध्यम मातृभाषा होनी चाहिये। भारतवर्ष के विद्यार्थी जितने घन्टे अंग्रेज़ी पढ़ने में लगाते हैं, उससे बहुत कम समय में वे अपनी मातृभाषा के माध्यम से पढ़ सकते हैं। आपके कमीशन ने भी यही कहा है कि शिक्षा का माध्यम मातृभाषा होनी चाहिये। शिक्षा का वास्तविक उद्देश्य राष्ट्र को शिक्षित सुसंस्कृत बनाना है, वे पढ़ कर बेकार न रहें, बल्कि वे अपनी जीवन नौका को वखूबी खेकर किनारे लगा सकें। लेकिन भारतवर्ष में उल्टी बात देखने को मिल रही है। यहां के अधिकतर युवक स्कूल-कालिज से निकल कर भटकते रहते हैं। उनका जीवन भार सा हो जाता है और उनके ऊपर जितना भी खर्च होता है, बेकार सा मालूम पड़ता है। इस लिये मेरा सुझाव है कि शिक्षा मंत्रालय को एक ऐसी स्कीम बनानी चाहिये, ऐसा प्लानिंग करना चाहिये, जिससे लड़के जब भी स्कूल-कालिज से निकलें, उनको तुरंत काम मिल सके।

जो लड़के उच्च शिक्षा प्राप्त करना चाहें, जैसे सायंस, इंजीनियरिंग, आदि उनके लिए ऐसी व्यवस्था होनी चाहिये, कि पढ़ने के साथ साथ, उनको कुछ ऐसा काम करने को मिलना चाहिये, जिससे वे कुछ कमा भी सकें और अपनी पढ़ाई को भी जारी रख सकें। जैसे सायंस कालिज के विद्यार्थियों को रेडियो बनाने का काम या इस तरह का कोई अन्य काम मिले, जिससे उनको आर्थिक रूप में भी फायदा हो

[श्री बाल्मीकि चौधरी]

और वे अपने ज्ञान को भी बढ़ा सकें ।

मातृभाषा के माध्यम से शिक्षा देने की जो बात मैंने कही है—मेरा तात्पर्य यह है कि जब अंग्रेज यहां आये थे, तो बहुत थोड़े से इन्जीनियर यहां लाये थे और जो भी विकास का काम उन्होंने यहां पर किया, यहां के ही निपट-गंवार लोगों को साथ लेकर किया । उन्होंने उनको अपनी भाषा में अंग्रेजी के चुने हुए उपयोगी काम में आने वाले कुछ शब्दों को लिख कर दे दिया था, जैसे रिच लिख कर दिया, तो रिच पढ़कर ही उन्होंने उसका इस्तेमाल सीखा । बहुत से विद्यार्थी पढ़ने के बाद भी सफल नहीं हो पाते हैं, इसका कारण यही है कि उनका माध्यम अंग्रेजी होता है, लेकिन यदि इस माध्यम को बदल दिया जाय, उनकी मातृभाषा कर दिया जाय तो वे ज्यादा अच्छी तरह से पढ़ सकेंगे और ज्यादा सफल हो सकेंगे । मेरा सुभाव है कि इस चीज को तुरंत लागू किया जाय ।

मेरा एक सुभाव यह है कि हिन्दुस्तान के बड़े बड़े विद्वानों के, हर एक विषयों के विद्वानों के भाषणों को रिकार्ड करा कर रेडियो के माध्यम से एक घण्टे के लिए या आधा घण्टे के लिए, क्लास में जैसी सुविधा हो, प्रसारित करना चाहिये, जिससे हमारे विद्यार्थी उनके ज्ञान से लाभ उठा सकें । इस तरह से हम उन विद्वानों का उपयोग हज़ारों स्कूलों के लिए एक साथ कर सकते हैं । यह ठीक है कि स्कूल के कामन रूम में रेडियो बजता है, लेकिन उसका सही उपयोग नहीं होता है । ऐसी व्यवस्था करने से उसका सही उपयोग हो सकेगा । इस पर पूर्ण विचार होना चाहिए ।

हमारी शिक्षा की व्यवस्था कुछ इस प्रकार की है, जिससे वह बहुत खर्चा लू हो गई है । इसके खर्च को घटाना चाहिये । हम पिछले 20 सालों से लगातार कहते आ रहे हैं, राष्ट्रपति से लेकर मंत्रिमंडल के सदस्य भी कहते हैं कि हमारी शिक्षा पद्धति ठीक नहीं है, इसको बदलना

चाहिये, लेकिन अभी तक इसको कोई ऐसा रास्ता नहीं दिया गया, जिससे इसमें परिवर्तन आ सके या उपयोगी सिद्ध हो सके । शिक्षा मंत्रालय को इस ओर तुरत कार्यवाही करनी चाहिये । इस सम्बन्ध में कुछ रिसर्च का काम होना चाहिये । हमें खोज करनी चाहिये कि पहले हमारे देश में किस तरह से काम होता था । आप कोनाक के मन्दिर को देखिये, उस वक्त का इन्जीनियर आज के इन्जीनियर से अधिक बढ़िया काम करता था, अधिक सुन्दर और मजबूत काम करता था, लेकिन आज हम वैसा काम नहीं कर पाते हैं । क्या वजह है कि आज हम वैसा काम नहीं कर पाते हैं—इसके बारे में रिसर्च करना चाहिए । आज भी हिन्दुस्तान में पुराने जमाने की कितनी इमारतें जो आज की इमारतों के मुकाबले कहीं ज्यादा मजबूत हैं, ज्यादा साइन्टिफिक आधार पर बनी हुई हैं, लेकिन आज के लोग उस कला को भूलते जा रहे हैं ।

शिक्षा के अंग्रेजी माध्यम से हमारे देश में कुछ असमानता बढ़ी है । जैसे उद्योगीकरण में तो हम आगे बढ़े हैं लेकिन जितनी तेजी से बढ़ना चाहिए था वह नहीं हुआ है । उसका कारण यह है कि उसमें बड़ी असमानता है । जो मजदूर ज्यादा से ज्यादा काम करता है, और हुनर का बड़ा से बड़ा काम करता है, उसकी तनखाह छोटी होती है लेकिन वही काम इंजीनियर करता भी नहीं है, फिर भी उसकी तनखाह ऊँची रहती है । एच० एम० टी० के कारखाने को देखने से मालूम होता है कि जो घड़ी बनाते हैं उनकी तनखाह बहुत कम रहती है लेकिन जो घड़ी बनवाते हैं उनकी तनखाह बहुत ऊँची रहती है । यह असमानता भी उसी माध्यम (मातृ-भाषा) से दूर होगी । आज आफिसर और साधारण कर्मचारियों में जो असमानता है उसको दूर करने के लिए यही एक रास्ता है ।

एक बात और कहना चाहता हूँ । शिक्षा मंत्रालय की कुछ ऐसी बदकिस्मती रही है कि जो भी मंत्री इस मंत्रालय में आये, वे ज्यादा समय

तक रहे नहीं। मैं समझता हूँ हमारे डा० राव जब पढ़ाते थे तब उनके दिमाग में शिक्षा के सम्बन्ध में और शिक्षा मंत्रालय के सम्बन्ध में बहुत सी बातें रही होंगी और उन बातों को वे इस विभाग में आने के बाद भूले नहीं होंगे। मैं आशा करता हूँ कि वे यहाँ पर सेक्रेटेरियट के जाल में न फँस कर, जो बातें उनके दिमाग में रही होंगी, उनको अमल में लाने का प्रयत्न करेंगे और उनको अमल में लाने के समय यह दृढ़ निश्चय रखेंगे कि जब तक उनको पूरा नहीं कर लेते हैं तब तक उनको छोड़ेंगे नहीं और ऐसा समझेंगे कि हमारे सामने एक प्लान है जो कि तीन चार साल में पूरा होगा और उस समय में उस काम को पूरा कर देंगे।

श्री नारायण स्वरूप शर्मा (डुमरियागंज) :
अध्यक्ष महोदया, शिक्षा के ऊपर बोलते समय मेरे सामने एक बहुत बड़ी समस्या पैदा हो गई है। मैंने अपने से यह प्रश्न पूछा कि मैं ऐसी क्या बातें कहना चाहता हूँ जो कि सरकार को पता नहीं हैं तो मुझे यह जानकर बड़ी परेशानी हुई कि इस तरह की कोई भी नयी बात नहीं है जो कि सरकार को पता न हो और मैं उसे बतला सकूँ। सच बात तो यह है कि भूतपूर्व शिक्षा मंत्री ने इस बात को बड़े अच्छे शब्दों में जिस ढंग से कहा है, मैं उन्हीं के शब्दों को यहां पर कहना चाहता हूँ। अप्रैल, 1967 में शिक्षा मंत्रियों की जो कांफ्रेंस हुई थी उसी का इन्ट्रो-डक्शन करते हुए उन्होंने कहा था :

"This highlights the point that the main weakness with us has been not a lack of ideas but failure to implement known and even agreed programmes."

तो ऐसा कोई कार्यक्रम नहीं है जिसका कि हमें पता न हो। हमारी शिक्षा में कठिनाइयाँ हैं। पर ऐसा नहीं है कि हमें उन कठिनाइयों का समाधान न पता हो। केवल अगर हम उन परेशानियों के समाधान को ठीक ढंग से योजना में कार्यान्वित कर दें तो कठिनाइयाँ दूर हो सकती हैं। पर यही आज की हमारी सबसे बड़ी परे-

शानी है। उसी शिक्षा सम्मेलन में हमारे उप-प्रधान मंत्री श्री मोरारजी ने अपनी शिक्षा योजनाओं की असफलताओं के बारे में बड़े साहस के साथ स्वीकार किया था। पेज 15 से मैं कोट कर रहा हूँ। उन्होंने कहा था :

"I am afraid our education has been a miserable failure barring a few exceptions here and there."

यह बात कोई अपोजीशन का आदमी नहीं कह रहा है बल्कि श्री मोरारजी देसाई कह रहे हैं :

"That is because our education took a different turn during our days of slavery. I am happy that those days are gone, but the after effects of those days are not yet gone. Whereas we have become physically independent and free I wonder if we are mentally yet free and independent."

यह हमारे उप-प्रधान मंत्री का कहना है। ऐसी भी कोई बात नहीं कि मैं आपके ऊपर चार्ज लगाऊँ कि शिक्षा मंत्री या प्रधान मंत्री किसी भी बारे में डिस-आनेस्ट हैं। सच बात तो यह है कि इस परेशानी का निदान हमारे प्रधान-मंत्री के मुँह से आप सुनिये। उन्होंने बिल्कुल स्पष्ट शब्दों में स्वीकार किया है :

"Many young people have been set adrift from traditional values without being provided the anchorage^o of an alternative set of constructive norms and values."

यह एक सही और सच निदान है जिसको मोरारजी ने भी बाद में एडमिट किया और महात्मा गांधी को कोट करते हुए कहा :

"As a matter of fact, he (Gandhiji) was the one man who always said that we must allow all ideas to come to us but they must not uproot us from our foundations."

हमें अपनी फाउन्डेशन से अपरूट कर दिया गया है, जो हमारी शिक्षा पद्धति की बेसिक

[श्री नारायण स्वरूप शर्मा]

फेल्योर है। आधुनिकता के नाम पर हमने एक गलत शिक्षा की नींव डाली। शिक्षा का उद्देश्य राष्ट्रीय जागरूकता का निर्माण करना होता है। शिक्षा के माध्यम से व्यक्ति में अपने राष्ट्र के प्रति, अपने राष्ट्र के महापुरुषों के प्रति और अपने राष्ट्र की परम्पराओं के प्रति सबल चेतना का निर्माण होना अत्यन्त आवश्यक है। इसके अभाव में ही आज असतोष, राष्ट्रीय एकता की समस्याएँ और राष्ट्रीय सम्पत्ति को क्षति पहुँचाने की प्रवृत्ति छात्रों में बढ़ती जा रही है। राष्ट्र के स्वरूप को पहचानने के लिए और एकता की भावना का निर्माण करने के लिए जो एक सबसे बड़ी चीज है वह है संस्कृत का योगदान। परन्तु पिछले 21 सालों में वंश परम्परागत, पुराने ढंग की संस्कृत अध्ययन की प्रणाली, संस्कृत पाठ-शालाओं की शिक्षा तो धीरे-धीरे समाप्त हो ही गई। स्कूलों के नवीनतम शिक्षा कार्यक्रमों में भी हमने संस्कृत को बिल्कुल भुला दिया। संस्कृत के सम्बन्ध में मैं किसी आर्यसमाजी पंडित या जनसंघी को कोट नहीं करने जा रहा हूँ बल्कि मैं यहाँ पर पं० जवाहरलाल नेहरू के विचारों को ही कोट करना चाहता हूँ। उन्होंने कहा था "यदि मुझसे पूछा जाये कि सबसे बड़ी निधि जो भारत के पास है जोकि सर्वश्रेष्ठ उत्तराधिकार है वह क्या है, तो मैं निःसंकोच उत्तर दूंगा कि वह है संस्कृत भाषा, उसका साहित्य और जो कुछ भी उस साहित्य में है। वह हमारा शानदार उत्तराधिकार है। जब तक वह विद्यमान है और राष्ट्र के जीवन को प्रभावित कर रहा है तब तक भारतीय प्रतिभा का स्रोत अक्षुण्ण बना रहेगा।" पं० जवाहरलाल नेहरू ने अपनी "डिस्कवरी आफ इंडिया" पुस्तक में यह बात लिखी थी। लेकिन सबसे बड़ी विडम्बना की बात यह हुई कि बीस वर्ष की शिक्षा नीति में यदि सबसे अधिक किसी बात की उपेक्षा की गई तो की गयी संस्कृत भाषा की।

त्रिभाषा फार्मुला के अन्तर्गत संस्कृत का किसी प्रकार का कोई स्थान नहीं रखा गया।

इस सम्बन्ध में जनसंघ की यह निश्चित मान्यता है कि शिक्षा का माध्यम मातृभाषा होनी चाहिए। मातृभाषा के अतिरिक्त संस्कृत और हिन्दी अनिवार्य होनी चाहिए। जिनकी मातृभाषा हिन्दी है वह हिन्दी के स्थान पर भारत की कोई दूसरी आधुनिक भाषा ले सकते हैं। अंग्रेजी या किसी दूसरी विदेशी भाषा जिसको कि हम आज लाइब्रेरी की भाषा कह सकते हैं, ऐच्छिक रूप से ही उसकी पढ़ाई हो सकती है। जब तक इस देश में सभी व्यक्तियों के लिए संस्कृत भाषा अनिवार्य नहीं कर दी जाती तब तक इंटीग्रेशन, एकता और एकरूपता की समस्याएँ हल नहीं हो सकती हैं। इस दृष्टि से आज यह नितान्त आवश्यक है कि संस्कृत ग्रंथों को छापने के लिए भारी मात्रा में अनुदान दिये जायें। आज स्थिति यह है कि संस्कृत पढ़ने के लिए छात्रों को कोई डिक्शनरी भी उपलब्ध नहीं है। कई वर्षों पूर्व ए०० ए०० आटे की संस्कृत-इंग्लिश डिक्शनरी का हिन्दी अनुवाद भारत सरकार के शिक्षा मंत्रालय के अनुदान से प्रकाशित कराया गया था। केवल 10 रुपए में संस्कृत की एक अच्छी डिक्शनरी छात्रों के लिए मुलभ हो गई थी। उस डिक्शनरी का विमोचन तत्कालीन शिक्षा मन्त्री श्री भक्त दर्शन जी ने किया था। आज जब कि वे फिर शिक्षा मंत्रालय में आ गये हैं, वे याद कर सकते हैं कि मैं किस बारे में कह रहा हूँ। उस डिक्शनरी से छात्रों को बड़ी सुविधा मिली थी परन्तु पता चला है कि किसी कारणवश शिक्षा मंत्रालय ने इस डिक्शनरी के प्रकाशन को अनुदान देना बन्द कर दिया और आज मुलभ मूल्य पर संस्कृत की कोई डिक्शनरी बाजार में उपलब्ध नहीं है। शिक्षा मंत्रालय के पास पुस्तकों के प्रकाशन में सहायता देने के लिए जो रुपए हैं उनका उपयोग ऐसे कार्यों में होना चाहिए जिससे साधारण छात्रों को लाभ हो सके। ओरियन्टल इंस्टीट्यूट, बड़ौदा से कुछ पुस्तकें गायक-वाड ओरियन्टल सिरीज में प्रकाशित की जा रही हैं। मैं इस स्थिति की ओर आपका ध्यान विशेष रूप से दिलाना चाहता हूँ। थोड़ा बहुत रुपया संस्कृत

पुस्तकों को पब्लिश कराने के लिए जरूर इस रिपोर्ट में दिखाया गया है। लेकिन वह रुपया या तो ओरियंटल इंस्टीट्यूट, बड़ौदा को दिया जाता है या ऐसे ही किसी और संस्था को जैसे कि लालबहादुर शास्त्री संस्कृत महाविद्यालय है, उसको दिया जाता है। मैंने भण्डारकर ओरियंटल रिसर्च इंस्टीट्यूट, पूना द्वारा छपी हुई पुस्तकों को देखा है। 600 पृष्ठ की पुस्तक का दाम 50 रु० रखा गया है। ऐसी अवस्था में मेरा नम्र निवेदन है कि जो कुछ भी थोड़ा बहुत रुपया आप संस्कृत की पुस्तकों को छपवाने के लिए दें वह ऐसी पुस्तकों के लिए ही दें जो कि छात्रों को संस्कृत पढ़ने में सहायक हो सकें।

* बजाए इसके कि भण्डारकर या किसी और इंस्टीट्यूट को दे दें जो 600 पृष्ठ की पुस्तक का दाम 50 रुपये रखें कि लाइब्रेरी के अतिरिक्त कहीं और वे पुस्तकें खरीदी ही न जा सकें।

इसके अतिरिक्त आप रिपोर्ट में देखें कि पृष्ठ 90 पर दूसरे पैराग्राफ में लिखा गया है :

“आलोच्य वर्ष में विभिन्न व्यक्तियों और संस्थाओं ने मंत्रालय द्वारा दी गई वित्तीय सहायता से संस्कृत पुस्तकों का प्रकाशन किया।”

आगे आप लिखते हैं :

“दो दुर्लभ पुस्तकों ‘कथा सरित सागर’ और ‘तर्क संग्रह’ का प्रकाशन निजी प्रकाशकों से कराया गया है।”

मुझे पता नहीं कि शिक्षा मंत्रालय में कोई व्यक्ति संस्कृत का जानकार है या नहीं। अगर है तो तर्क संग्रह को दुर्लभ पुस्तक का नाम देना कहां तक सही है। जहां तक मुझे पता है जो व्यक्ति थोड़ा भी संस्कृत साहित्य से परिचय रखता है वह जानता है कि तर्क संग्रह न्याय की क, ख, ग सिखाने वाली पुस्तिका है जिसके पचासों संस्करण इस देश में छप चुके हैं और देश में हर जगह हर दूकान पर वह हमेशा से उपलब्ध होती आई है। ऐसी पुस्तकों को दुर्लभ

बताना और उनके प्रकाशन के लिए अनुदान देना और रिपोर्ट में छाप कर इस बात को इतना महत्व देना, यह इस बात का सूचक है कि संस्कृत के बारे में किसी प्रकार का कोई गौर नहीं किया जा रहा है अन्यथा तर्क संग्रह को दुर्लभ पुस्तक नहीं बताया जाता।

शिक्षा मंत्रालय से इसी बारे में, यद्यपि यह संस्कृत से सम्बन्धित तो नहीं है, लेकिन गांधी जी का उसे बहुत आशीर्वाद था, मैं कहना चाहता हूँ कि काशी विद्यापीठ की तरफ भी ध्यान दें। काशी विद्यापीठ के छात्र भी और वहां के शिक्षक भी मेरे पास आए थे। इस सम्बन्ध में मैं आपको बताऊँ कि दिल्ली में जामिया मिलिया इस्लामिया इंस्टीट्यूट है, जिसको मैंने देखा कि 19 लाख 50 हजार रुपया आप देने जा रहे हैं। उसका जो डीमंड टू बी यूनिवर्सिटी का स्टेटस आपने रखा है, वही स्टेटस काशी विद्यापीठ के बारे में रखा है लेकिन काशी विद्यापीठ का नाम इन अनुदानों में नहीं आया। पता लगा कि पिछले पांच सालों से काशी विद्यापीठ के अन्दर वहां की स्कूटनी कराई जा रही है कि कितना खर्चा हो सकता है। उसे मान्यता दे दी है डीमंड टू बी यूनिवर्सिटी की। नतीजा यह हुआ कि ऐसे समय आये हैं जबकि तीन-तीन महीने तक काशी विद्यापीठ के शिक्षकों को उनकी तन्खाह नहीं दी गई और इससे वहां के विद्यार्थियों को भी बड़ी प्रेशानी हुई। (व्यवधान)

आर० एस० एस० से उसका कोई सम्बन्ध नहीं है। शिक्षा मंत्रालय ने उसे कोई अनुदान नहीं दिया, जहां तक मुझे पता है। अगर देने लगे तो शिक्षा मंत्रालय को भी उसके बारे में यदि आप चाहेंगे तो बेशक बता दूंगा। मैं आर० एस० एस० के बारे में बहुत कुछ जानता हूँ। मैं उसका स्वयंसेवक रह चुका हूँ। तो मेरा कहना यह है कि शिक्षा मंत्रालय के अनिर्णयों, विलम्बों तथा सौतेले व्यवहार से विद्यापीठ के राष्ट्रीय महत्व और उच्च शिक्षा के क्षेत्र में योगदान देने की योग्यता पर बुरा प्रभाव पड़ता

[श्री नारायण स्वरूप शर्मा]

है। मैं आशा करता हूँ कि उसके बारे में आप विशेष तौर पर ध्यान देंगे।

इसी तरह से एक और परेशानी की बात की तरफ मैं आपका ध्यान दिला देना चाहता हूँ। एक श्रीमाली कमेटी करीब 13 साल पहले बनी थी और उसने रूलर इंस्टीट्यूट की स्थापना देश के हर प्रान्तों में की थी। करीब-करीब 14 रूलर इंस्टीट्यूट इस प्रकार स्थापित किये गये हैं लेकिन उसके एक्स स्टूडेंट्स एसोशियेशन की ओर से एक चीज सर्किलेट की गई है जिससे पता लगता है कि खुद उन्हीं इंस्टीट्यूट में भी उस रूलर इंस्टीट्यूट का पोस्ट ग्रेजुएट डिप्लोमा मान्य नहीं है। उन रूलर इंस्टीट्यूट में जो भी डिप्लोमा दिये जाते हैं वे देश की किसी दूसरी यूनिवर्सिटी में मान्य नहीं हैं। ऐसी हालत में 13 साल के लम्बे अर्से के बाद आप उस शिक्षा को मान्यता प्राप्त करवाने में अगर असमर्थ रहे हैं तो मैं आपसे यह प्रार्थना करूंगा कि रूलर इंस्टीट्यूट के विद्यार्थियों की परेशानी को देखते हुए या तो इन रूलर इंस्टीट्यूट्स को पास के किसी यूनिवर्सिटी से सम्बद्ध कर दें या फिर रूलर इंस्टीट्यूट कौंसिल को भंग कर दें या फिर आप इसमें जो क्वालीफिकेशन्स दी जाती हैं उनको सही ढंग से मान्यता देने की कोशिश करें।

मुझे पी० एल० 480, एशिया फाउन्डेशन और फोर्ड फाउन्डेशन और पता नहीं क्या-क्या, इन सबके बारे में कुछ विशेष नहीं कहना है, लेकिन एक ऐसी बात की ओर ध्यान दिलाना चाहता हूँ जिससे मुझे हंसी आती है। पृष्ठ 94 पर मंत्रालय की रिपोर्ट में हमें यह बताया गया है कि भारत और ब्रिटेन के कार्यक्रमों के अन्दर किसी प्रकार की अंग्रेजी की पुस्तकों को उपलब्ध कराने में यहां पर अनुदान दिया जा रहा है और शान के साथ शिक्षा मंत्रालय लिखता है कि "इस कार्यक्रम का सारा खर्चा ब्रिटिश सरकार उठा रही है।" ब्रिटेन की सरकार सारा खर्च उठा रही है तो आप इतने गौरव के साथ इसको अपनी रिपोर्ट में स्थान क्यों दे रहे

हैं ? आप खुद इसके बारे में क्या कर रहे हैं। इसके अतिरिक्त (ख) में भारत अमरीका कार्यक्रम के अन्तर्गत दो करोड़ रुपये का सारा खर्चा अमरीका उठा रहा है। इसके अतिरिक्त (ग) में भारत रूस के कार्यक्रमों के अन्तर्गत सारा खर्च रूस उठा रहा है। लेकिन इतना सब कुछ आपकी अनुमति से होने के बाद, सबसे ज्यादा हंसी की बात यह है, कि उनके बाद में भारतीय कार्यक्रमों के अन्तर्गत लिखा है कि इस बात को सुनिश्चित करने के लिए कि उपदान द्वारा प्रकाशित विदेशी पुस्तकों की प्रतियोगिता के कारण अंग्रेजी की अच्छी पाठ्य पुस्तकों का प्रकाशन समाप्त न हो जाए, हम भी अपनी ओर से अंग्रेजी की पुस्तकों का प्रकाशन करने जा रहे हैं। कौसी मजे की बात है। पहले तो आप ब्रिटेन, अमरीका, रूस से विदेशी पुस्तकें छपवाएंगे और फिर आप उस एक्सक्लूजिव के ऊपर कि उन पुस्तकों से यहां की पुस्तकों का स्टैंडर्ड न घट जाए और मस्ती पुस्तकें छपवाएंगे, वह भी अंग्रेजी की, छपवाएंगे शिक्षा मंत्रालय की ओर से।

15 hrs.

संस्कृत के बारे में मैं कह चुका हूँ मुझे पता नहीं है कि घंटी की स्थिति क्या है लेकिन फिर भी थोड़े से शब्दों में यह कह देना चाहता हूँ कि ऐसे बहुत से इंस्टीट्यूशन्स देश में संस्कृत के नहीं हैं जोकि संस्कृत की ठीक शिक्षा दे सकें। इसलिए जो गुरुकुल शिक्षा प्रणाली में एक दो विश्वविद्यालय हैं, जो के समाप्त होने से बच गये हैं, उनको अगर मरने से बचा सकें तो बुराई कुछ नहीं होगी और आपके हाथ यश थोड़ा बहुत आएगा।

त्रिभाषा फारमूले की बात मैं कर चुका हूँ। केवल यही कहना चाहता हूँ कि हिन्दी को जबरदस्ती किसी पर थोपा न जाए लेकिन मेरा कहना यह भी है कि उसी तरीके से अंग्रेजी को भी किसी पर जबरदस्ती न लादा जाए।

अंग्रेजी बनाये रखने के लिए इस प्रकार का एक आन्दोलन चल पड़ा है जिससे हिन्दी को बदनाम किया जा रहा है। उसका एक नमूना मैं आपके सामने पेश कर रहा हूँ। मेरठ विश्व-विद्यालय यहाँ से बहुत दूर नहीं है आप जानते होंगे। वहाँ के वाइस चान्सलर हैं, बहुत से वाइस चान्सलर्स हैं, मैं नाम नहीं लेना चाहता, लेकिन किस प्रकार से अंग्रेजी को बढ़ाने के लिए हिन्दी को बदनाम किया जाता है, एक प्रकार से गन्दा विज्ञापन करने की कोशिश की जाती है, उसका एक नमूना पेश कर रहा हूँ। दिल्ली के 10 जून, 1968 के नवभारत टाइम्स में यह समाचार प्रकाशित हुआ कि मेरठ यूनिवर्सिटी के वाइस चान्सलर साहब कहते हैं :

“उन्होंने अंग्रेजी को हिन्दी से अधिक सरल बताते हुए कहा है कि उनकी यानी उप-कुलपति की 9-वर्षीय सुपुत्री जब अंग्रेजी में बोलती है, तो बोलते हुए बड़ी प्यारी लगती है।”

कोई परेशानी की बात नहीं है। मेरी बच्ची भी जब बोलती है तो मुझे भी प्यारी लगती है। लेकिन आगे सुनिये :

“लेकिन जब वह हिन्दी में बोलती है, तो उसे बोलने में कठिनाई तो होती ही है, साथ ही गले में तकलीफ भी होती है, क्योंकि बच्चों को हिन्दी बोलने में अंग्रेजी बोलने की अपेक्षा अधिक मेहनत करनी पड़ती है।”

यह नवभारत टाइम्स में लिखा है। वाइस चान्सलर साहब कह रहे हैं। अगर यही स्थिति अंग्रेजी वालों की है और इसी प्रकार से वह हिन्दी को बदनाम करना चाहते हैं तो मैं केवल यह बात कह देना चाहता हूँ कि जो हिन्दी पढ़ना चाहे पढ़े और जो नहीं पढ़ना चाहता न पढ़े लेकिन अंग्रेजी को बनाये रखने के लिए हिन्दी को गालियाँ देना बन्द किया जाय।

पुस्तकों के प्रकाशन के सम्बन्ध में मुझे कुछ कहना है।

सभापति महोदय : आपको 18 मिनट तो दे दिये हैं। अब समाप्त कर दें।

श्री नारायण स्वरूप शर्मा : मैं एक मिनट में समाप्त करता हूँ। सुलभ पुस्तक माला के प्रकाशन के सम्बन्ध में अगर आप इस बात का ध्यान रखें तो बहुत अच्छा होगा कि खास तौर से छोटे बच्चों के सम्बन्ध में यानी 10 साल से 16 साल के बच्चों के सम्बन्ध में पाठ्य पुस्तकों की बात में नहीं कर रहा हूँ लेकिन सामान्य पुस्तकें भी देश में उपलब्ध नहीं हैं। इस बारे में कुछ अनुदान देने की आवश्यकता है और पाठ्य पुस्तकों के सम्बन्ध में जब तक आप देश व्यापी कोई कमीशन नहीं बैठायेंगे प्राथमिक, माध्यमिक और विश्वविद्यालय स्तर की पाठ्य पुस्तकों का ठीक प्रबन्ध नहीं करेंगे तब तक देश की एकता और परम्परा की बात करना बिल्कुल बेकार की बात होगी। प्राथमिक शिक्षा के बारे में निःशुल्क प्राथमिक शिक्षा देना आपका कर्तव्य था। यह मुझे पता है कि राज्य सरकारों को इस बारे में कुछ करना चाहिये लेकिन प्राथमिक शिक्षा में जब तक आप धार्मिक शिक्षा और देश भक्ति और देश स्वा-भिमान की बातें नहीं करेंगे, तब तक कोई लाभ नहीं होगा। खास तौर से इस सम्बन्ध में मैं जल्दी से यह कहना चाहता हूँ कि प्राइमरी शिक्षकों को 75 रुपये मासिक वेतन देकर अगर आप चाहते हों कि आपके बच्चों को वह एजुकेट करें तो यह दुस्साहस मात्र होगा। (समय की घंटी)

युवक सेवा के सम्बन्ध में इसलिए कहना चाहता हूँ कि आपने अपने मंत्रालय का नाम बदल लिया है और इसका नाम शिक्षा और युवक सेवा मंत्रालय रखा है। मैंने अन्दर से रिपोर्ट को देखने की कोशिश की तो इसके बारे में कुछ नहीं मिला। आज असंतोष का अध्ययन करने के लिए आपको पूरे भारत की यूनिवर्सिटियों के छात्रों का सहयोग चाहिए और जब तक आप मिलकर नहीं बैठेंगे तब तक इस बारे में कुछ नहीं हो सकेगा। इस शिक्षा आयोग की रिपोर्ट में यह बात कही गई है। अगर छात्र और छात्र यूनिवर्सिटी के संचालन में सहयोग देने लगे तो उससे काफी सहायता मिलेगी।

[श्री नारायण स्वरूप शर्मा]

अलीगढ़ यूनिवर्सिटी के बारे में मैं कुछ नहीं कहना चाहता। लेकिन...

सभापति महोदया : अब आप बैठ जाइए। दूसरों को धी बोलना है।

DR. A. G. SONAR (Ramtek) : Madam Chairman, I rise to support the Demands of the Education Ministry. It is always said that education is a State subject. According to Article 45 of the Constitution education is a primary duty of the State Government. The article states :

"The State shall endeavour to provide within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

In the report of the Ministry, we see a very pitiable condition so far as primary education is concerned. The literacy percentage of India is 24%, the highest being in Kerala with 44% and the lowest in NEFA—7%. So far as U.P., Bihar, M.P., Rajasthan and some other States are concerned, it is alarming. Three Prime Ministers of India came from Uttar Pradesh and yet the primary education in that State is in a pitiable condition. Even after three Five Year Plans what we see is : in the age group of 6-11, by the end of the third Five Year Plan we reached 559.6 lakhs and the percentage is 77.9%. After the Fourth Plan it will be 682.7 lakhs and in percentage—84.9. When we go from the IV standard to the VIII standard, there is a sudden fall. By the end of the Third Plan it was 32.4% and it will reach 42.2% by the Fourth Plan. In classes IX to XI, upto the end of the Third Plan it was 19.3% and in the fourth plan it will reach 25.9%. It shows actually from Classes I to IV there is a great fall of fifty per cent of the students going out of school. To that extent there is stagnation and wastage. Nobody has paid any attention to this and see what is it due to. Actually in every stage there is stagnation. The Consultative Committee was asked to supply a comparative statement statewise which I could not get till now.

Let us go to the Girls' education. It is still worse. In Girls' education in 1957

it was something like 59% and when the girls' education reached the middle stage it is 20%. If you look to the Scheduled Castes and Tribes, it is 9.3% in respect of Scheduled Castes and 3% in respect of Scheduled Tribes. The hon. Minister of Social Welfare said that about 90,000 scholarships are given. I would like to bring to the notice of the Minister that the rate of scholarship is never raised. This is the state so far as primary education is concerned.

There are so many States where there is no primary education made compulsory. Yesterday hon. Shri S. M. Joshi himself mentioned that in cities like Calcutta primary education is yet in a poor condition, and not free and compulsory though it is in the Directive Principles. I would like to know from the Government whether the State Governments are implementing the directive principle laid down in the Constitution. Have you taken reports from them? It is your primary duty to see whether they are following the Directive Principles or not.

Now let us come to the Universities and the institutions deemed to be universities. There are 74 Universities and 10 deemed universities. The total number of colleges is 2899 with students enrolment of 19,18,972 and the number of teachers is 1,02,454. Today emphasis is given to quality. I am not against quality. But you should not forget one thing which I wanted to bring to your kind notice.

The quality started increasing after the doors were thrown open to the backward people and the rural people, the down-trodden people, after Independence.

Now, you think in one way in one place and another way in another place. Now, you want to ban admission in the name of selective admission, but one of the worst things that I have noticed in the Kothari Commission's Report is about the selective admissions. If you keep the selective admissions, most of the village backward people will not get admissions. The people to whom you are banning this are the rural people, the backward classes people and the tribal people and they will never be able to compete with you. They will have to compete with whom? They are all 100 years behind; you are hundred years forward and you are asking them to compete with you. You are

asking them to show their merit. How can you do it? How can this be done, unless you give them equal opportunities? One is staying in a very good house; he is staying in a good bungalow under the fan; whereas the other man is sitting with his cows in his village hut in his village surroundings. How can there be a comparison between the two? Therefore, you must realise all these things. That is what I want to say.

• Last year there was a row about the unemployment of the engineers. Thereby you have reduced the admissions to the engineering and the technical colleges. To whom really are you indirectly banning it by doing so? I am entirely against it. It is only the people from the public schools who are ruling the Secretariat; most of those people are coming from public schools. They are ruling and nowhere you see the rural people. You have to see all these things. You must see to it from their own point of view and you must pay attention to these things.

In short, the monopolies dominate in the economic life. The monopolies dominate in the political life. Again, the monopolies dominate in the educational life also.

I recently read a book called 'Voice of America'. In that book it is said that in a country where there are more of technicians and educationists in the common lot of the people, that country is economically sound. America is a country where 40 to 45 people are getting out of the colleges for hundred; in the USSR 25 to 30 people are getting out of the colleges out of hundred; and in India hardly two to three persons get out of the colleges. Are you satisfied with this situation? That is what I would like to ask.

Our revered leader, the Home Minister, Yashwantrao ji Chavan, said at the meeting at Nagpur (it was an MLA's meeting) that he will prefer 100 people getting wiser 5 per cent, instead of 5 people getting wiser 100 per cent. This is the urge of today. He knows the pulse of the down-trodden people. That is why he said so. He expressed the same view when he delivered the Convocation Address of the Aligarh University as the Chief Minister of Maharashtra.

Now, I would like to pass on to the policy matters.

21 years have passed after independence. Let us forget pre-independence days. We could not bring yet the Common Pattern of Education in all States and at all level. But after independence we have had 3 commissions—there was the Radhakrishnan Commission, there was the Mudaliar Committee and then the Kothari Commission. Some States honestly followed the recommendations of the first two commissions. Immediately, this is followed up by the third commission, the Kothari Commission. Within these 12 years there are these three commissions. On what basis these commissions are appointed? Now, the fourth may come and the fifth may also follow. What is the use of all these things? How are you going to see to its implementation?

I would say one thing on Kothari Commission report. On Kothari Commission report, the MPs committee of both the Houses was formed and they evolved what is known as the minimum national education policy. The previous Minister has honestly tried to implement it. In the original Kothari Commission report the two language formula was suggested. But finally Government adopted the three language formula. Now you are not in a position to enforce it in all the States. Now, it is our duty to see that if the integrity of the nation is to be kept up, you must see to these things.

We are talking so much about common schools. Are we really serious about that? How many of us are sending our children to common schools? Most of us Members of Parliament, are sending our children to Convent schools, including Cabinet Ministers. Most of their children are going to Convent schools or to Public schools and we are speaking about common schools. People will only see what you are doing. They will look at you and try to follow what you are doing. Therefore, do not do like that. I know that a demagogue can befool all the persons for some time, some persons for all the time, but not all the persons for all the time. That will never happen. Nowadays it is the need of the day. Our country consists mostly of rural areas. I want to warn the Government of that and I want to request the Government not to forget that 75 per cent of our people are from rural areas. Government should please see to this. With these words, I support the Education Demands.

श्री सताफत अली खां (मुजफ्फरनगर) : मैडम चेअरमैन, मिनिस्ट्री आफ एजुकेशन ऐंड यूथ सर्विसेज की बजट डिमांड्स पर बोलते हुए मुझे अपने कांस्टीट्यूशन की याद आती है जिस में कहा गया है कि हमारा मुल्क सैकुलर होगा। अगर हमें सैकुलरिज्म को बढ़ावा देना है तो यक़ीनी बात है कि हम एजुकेशन की तरफ़ ज्यादा ध्यान दें। एजुकेशन में जो हमारा टाइम गुजरता है उस टाइम में हमारे नौजवानों का कैरिक्टर भी बनता है जहिनयत भी तबदील होती है तो हमें देखना यह है कि एजुकेशन के सिलसिले में हम ने क्या किया है जिससे कि हमारे सैकुलरिज्म को बढ़ावा मिले। पिछले 22 साल के दौरान हम ने देखा कि मुल्क में बहुत ज्यादा फसादात बढ़ते चले जा रहे हैं। यह फसादात किसी मशीन की पैदावार नहीं है कि हमने बटन दबा दिया और फसादात पैदा हो गये बल्कि यह उस जहिनयत की पैदावार है जो हमारे स्कूलों में परवरिश पा रही है, हमारे कालिजों में परवरिश पा रही है। अगर हम ने इस जहिनयत को नहीं बदला तो यह फसादात किसी सूरत नहीं रुक सकेंगे।

अंग्रेज़ जब हमारे मुल्क में हुकूमत करते थे तो वह अपनी हुकूमत को क़ायम रखने के लिए हमारे मुल्क में ऐसी किताबें और ऐसी तालीम रायज करते थे जिसके जरिए मुल्क के इन दो फिरकों में नफरत और शक़ शुवहात पैदा हों अंग्रेज़ के चले जाने के बाद में ज़रूरत इस बात की थी कि हम तालीम के अन्दर ऐसी तबदीलियां लायें जिससे मुल्क के मुस्लिफ़ फिरकों में शक़ शुवहात ख़त्म हों। लेकिन हम ने इस सिलसिले में क्या किया है इस के ऊपर हम अगर गौर करें तो हमें मालूम होगा कि हमारी इस सिलसिले में कोई कार्यवाही तसल्लीबख़्श नहीं रही है। ग़लत और भूठी तालीम आज भी हमारे स्कूलों में पढ़ाई जा रही है जिसके अन्दर मुसलमान बादशाहों को बदनाम करने की कोशिश की गई है और मुसलमान बादशाह ही नहीं बल्कि आम

मुसलमानों के खिलाफ़ भी यह लिखा गया है कि वह जालिम डाकू और मुतास्सिब किस्म के लोग होते थे। ऐसे बादशाहों के खिलाफ़ भी जिन्होंने रवादारी के साथ हमेशा हुकूमत की है उनकी बाबत भी कोर्स की किताबों में झूठे और ग़लत किस्से लिखे हुए हैं। अभी पिछले दिनों टेक्सट बुक्स की जांच करने वाली कमेटी के सदर ने मुखालिफ़ फिरकेवारियत कान्फ़्रंस में बतलाया था कि उन्होंने एक कोर्स की किताब में यह लिखा हुआ देखा कि टीपू सुलतान के जमाने में 4000 ब्राह्मणों ने इसलिए खुदकुशी कर ली कि वह मुसलमान नहीं होना चाहते थे और क्योंकि उन को जबरदस्ती मुसलमान बनाने की कोशिश की जा रही थी। टेक्सट बुक्स कमेटी के सदर ने जब उन मुसलमन को यह लिखा कि उन्होंने यह वाक़या कहां लिखा हुआ देखा है तो उन का कोई जबाब नहीं आया। पांचवा खत लिखने के बाद मुसलमन ने जवाब दिया कि उसने मैसूर गजेटियर में इसे देखा है। इस पर सदर ने मैसूर युनिवर्सिटी के वाइस चांसलर और हुकूमत हिन्दू को लिखा कि क्या मैसूर गजेटियर में ऐसा कोई वाक़या दर्ज है तो वहां से जवाब आया कि उस में तो कोई ऐसा वाक़या दर्ज नहीं है। दरअसल किसी जगह भी कोई ऐसा वाक़या दर्ज नहीं था लेकिन मुसलमन साहब ने जानबूझ कर अपने दिल से गढ़ कर कोर्स की किताब में शामिल कर दिया और यू पी गवर्नमेंट ने उसे कोर्स में मंज़ूर कर लिया। हुकूमत ने इसका कोई ध्यान नहीं किया कि ऐसे वाक़ये को जोकि दरअसल मनगढ़त है कोर्स की किताब में आना चाहिए या नहीं।

अभी दिल्ली में पढ़ाई जाने वाली एक किताब में जो कोर्स में मंज़ूर हुई है यह वाक़या लिखा हुआ है कि सती की रसम मुसलमानों के जमाने में रायज हुई और मुसलमानों ने उसे रायज किया था। इससे पहले हिन्दुओं में यह रसम रायज नहीं थी। इस किस्म के ग़लत वाक़यात मुसलमानों के बारे में आजकल कोर्स की

किताबों में लिखे जा रहे हैं। जाहिर है कि उनसे नफरत फैलती है। शकूर और नफरत को बढ़ावा मिलने के अलावा और कोई बात उन से पैदा नहीं हो सकती है। चाहिए तो यह था कि आजादी के बाद हम ऐसी तवारीख मुस्तब करते जिससे* मुसलमानों के खिलाफ नफरत और हिंकारत खत्म हो लेकिन हमारे यहां हो यह रहा है कि फरजी दास्तानें गढ़ गढ़ कर *हमारे कोर्स की किताबों में शामिल की जा रही हैं। हकीकतराय की फरजी कहानी की किताबें आज स्कूल और कालिजों की लाइब्रेरियों में हमें आम तौर पर रक्खी हुई मिलती हैं।

जब हालात यहां तक ऐसे खराब हों तो औरंगजेब जैसे बादशाह के खिलाफ जो शक शुवहात पैदा कर दिये गये हैं वह कैसे दूर किये जा सकते हैं? हमारे लिए यह जरूरी था कि इस किस्म की जो गलत तवारीखें मुरत्तिब की गई हैं जिनमें मुसलमान बादशाहों को गलत तरीके पर दिखाया गया है हम उनकी सफाई करते और उनके खिलाफ जो गलत वाक्यात गढ़ दिये गये हैं उनको दूर करने की कोशिश की जाती। डाक्टर आरनल्ड 'प्रीचिंग आफ इस्लाम' में लिखते हैं कि औरंगजेब के अहद की तवारीखों में जत्रिया मुसलमान बनाने का कहीं जिक्र नहीं है। लेकिन हमने अपनी किसी कोर्स की किताब में इसे शायी करने की कोशिश नहीं की, न ही किसी जगह यह बतलाया गया कि औरंगजेब की फौज का कमांडर इन चीफ राजा जयसिंह था। इसी तरह औरंगजेब ने अपना जो एक गवर्नर अफगानिस्तान में मुकरर किया था जहां पर 100 फ्रीसदी मुसलमानों की आबादी है उसका नाम जसवन्तसिंह था। औरंगजेब के एक लड़के की शादी राजा रूपसिंह की लड़की से हुई थी। खुद औरंगजेब के महल में बहुत से उसके रिश्तेदार हिन्दू थे जोकि तमाम उन्न हिन्दू रहे। किसी को उसने कभी हिन्दू से मुसलमान बनने की कोशिश नहीं की।

इसके अलावा श्री जदुनाथ सरकार ने अपनी किताब में लिखा है कि औरंगजेब ने

वक्तनफवक्तन मंदिरों को जागीरें दी हैं जिसके बारे में हमारी तवारीख में कहीं कोई जिक्र नहीं किया गया है। हमारे लिए जरूरी था कि हम इस किस्म की बातें अपनाते, किताबों में लिखते ताकि जो शक शुवहात हैं वह दूर हो जायं। हमारी इन तमाम बातों का नतीजा यह हो रहा है कि हमारी नई नसल फिरकापरस्ती के जहर की शिकार हो रही है। यह कैसे मुमकिन हो सकता है कि एक बच्चा तमाम उन्न फिरकापरस्ती की तालीम हासिल करता रहे और जब वह तालीम हासिल करके निकले तो उसका जहन बिलकुल तास्सुब से पाक हो और किसी किस्म की नफरत उसके दिल व दिमाग में न रहे।

किताबों में मुसलमानों के खिलाफ मजामीन के साथ-साथ अब स्कूलों और कालिजों में फिरकापरस्त पार्टियां भी अपना असर और रसूख बढ़ाने में लगी हुई हैं। बहुत से हमारे स्कूलों और कालिजों में आर० एस० एस० के कैम्प लगाये जा रहे हैं जहां पर मुसलमानों के लिए उन्हें नफरत की तालीम दी जा रही है। अगर हमने उसकी तरफ तवज्जह नहीं दी तो हमारी नई नसल का दिमाग बहुत ज्यादा होगा और हम उस खराबी को जो पैदा होने मुतास्सिर वाली है रोक नहीं सकेंगे।

अभी मेरे सामने एक किताब है जिसका नाम "हिन्दी विश्वविद्यालय की परीक्षाओं की विवरण पत्रिका" है। इसमें पेज नम्बर 102 पर "प्रश्नपत्र 3—आधुनिक भारतीय राजनीतिक चिन्तन" के सिलसिले में कुछ लोगों के नाम लिखे हुए हैं जिनके कि बारे में स्टडी करने के लिए कहा गया है जैसे राजाराम मोहन राय, स्वामी दयानन्द, गोपालकृष्ण गोखले वगैरह बहुत से लोगों के नाम दिये हुए हैं और आखिर में लिखा है "भारतीय जनसंघ तथा उसके विचार।" सिर्फ यही नहीं कि व्यक्तिगत तरीके पर स्टडी की जाय बल्कि पूरे भारतीय जनसंघ की फिलासफी को भी कोर्स में स्टडी किया जाय। जाहिर है कि अगर हमारे

बच्चे भारतीय जनसंघ की फिलासफी को स्टडी करेंगे तो उसका नतीजा क्या होने वाला है ? हां दीनदयाल उपाध्याय के बारे में लिख दिया जाता है कि उनकी स्टडी की जाय तो वह बात समझ में आ सकती थी लेकिन यहां तो पूरे भारतीय जनसंघ की फिलासफी को स्टडी करने के लिए कहा गया है। अब भारतीय जनसंघ की फिलासफी सिवाय इसके कुछ नहीं है कि गुरु गोलवलकर से इंस्पिरेशन हासिल करते हैं।

एक माननीय सदस्य : यह किताब कहां छपी है ?

श्री लताफत अली खाँ : इसे उत्तरप्रदेश हिन्दी साहित्य सम्मेलन प्रयाग ने प्रकाशित किया है जिसका कि नाम हिन्दी विश्वविद्यालय की परीक्षाओं की विवरण पत्रिका है।

किताब आपके सामने है।

एक माननीय सदस्य : आप देवबन्द की किताबों को उठाकर देखिये।

श्री लताफत अली खाँ : सन् 1954 में हमारे यहां नेशनल डिसिप्लिन स्कीम शुरू की गई थी जिसका मकसद था कि स्टूडेंट्स के अन्दर डिसिप्लिन आये, पैट्रियाटिज्म आये, और दूसरी बहुत-सी अच्छी बातें उनमें पैदा की जायें। उस स्कीम पर 15 करोड़ ₹० खर्च हो चुका है। हमारे बहुत से लीडरों ने उसकी तारीफ की और उसके कामों को सराहा। सन् 1962 में चीन के हमले के बाद उसकी और ज्यादा जरूरत महसूस की गई थी और उस वक्त वजीर खजाना श्री भोरारजी देसाई ने उसके लिये और 5 करोड़ ₹० मंजूर किया था। लेकिन अभी हाल में गवर्नमेंट आफ इंडिया ने तय कर लिया है कि इस स्कीम को स्टेट गवर्नमेंट्स के सुपुर्दे कर दिया जाये। इस स्कीम में 7,000 आदमी मुलाजिम हैं और उनकी मुलाजिमतों का सवाल खतरे में पड़ गया है। 35 हजार आदमी उनकी फैमिलीज में हैं जिनको वह

सपोर्ट करते हैं। अगर स्टेट गवर्नमेंटें इस स्कीम को लेने के लिए रजामन्द नहीं होतीं, जैसाकि अन्दाजा हो रहा है कि वह लेने के लिये तैयार नहीं हैं, तो उस सूरत में इन बेचारों की मुलाजमत का क्या होगा। यकीनी बात है कि वह अपनी मुलाजमत से महरूम हो जावेंगे। गवर्नमेंट ने एक सर्कुलर निकाला है जिसमें उन्होंने कहा है कि :

“In the event of your not being absorbed in the service under the State authorities, even though you may opt for service under them, you will be given by the Government of India the terminal benefits as admissible under the revised pay rules.”

अगर इस तरह से उनकी मुलाजमतें खत्म कर दी गईं तो वह दो तीन महीनों की तन्ख्वाह पाने के बाद कहां जायेंगे। उनकी मुलाजमत पन्द्रह साल के करीब हो गई है। मैं चाहूंगा कि मिनिस्टर साहब उनके मामले पर हमदर्दी से गौर करें। उनके साथ इन्सानियत का सलूक किया जाये क्योंकि पन्द्रह सालों के बाद अब वह इस काबिल नहीं रह गये हैं कि कहीं दूसरी जगह मुलाजमत कर सकें।

इसके बाद मैं यह बतलाना चाहूंगा कि हमारे तालीमी इदारों में अमरीकी घुसपैठ शुरू हो चुकी है। इसके लिए एक अजीब तरीका अख्यार किया गया है। पहले फाउंडेशन विजिटर के जरिये एक रिपोर्ट पेश की जाती है जिसमें हालात और कामों का जायजा लिया जाता है और इदारों में खराबियों की निशानबिही की जाती है, और उन कमियाँ को दूर करने के लिए खर्च का अन्दाजा बतलाया जाता है और कहा जाता है कि ऐसा कर देने से यह इदारा जदीद होकर मुक्त की तरक्कियात का साथ दे सकेगा। खर्च का अन्दाजा रुपये की जरूरत पैदा करता है, जिसको हासिल करने के लिए इदारे का सरबराह फाउंडेशन से मुजाकिरात करता है।

15.28 hrs.

[उपाध्यक्ष महोदय पीठासीन हुए]

जब इस तरीके से रुपया हासिल किया जाता है तो उसका लाजिमी नतीजा यह है कि हमारे यहां जो सी आई ए एजेंट हैं वह हमारे तालीमी इदारों में घुसंगे और घुस भी गये हैं। हमारे यहां के प्लेनिंग कमिशन में भी उनके आदमी पहुंच गये हैं और हमारी प्लेनिंग का जो काम चल रहा है उसको भी वह कंट्रोल करने लगे हैं। सी० आई० ए० की जो ऐक्टिविटीज हैं उनके बारे में मैं बतला सकता हूँ कि रिचर्ड एंड ग्लेडीज हार्कनेस कहते हैं कि :

"For its regular operational personnel, C.I.A recruits many employees from our colleges and Universities through a process beginning even before individual students realise that they are being singled out as possible C.I.A. timber."

इस तरीके से हम अपने तालीमी इदारों में सी० आई० ए० एजेन्ट्स को घुसा रहे हैं जो हमारी प्रायरीटीज को बदल रहे हैं और हमारे मुल्क के मफाद को नुकसान पहुंचा रहे हैं। मैं मिनिस्टर साहब से गुजारिश करना चाहता हूँ कि वह इस तरह के सी० आई० ए० एजेन्ट्स की तालीमी में न घुसने दें ताकि हमारा मुल्क उनसे महफूज रहे।

[श्री लफात علی خاں (مظفرنگو) : مسیڈم
چیرمین۔ منسٹری آف ایجوکیشن اینڈ یوتھ
سرورینس کی بجٹ ڈیمانڈس پر بولتے ہوئے مجھے اپنے
کانسٹیوشن کی یاد آتی ہے جس میں کہا گیا ہے کہ ہمارا
ملک سیکولر ہوگا۔ اگر ہمیں سیکولرزم کو بڑھا دینا ہے
تو یقینی بات ہے کہ ہم ایجوکیشن کی طرف زیادہ دھیان
دیں۔ ایجوکیشن میں ہمارا جو ٹائم گزرتا ہے اس ٹائم میں
ہمارے نوجوانوں کا کرکیر بھی بنتا ہے، ذہنیت بھی
تبدیل ہوتی ہے تو ہمیں دیکھنا یہ ہے کہ ایجوکیشن کے

سلسلے میں ہم نے کیا کیا ہے جس سے کہ ہماری سیکولرزم
کو بڑھاوا ملے۔ پچھلے ۲۲ سال کے دوران ہم نے
دیکھا کہ ملک میں فسادات بہت زیادہ بڑھتے چلے جا رہے
ہیں۔ یہ فسادات کسی مشین کی پیداوار نہیں ہیں کہ ہم نے
بن دیا اور فسادات پیدا ہو گئے بلکہ یہ اس ذہنیت
کی پیداوار ہے جو کہ ہمارے اسکولوں میں پرورش
پا رہی ہے۔ اگر ہم نے اس ذہنیت کو نہیں بدلاتو یہ
فسادات کسی صورت نہیں رک سکیں گے۔

انگریز جب ہمارے ملک میں حکومت کرتے
تھے تو وہ اپنی حکومت کو قائم رکھنے کے لئے ہمارے ملک
میں ایسی کتابیں اور ایسی تعلیم رائج کرتے تھے جس کے
ذریعہ ملک کے ان دو فرقوں میں نفرت اور شک و شبہ
پیدا ہوں۔ انگریز کے چلے جانے کے بعد ضرورت اس
بات کی تھی کہ ہم تعلیم کے اندر ایسی تبدیلیاں لائیں جس
سے ملک کے مختلف فرقوں میں شک و شبہ ختم
ہوں۔ لیکن ہم نے اس سلسلہ میں کیا کیا ہے اس کے
اد پر ہم اگر غور کریں تو معلوم ہوگا کہ ہماری اس سلسلے
کوئی کارروائی تسمی بخش نہیں رہی ہے۔ غلط اور جھوٹی
تعلیم آج بھی ہمارے اسکولوں میں پڑھائی جا رہی ہے
جس کے اندر مسلمان بادشاہوں کو بدنام کرنے کی کوشش
کی گئی ہے اور مسلمان بادشاہ ہی نہیں بلکہ عام مسلمانوں
کے خلاف بھی یہ لکھا گیا ہے کہ وہ ظالم ڈاکو اور متعصب
قسم کے لوگ ہوتے تھے۔ ایسے بادشاہوں کے خلاف بھی
جنہوں نے ہمیشہ رواداری کے ساتھ حکومت کی ہے کہ کورس
کی کتابوں میں جھوٹے اور غلط قصے لکھے ہوئے؛

[شری لطافت علی خاں]
 ابھی پچھلے دنوں محنت کس کی جانچ کرنے والی کمیٹی کے
 صدر نے مخالف فرقہ واریت کانفرنس میں بلایا
 تھا کہ انہوں نے ایک کورس کی کتاب میں یہ لکھا ہوا
 دیکھا کہ تیمو سلطان کے زمانے میں ۴۰۰۰ برہمنوں
 نے اس لئے خودکشی کر لی تھی کہ وہ مسلمان نہیں ہونا چاہتے
 تھے۔ اور کیونکہ ان کو زبردستی مسلمان بنانے کی کوشش
 کی جا رہی تھی۔ محنت کس کمیٹی کے صدر نے جب
 ان مصنف کو لکھا کہ انہوں نے یہ واقعہ کہاں لکھا ہوا
 دیکھا ہے تو ان کا کوئی جواب نہیں آیا۔ پانچواں خط لکھے
 کے بعد مصنف نے جواب دیا کہ اس نے میسور گزیٹ
 میں اسے دیکھا ہے۔ اس پر صدر نے میسور یونیورسٹی
 کے دانش چانسلر اور حکومت ہند کو لکھا کہ کیا میسور
 گزیٹ میں ایسا کوئی واقعہ درج ہے تو وہاں سے
 جواب آیا کہ اس میں تو کوئی ایسا واقعہ درج نہیں ہے۔
 دراصل کسی جگہ بھی کوئی ایسا واقعہ درج نہیں تھا لیکن
 مصنف صاحب نے جان بوجھ کر اپنے دل سے
 گڑھ کو کورس کی کتاب میں شامل کر دیا اور یو۔ پی
 گورنمنٹ نے اسے کورس میں منظور کر لیا۔ حکومت
 نے اس کا کوئی دھیان نہیں کیا کہ ایسے واقعہ کو جو دراصل
 من گڑھت ہے کورس کی کتاب میں آنا چاہیے یا
 نہیں۔

دلی میں پڑھائی جانے والی ایک کتاب جو
 کورس میں منظور ہے اس میں یہ واقعہ لکھا ہوا ہے کہ
 ہستی کی رسم مسلمانوں کے زمانے میں رائج ہوئی اور
 مسلمانوں نے اسے رائج کیا تھا۔ اس سے سلسلہ

مسرووں میں یہ رسم رائج نہیں تھی۔ اس قسم کے غلط
 واقعات مسلمانوں کے بارے میں آج کل کورس کی
 کتابوں میں لکھے جا رہے ہیں۔ ظاہر ہے کہ ان سے نفرت
 پھیلتی ہے۔ شوک اور نفرت کو بڑھا دلنے کے علاوہ
 کوئی بات ان سے پیدا نہیں ہو سکتی۔ چاہیے تو یہ تھا
 کہ آزادی کے بعد ہم ایسی قوانین مرتب کرتے جس سے
 مسلمانوں کے خلاف نفرت اور حقارت ختم ہو لیکن ہمارے
 یہاں جو یہ رہا ہے کہ مسلمانوں کے فرضی مظالم کی داستانیں
 گڑھ گڑھ کر ہمارے کورس کی کتابوں میں شامل کی جا رہی
 ہیں۔ حقیقت رائے کی منافرت پیدا کرنے والی فرضی
 داستان کی کتابیں آج اسکول اور کالجوں کی لائبریریوں
 میں ہیں عام طور پر رکھی ہوئی ملتی ہیں۔ جب حالات
 یہاں تک خراب ہوں تو اورنگ زیب جیسے بادشاہ
 کے خلاف جو شک و شبہات پیدا کر دیئے گئے ہیں وہ
 کیسے دور کئے جاسکتے ہیں۔ ہمارے لئے یہ ضروری تھا
 کہ اس قسم کی جو غلط قوانین مرتب کی گئیں ان میں مسلمان
 بادشاہوں کو غلط طریقے پر دکھایا گیا ہے۔ ہم ان کی
 صفائی کرتے اور ان کے خلاف جو غلط واقعات گھڑ
 دیئے گئے ہیں ان کو دور کرنے کی کوشش کی جاتی۔
 ڈاکٹر آرٹلڈ پر پیچنگ آف اسلام میں لکھتے ہیں کہ
 اورنگ زیب کے عہد کی تاریخوں میں حیرت یہ مسلمان
 بنانے کا کہیں کوئی ذکر نہیں ہے۔ لیکن ہم نے اپنی کسی
 کورس کی کتاب میں اسے شائع کرنے کی کوشش نہیں کی نہ ہی
 کسی جگہ یہ بتلایا گیا کہ اورنگ زیب کی فوج کا کمانڈر
 چیف راجہ جے سنگھ تھا۔ اسی طرح اورنگ زیب

نے اپنا جو ایک گورنر افغانستان میں مقرر کیا تھا جہاں پر ۱۰ فیصدی مسلمانوں کی آبادی ہے اس کا نام جسوت سنگھ تھا۔ اورنگ زیب کے ایک لڑکے کی شادی راجہ روپ سنگھ کی لڑکی سے ہوئی تھی۔ خود اورنگ زیب کے محل میں بہت سے اس کے رشتہ دار ہندو تھے، جو کہ تمام عمر ہندو رہے کسی کو اس نے کبھی ہندو سے مسلمان بنانے کی کوشش نہیں کی۔

اس کے علاوہ شہری جادو ناتھ سرکار نے اپنی کتاب میں لکھا ہے کہ اورنگ زیب نے دقتاً فوقتاً مندروں کو جاگیر دی ہیں جس کے بارے میں ہماری تواریخ میں کہیں کوئی ذکر نہیں کیا گیا ہے۔ ہمارے لئے ضروری تھا کہ ہم اس قسم کی باتیں اپناتے۔ کتابوں میں لکھتے تاکہ جو شک و شبہات ہیں وہ دور ہو جائیں۔ ہماری ان تمام باتوں کا نتیجہ یہ ہو رہا ہے کہ ہماری نئی نسل فرقہ پرستی کے زہر کی شکار ہو رہی ہے۔ یہ کیسے ممکن ہو سکتا ہے کہ ایک بچہ تمام عمر فرقہ پرستی کی تعلیم حاصل کرتا ہے اور جب وہ تعلیم حاصل کر کے نکلتے تو اس کا ذہن تعصب سے بالکل پاک ہو اور کسی قسم کی نفرت اس کے دل و دماغ میں نہ رہے۔

کتابوں میں مسلمانوں کے خلاف مضامین کے ساتھ ساتھ اب اسکولوں اور کالجوں میں فرقہ پرست پارٹیاں بھی اپنا اثر اور رسوخ بٹھانے میں لگی ہوئی ہیں۔ بہت سے ہمارے اسکولوں اور

کالجوں میں آر۔ ایس۔ ایس کے کیمپ لگائے جا رہے ہیں جہاں پر مسلمانوں کے لئے انہیں نفرت کی تعلیم دی جا رہی ہے۔ اگر ہم نے اس طرف توجہ نہیں دی تو ہماری نئی نسل کا دماغ بہت زیادہ متاثر ہوگا۔ اور ہم اس خرابی کو جو پیدا ہونے والی ہے روک نہیں سکیں گے۔

ابھی میرے سامنے ایک کتاب ہے جس کا نام ہندی دشو ویدیائے کی پریکشا ودن کی بیرون پتر کا ہے۔ اس میں بیچ نمبر ۱۰۲ پر پرن پتر ۳ - آرچونک بھارتیہ راج نینک چنن کے سلسلے میں کچھ لوگوں کے نام لکھے ہوئے ہیں جن کے بارے میں اسٹیڈی کرنے کے لئے کہا گیا ہے جیسے راجہ رام موہن رائے۔ سوامی دیانند۔ گوپال کرشنن گوکھلے وغیرہ بہت سے لوگوں کے نام دینے ہوئے ہیں اور آخر میں لکھا ہے "بھارتیہ جن سنگھ تمھارا اس کے دچار" صرف یہی نہیں کہ دیکھی گت طریقے پر اسٹیڈی کی جائے بلکہ پورے بھارتیہ جن سنگھ کی فلاسفی کو بھی کورس میں اسٹیڈی کیا جائے۔ ظاہر ہے کہ ہمارے بچے اگر بھارتیہ جن سنگھ کی فلاسفی کو اسٹیڈی کریں گے تو اس کا نتیجہ کیا ہونے والا ہے۔ ہاں دین دیال اپادھیائے کے بارے میں لکھ دیا جاتا کہ ان کی اسٹیڈی کی جائے تو وہ بات سمجھ میں آسکتی تھی لیکن یہاں تو پورے بھارتیہ جن سنگھ کی فلاسفی کو اسٹیڈی کرنے کو کہا گیا ہے۔ اب بھارتیہ جن سنگھ کی فلاسفی سوانے اس کے کچھ

[شمیری لطافت علی خاں]
نہیں ہے کہ گرو گو لو اکر سے انسپریشن حاصل کرتے ہیں۔

ایک مانیہ سد سیئہ : "یہ کتاب کہاں چھپی ہے۔؟"

شمیری لطافت علی خاں :- اسے اتر پردیش ہندی سا ہتیمہ سمیلن پریاگ نے پرکاشت کیا ہے جس کا کہ نام ہندی دیشو ویدیا لینہ کی پریکچھا دون کی ویرون پتریکا ہے۔ "کتاب آپ کے سامنے ہے۔
ایک مانیہ سد سیئہ : "آپ دیوبند کی کتابوں کو اٹھا کر دیکھئے۔"

شمیری لطافت علی خاں : سنہ ۱۹۵۴ میں ہارے یہاں نیشنل ڈیپلین اسکیم شروع کی گئی تھی جس کا مقصد تھا کہ اسٹوڈنٹس کے اندر ڈیپلین آئے۔ پیٹریاٹرم آئے۔ اور دوسری بہت سی اچھی باتیں ان میں پیدا کی جائیں۔ اس اسکیم پر ۵ کروڑ روپیہ خرچ ہو چکا ہے۔ ہمارے بہتے لیڈروں نے اس کی تعریف کی اور اس کے کاموں کو سراہا۔ سنہ ۱۹۶۲ میں چین کے حملے کے بعد اس کی اور زیادہ ضرورت محسوس کی گئی تھی اور اس وقت وزیر خزانہ شمیری مرارجی ڈیسا نے اس کے لئے اور ۵ کروڑ روپیہ منظور کیا تھا۔ لیکن ابھی حال میں گورنمنٹ آف انڈیا نے طے کر لیا ہے کہ اس اسکیم کو اسٹیٹ گورنمنٹ کے سپروکر دیا جائے۔ اس اسکیم میں ۷۰۰ آدمی لازم ہیں اور ان کی ملازمتوں کا سوال نظر سے پیش کیا گیا ہے۔ ۳۵ ہزار آدمی ان کی نیملینر

میں ہیں جن کو وہ سپورٹ کرتے ہیں۔ اگر اسٹیٹ گورنمنٹ ان کو لینے کے لئے رضامند نہیں ہوتیں جیسا کہ اندازہ ہو رہا ہے کہ وہ لینے کے لئے تیار نہیں ہیں۔ تو اس صورت میں ان بچازوں کی ملازمت کا کیا ہوگا۔ یقینی بات ہے کہ وہ اپنی ملازمت سے محروم ہو جائیں گے۔ گورنمنٹ نے ایک سرکولر نکالا ہے جس میں انہوں نے کہا ہے کہ :-

"In the event of your not being absorbed in the service under the state authorities, even though you may opt for service under them, you will be given by the government of India terminal benefits as admissible under the revised pay rules.

اگر اس طرح سے ان کی ملازمتیں ختم کر دی گئیں تو وہ دو تین مہینوں کی تنخواہ پانے کے بعد کہاں جائیں گے۔ ان کی ملازمت پندرہ سال کے قریب ہو گئی ہے۔ میں چاہوں گا کہ منسٹر صاحب (۱) کے معاملہ پر ہمدردی سے غور کریں۔ ان کے ساتھ انسانیت کا سلوک کیا جائے کیونکہ پندرہ سالوں کے بعد اب وہ اس قابل نہیں رہ گئے ہیں کہ کہیں دوسری جگہ ملازمت کر سکیں۔

اس کے بعد میں یہ بتانا چاہوں گا کہ ہارے تعلیمی اداروں میں امریکی گھس پیٹھ شروع ہو چکی ہے۔ اس کے لئے ایک عجیب طریقہ اختیار کیا گیا ہے۔ پہلے فاؤنڈیشن ڈیزٹریکٹ کے ذریعہ ایک رپورٹ پیش کی جاتی ہے جس میں حالات اور کاموں کا جائزہ لیا جاتا ہے اور اداروں میں خرابیوں کی نشاندہی کی جاتی ہے اور ان کمیوں کو دور کرنے کے لئے ترمیم

کا اعزازہ بتلایا جاتا ہے اور کہا جاتا ہے کہ لڑکا کریم سے یہ ادارہ جدید ہو کہ ملک کی ترقیات کا ساتھ دے سکے گا۔ خرچہ کا اندازہ روپے کی ہمدردت پیدا کرتا ہے۔ جس کو حاصل کرنے کے لئے ادارے کا سربراہ فاؤنڈیشن سے مذاکرات کرتا ہے۔

14.28 hrs.

[MR. SPEAKER in the Chair.]

جب اس طریقہ سے روپیہ حاصل کیا جاتا ہے تو اس کا لازمی نتیجہ یہ ہے کہ ہمارے یہاں جو سی۔ آئی۔ اے۔ ایجنٹ ہیں وہ ہمارے تعلیمی اداروں میں گھسیں گے اور گھس بھی گئے ہیں۔ ہمارے یہاں کے پلاننگ کمیشن میں بھی ان کے آدمی پہنچ گئے ہیں اور ہماری پلاننگ کا جو کام چل رہا ہے اس کو بھی وہ کنٹرول کرنے لگے ہیں۔

سی۔ آئی۔ اے۔ کی جو ایکٹیویٹیز ہیں ان کے بارے میں میں بتلا سکتا ہوں کہ رچرڈ ایڈگلیڈنر ہارکینس کہتے ہیں کہ :-

"For its regular operational personnel, C.I.A. recruits many employees from our colleges and universities through a process beginning even before individual students realise that they are being singled out as possible C.I.A. timber."

اس طریقہ سے ہم اپنے تعلیمی اداروں میں سی۔ آئی۔ اے۔ ایجنٹس کو گھسا رہے ہیں۔ جو ہماری پراپرٹیز کو بل رہے ہیں اور ہمارے ملک کے مفاد کو نقصان پہنچا رہے ہیں۔ میں فخر حساب سے گزارش کرنا چاہتا ہوں کہ وہ اس طرح کے سی۔ آئی۔ اے۔ ایجنٹس کو تعلیمی اداروں میں نہ گھسنے دیں تاکہ ہمارا ملک ان سے محفوظ رہے۔

SHRI SAMAR GUHA (Contai) : With your permission, Sir, I want to draw the attention of the House to the devastating storm, which they have called as killing tornado in East Pakistan, that struck East Pakistan. It is feared to have killed over 1000 people and lakhs of people have been rendered homeless. Our hearts go in sympathy with those suffering families and people and I hope the Government have also sent a message of sympathy. I hope that this House will agree with me in conveying our deep sympathy to the suffering people of East Pakistan.

SHRI KRISHNA KUMAR CHATTERJI (Howrah) : I also associate myself with the feelings expressed by Shri Samar Guha.

SHRI S. M. BANERJEE (Kaupur) : We all associate ourselves with that.

MR. DEPUTY-SPEAKER : Shri Samar Guha also happens to be a refugee from East Pakistan. So he has taken the initiative in expressing that feeling of sympathy.

SHRI KRISHNA KUMAR CHATTERJI: So soon after the political upheaval there, this thing has happened. The whole of East Pakistan is prostrate under this calamity. Therefore, we sympathise with the people there in their calamity.

MR. DEPUTY-SPEAKER : Shri Samar Guha has brought to the notice of the House the great calamity that has taken place in East Pakiatan. It has claimed more than a thousand victims, as he has said.

श्री रणवीर सिंह (रोहतक) : हरियाणा और पंजाब की हमदर्दी भी खास तौर पर उनके साथ है ।

MR. DEPUTY-SPEAKER : The entire House expresses its deep sympathy with the victims of the national calamity and hardship.

We shall now proceed with the dismissal.

श्रीमती सावित्री श्याम (आंबला) : उपाध्यक्ष महोदय, जब मैं शिक्षा के ऊपर कुछ कहने का विचार करती हूँ तब मैं अनुभव करती हूँ कि मैं शिक्षा शास्त्री नहीं, मैं शिक्षा पण्डित नहीं, मैं

[श्रीमती सावित्री श्याम]

शिक्षा पर अथारिटी नहीं, किन्तु एक सार्वजनिक कार्यकर्त्री होने के नाते तथा एक संरक्षिका होने के नाते महसूस करती हूँ कि हमारी शिक्षा की नीतियों में, उसके संचालन में कहीं न कहीं कमी अवश्य है।

भारत के आजाद होने से पहले की शिक्षा का भी मुझे अनुभव है क्योंकि मेरी बहुत सी शिक्षा उससे पहले हुई थी, और उसके बाद का भी अनुभव मुझको है। सिवा इसके कि कुछ परिभाषाओं में परिवर्तन हुआ हो, जो शिक्षा हमें विरासत में मिली, जो प्रणाली हमें विरासत में मिली, उसको ही हम आज तक अपनाये हुए हैं। हालांकि जमाने ने पलटा खाय़ा, युग-परिवर्तन हुआ, देश गुलामी से आजाद हुआ, देश में जनतांत्रिक सरकारें बनीं, देश में समाज-वाद की घोषणा हुई, सोशो-एकानमिक प्रोग्राम बने, लेकिन उसका चिन्ह मुझे न विद्यार्थियों में दिखता है, न अध्यापकों में दिखता है और न जो अभिभावक अथवा संरक्षक हैं उनमें दिखता है। इसका कारण क्या है? कारण यह है कि इस प्रकार की शिक्षा के लिये हमें जिस प्रकार के वातावरण की आवश्यकता थी, वह नहीं उत्पन्न हुआ। बीस वर्ष के युग में एक बहुत बड़ा परिवर्तन हो जाना चाहिये था। आज का विद्यार्थी हमारा गांधी युग की बात नहीं समझता, गांधी युग की बात नहीं जानता, हमारे राष्ट्रीय नेताओं के विषय में नहीं समझता। इसकी जिम्मेदारी किस पर है? मैं कह सकती हूँ कि इसकी जिम्मेदारी पूरे तौर से हमारी सरकार की नीतियों और उसके संचालकों पर है।

मैं पब्लिक स्कूलों के खिलाफ नहीं। मैं देखती हूँ कि वहाँ का वातावरण बहुत अच्छा है, उनका स्तर बहुत ऊंचा है। लेकिन मैं इसके खिलाफ हूँ, बुनियादी तौर से खिलाफ हूँ जो उसने विषमतायें पैदा की हैं। पब्लिक स्कूल की शिक्षा ने आज देश में बहुत ज्यादा असमानता, विषमता और डिस्पैरिटी फैलाई है। एक विद्यार्थी वह है जो हमारे पड़ोस में रहता है

और एक मैं हूँ। मेरा बच्चा पब्लिक स्कूल में पढ़ने जाता है और मेरे पड़ोसी का बच्चा प्राइमरी स्कूल में पढ़ने जाता है जहाँ पर न तो सिर के ऊपर छत है और न जमीन पर बैठने के लिये चटाई है। आज हम कंसैन्ट्रेशन आफ वेल्थ की बात करते हैं, मोनोपॉली की बात करते हैं, उसको दूर करने का प्रयास करते हैं, लेकिन आज अखिल भारतीय सेवाओं में, न्यायालयों की सेवाओं में जिन 2 परसैंट विद्यार्थियों का कंसैन्ट्रेशन हो रहा है, मोनोपॉली हो रही है, उसकी जिम्मेदारी किस पर है? आखिर आज हिन्दुस्तान के 98 प्रतिशत विद्यार्थी उसका खाम्याजा भुगतने के लिये क्यों तैयार हों? देश दौलत उन पर लगती है, देश का खर्च उन पर होता है। आज हम इस डिस्पैरिटी को बहुत देर तक बर्दाश्त करने की स्थिति में नहीं हैं।

आजादी के बाद बहुत सी कमेटियाँ और कमीशनें बनी हैं। ये केन्द्र के स्तर पर और राज्यों के स्तर पर भी बनी हैं। कई कमेटियों में रहने का मुझे भी सौभाग्य प्राप्त हुआ है। एक पार्लियामैंटरी कमेटी भी बनी थी और उसमें भी मैंने हिस्सा लिया था। मुदालियर कमिशन की और राधाकृष्णन् कमिशन की जो सिफारिशें हुईं उनको तो कार्यान्वित किया गया, काफी हद तक, लेकिन कोठारी कमिशन की सिफारिशों को कार्यान्वित नहीं किया गया है। इस कमिशन ने अपनी रिपोर्ट में प्राइमरी से लेकर विश्व-विद्यालय की शिक्षा तक एज ए होल, प्रकाश डाला है। गौर तो बहुत इन सिफारिशों पर हुआ। एक विख्यात शिक्षा विशारद इसके चेयरमैन थे। लेकिन इस रिपोर्ट के बारे में सिवाय स्टेटमेंट आफ पार्लिसी के कुछ नहीं हुआ है। आपके पहले के शिक्षा मंत्री बराबर स्टेटमेंट आफ पार्लिसी ही देते रहे हैं। राज्यों का वह दौर भी करते रहे। यूनिवर्सिटी के लोगों से भी मिलते रहे, वाइस चांसलरों की कमेटी में भी उस पर गौर करते रहे। लेकिन आज तक एक भी सिफारिश, जितनी भी सिफारिशें कोठारी कमिशन द्वारा की गई थीं, को कार्यान्वित नहीं

किया गया। डा० राव की मैं बड़ी प्रशंसक हूँ। जब भी मैं उनका ओजस्वी भाषण सुनती हूँ तो मुझे ईर्ष्या उनसे होने लगती है। कितने अच्छे विचार हैं उनके, कितनी बढ़िया अंग्रेजी वह बोलते हैं। इसको सुनकर उनसे मुझे ईर्ष्या होने लगती है। क्या मैं आशा करूँ कि जो आपने शिक्षा के सम्बन्ध में राष्ट्रीय नीतियाँ अपनाई हैं, उनको आप अपने कार्यकाल में पूरा करके दिखायेंगे ?

मिसाल के तौर पर मैं नेवरहुड स्कूलज को लेती हूँ। हर एक प्राइमरी स्कूल को मैं नेवरहुड स्कूल मानती हूँ। क्या आप इनको पब्लिक स्कूलों के स्तर पर लाकर दिखायेंगे ? क्या आप उनका पांच प्रतिशत, दस प्रतिशत या पचास प्रतिशत स्तर ऊंचा बनाकर दिखायेंगे ?

श्री लैंगुएज फार्मुला हमारी राष्ट्रीय नीति का एक अंग है। इसको आप किस तरह से लागू करेंगे। अभी-अभी मैंने एक अखबार में पढ़ा है इसके बारे में उत्तर प्रदेश के मुख्य मंत्री के विचारों को। वह मेरे लीडर हैं। वह कहते हैं कि दूसरे प्रान्तों की भाषा या उर्दू। अगर इस प्रकार से इसको लागू किया गया तो जो श्री लैंगुएज फार्मुला है, उसके पीछे जो भावना है, उसको हम पूरा नहीं कर सकेंगे। इसका एक्स-पैरिमेंट हम उत्तर प्रदेश में बीस वर्ष से बराबर करते आ रहे हैं। अगर उत्तर प्रदेश के लोग और मैं तो कहेंगे कि उत्तरी भारत के लोग भी इस बात के ऊपर दृढ़ नहीं होंगे और इस प्रकार की नीति नहीं अपनायेंगे कि उन्हें दक्षिण भारत की कोई भाषा पढ़नी है और उनके बालकों को सीखनी है तो कभी भी आप हिन्दी को सम्पर्क भाषा के रूप में ग्रहण नहीं कर सकेंगे। जितने भी हिन्दी के समर्थक हैं, चाहे मैं होऊँ या कोई भी हो, कोई भी हिन्दी को राष्ट्रीय भाषा या लिख भाषा नहीं बना सकेगा। मैं चाहूँगी कि आप इसके बारे में राज्यों को निर्देश दें। उर्दू को संविधान में जो शैड्यूल है, उसमें स्थान दिया गया है। लेकिन मैं इसको मानने के लिए तैयार नहीं हूँ कि उर्दू को पढ़ा देने से श्री लैंगुएज फार्मुला जो है उसकी भावना पूरी हो

जाती है। उर्दू उत्तर प्रदेश की भाषा है, वहाँ के ग्यारह जिलों में इसको बोला जाता है और 27 प्रतिशत लोग चाहे मुसलमान हों या हिन्दू हों, इसको पढ़ते हैं या अपने बच्चों को पढ़ाते हैं। इसके बारे में नीति स्पष्ट होनी चाहिये।

इसी तरह से यूनिफार्मिटी आफ पे की बात थी, स्कैलज की बात थी। उसके बारे में एक राष्ट्रीय नीति अपनाने की बात थी। जिन राज्यों में इसको लेकर एजीटेरांज हुये और उन एजीटेरांज का वे सामना नहीं कर सके उन्होंने तो नए स्कैल लागू कर दिये या जिन्होंने धन का प्रबन्ध कर लिया उन्होंने तो इसके बारे में कुछ कर दिया लेकिन जहाँ धन का प्रबन्ध नहीं हुआ या जहाँ एजीटेरांज इतने जोर का नहीं हुआ वहाँ इसको लागू नहीं किया गया। अब इस समय अलग-अलग सूबों में अलग-अलग वेतन-क्रम हैं। आप एक अध्यापक से कैसे आशा कर सकते हैं कि वह बालकों को शिक्षित बना सकेगा जिसको आज के युग में, उत्तर प्रदेश जैसे प्रान्त में पचास रुपये महीना तनख्वाह मिलती है। यह सम्भव नहीं हो सकता है। जब तक वह आज की स्थिति में आवश्यकताओं से मुक्त नहीं होता है तब तक वह मेरे बालक को या आपके बालक को हाँगिञ्च शिक्षित नहीं बना सकेगा। कोठारी कमिशन की सिफारिशों के ऊपर पालियामेंट ने अपनी मुहर लगाई है। मैं आशा करती हूँ कि मंत्री महोदय अपने कार्यकाल में इनको कार्यान्वित करने का प्रयास करेंगे।

शिक्षा देश का सबसे बड़ा एंटरप्राइज है। मैं इसको एंटरप्राइज मानती हूँ। देश के चौदह बालक इसके अन्दर लगे हुए हैं। इनकी संख्या चौथी योजना में 27 प्रतिशत हो जाएगी। इतनी साक्षरता तब तक हो जाएगी। इसके लिए चौथी योजना में 802 करोड़ रुपये का प्राविधान किया गया है जो सारी चौथी योजना का 5.6 प्रतिशत ही है। मैं समझती हूँ कि पहली, दूसरी और तीसरी योजना में केन्द्र ने जितने धन की इसकी लिए व्यवस्था की थी, उससे भी यह कम है। आप राज्यों से यह आशा करते हैं कि जो

नीतियां हैं, उनका वे पालन करें। लेकिन अगर उन नीतियों को लागू करने में उनके पास धन का अभाव होता है और धन की वे आपसे मांग करते हैं और आप भी धन का अभाव बता देते हैं तो किस प्रकार यह आशा कर सकते हैं कि राष्ट्रीय नीतियों को वे पूरा कर सकेंगे। मैं प्रार्थना करती हूँ कि कृपा करके चौथी योजना में इस मद में खर्च होने वाली धनराशि को आप बढ़ाने का प्रयास करें। जब तक धनराशि नहीं बढ़ेगी तब तक आप इस स्थिति में नहीं हो सकते हैं कि आप राज्य सरकारों को कह सकें कि वे राष्ट्रीय नीति को पूरा करें, उसको अमल में पूरी तरह से लायें।

मैं साहस के साथ निवेदन करना चाहती हूँ कि एक जो रट चल गई है उस रट से बाहर हमको निकलना होगा। एक युग था जब निःशुल्क शिक्षा देना ठीक था। देश के अन्दर बड़ी गरीबी थी उस वक्त। मैं यह नहीं कहती हूँ कि आज देश अमीर हो गया है या लोग अमीर हो गए हैं। लेकिन मैं निवेदन करना चाहती हूँ कि हमारी आर्थिक स्थिति पहले के मुकाबले में अच्छी हुई है और हमारे दिमागी कंसेप्ट जो थे वे भी बदले हैं। यदि हम खाने पर, मकान पर खर्च कर सकते हैं तो अपने बच्चों को मिट्टी से इंसान बनाने पर भी खर्च कर सकते हैं। आप शिक्षा के ऊपर कर लगायें। हर एक शिक्षा संस्थान को वोकेशनल वायुसड बनायें। इस तरह के केन्द्र स्थापित हों जहाँ विद्यार्थी कुछ पैदा भी कर सकें और शिक्षा भी ग्रहण कर सकें। वे अपने मीज को सप्लीमेंट कर सकें।

राधाकृष्णन् कमिशन की सिफारिशों पर यू जी सी की स्थापना बड़े अरमानों से हुई थी, बड़े विश्वास के साथ हुई थी। यू जी सी का बड़ा सौभाग्य है कि आज डा० कोठारी जैसे शिक्षा विशारद उसका नेतृत्व कर रहे हैं। मैं महसूस करती हूँ कि इसको शक्तिशाली बनाया जाना चाहिये अपने कार्यों के सम्बन्ध में, धन के सम्बन्ध है। जितनी स्वतंत्रता उसको काम करने की होनी चाहिये, उतनी आज नहीं

है। पहला काम उसका यह होना चाहिये कि विश्वविद्यालयों को वह ठीक ठीक चलाये, ठीक ठीक उपकुलपतियों की नियुक्ति हो। पंद्रह बरस के अपने अनुभव से मैं कह सकती हूँ कि जहाँ जहाँ भी विश्वविद्यालयों की स्थापना हुई है, क्षेत्रीय भावनाओं से प्रेरित हो कर हुई है। राज्यों के अन्दर विल आते हैं और वे एकट बनते हैं और उनके अनुसार उपकुलपतियों की नियुक्ति होती है। मुझे बताया जाए कि कौन सी स्टेज पर यू जी सी के सदस्यों या उसके चेयरमैन की ऐसा करते वक्त सलाह ली जाती है। किसी एकट के अन्दर इसकी व्यवस्था मुझे देखने को नहीं मिली है कि जिस में यह प्रोवाइड किया गया हो कि इस स्टेज पर यू जी सी की सलाह वाइस चांसलर को नियुक्त करते समय ली जाएगी।

मैं कहती हूँ कि आप यू जी सी को केवल एक अनुदान देने वाली संस्था न बनायें। इसको आप शक्ति प्रदान करें। कार्य करने की स्वतंत्रता भी उसको प्रदान करें और धन का भी प्रबन्ध उसके लिए आप करें। सब से बड़ा कार्य वह यह करती है कि विद्यार्थियों को रिसर्च करने के लिए वह स्कालरशिप देती है। मैं चाहती हूँ कि यू जी सी जितने भी स्कालरशिप देती है, उनका आप मूल्यांकन करें। मैं खुद भुक्तभोगी हूँ। मैं चाहती हूँ कि आप इसको देखें कि कितने विद्यार्थी छात्रवृत्ति लेकर रिसर्च वर्क को पूरा करते हैं? यदि बहुत कम करते हैं तो इसके लिए कौन जिम्मेदार है, गाइड जिम्मेदार है या यूनिवर्सिटी जिम्मेदार है। जिस किसी की भी जिम्मेदारी हो, वह अपनी जिम्मेदारी निभाये, इसका उपाय किया जाना चाहिये। मैं सैकड़ों के नाम गिना सकती हूँ जो नाकामयाब रहे हैं, न रिसर्च पूरी कर सके हैं और न कम्पीटीटिव एग्जामिनेशंस में बैठ कर नौकरी पा सके हैं। आप ऐसी व्यवस्था करें कि जो देश का उन पर धन लगता है उसका दुरुपयोग न हो और जो नौजवानों की शक्ति और श्रम इस में खर्च होता है, उसका भी दुरुपयोग न

हो। मैं चाहती हूँ कि इन दोनों का सदुपयोग हो।

अब मैं महिला शिक्षा के सम्बन्ध में कुछ कहना चाहती हूँ। डा० राव इसके बड़े समर्थक हैं। मैंने किसी जगह उन्होंने जो कनवोकेशन ऐड्रेस दिया था और जिसमें उन्होंने कहा था कि महिलाओं की स्थिति कुछ हरिजनों की स्थिति से अच्छी नहीं, उसको मैंने पढ़ा था। यह बिल्कुल ठीक बात है। शंकराचार्य जी ने एक वाक्य हरिजनों के लिए कह दिया और इस सदन के अन्दर उसको ले कर त्राहि त्राहि मच गई। उन्होंने हरिजन, जो कि समाज के एक बड़े हिस्से के रूप हैं, ऐसा क्यों कहा और चूँकि उन्होंने ऐसा कहा इस वास्ते उनके खिलाफ एकशन होना चाहिये। लेकिन कभी आप ने यह भी देखने की कोशिश की कि पटना हिन्दू सम्मेलन जो अभी अभी हुआ उसमें महिलाओं के लिए क्या कहा? यह कहा उन्होंने कि जो महिलाओं की बराबरी की बात करते हैं यह उन के दिमाग का पागलपन है। हम 52 प्रतिशत महिलाएँ जो समाज का एक बहुत बड़ा अंग हैं, आप की सब की उत्पत्ति जिनके अंग से हुई है उन के लिए इतना बड़ा आक्षेप करना यह कितना अनुचित है लेकिन मैंने देखा कि सदन में किसी के मुँह से एक आवाज नहीं निकली जब कि सभी ने इस को पढ़ा होगा। मैं कहना चाहती हूँ कि निस्सन्देह स्त्रियों की संख्या का एनरोलमेंट ज्यादा हुआ, 33 लाख से 243 लाख हो गया, यह आप कह सकते हैं, लेकिन गाँवों में जाकर देखिए, उस माँ और बच्ची से पूछिए जो कक्षा 5 पास कर के घर में बैठ जाती है। कुछ बड़े शहरों के विद्यालयों और विश्वविद्यालयों से अन्दाजा मत लगाइए कि महिलाएँ बहुत आगे बढ़ी हैं। मेरा निवेदन है और माँग है कि जहाँ ला मिनिस्टर सोशल वेलफयर के लिए एक कमेटी बनाने जा रहे हैं वहाँ महिलाओं के स्तर को ऊँचा बनाने का प्रयास भी होना चाहिए। स्तर ऊँचा बना हुआ है लेकिन उनके अन्दर शिक्षा की कमी है और मेरी माँग है उस के लिए सैपरेट एलोकेशन

आफ फंड होना चाहिए जो कि अकेले स्त्रियों की शिक्षा में लगे। वह समय नहीं है कि जो तुलसीदास जी ने रामायण में लिख दिया उस के अनुसार चलें या जो शंकराचार्य जी ने कह दिया उसके लिए हम चुप हो कर बैठ जायें, यह हमारे साथ ज्यादाती होगी और इस का खमियाजा हम को भी भुगतना पड़ेगा और आप को भी भुगतना पड़ेगा। हमारा तो व्रत है और हमारी तो आदत है कि हम आप लोगों की सेवा करें, पुरुष जाति की सेवा करें लेकिन जो सब से बड़ा नुकसान होगा वह तो आप का होगा और वह बहुत बड़ा नुकसान होगा।

मुझे इस बात की बड़ी खुशी है कि नवजवान लड़कों की भड़कती हुई भावनाओं और उन के अन्दर जलती हुई चिन्मारी को देख कर शिक्षा मंत्री जी ने यह महसूस किया कि एक यूथ विंग वह बनाएँ और शिक्षा मंत्रालय के अन्तर्गत एक विंग खोला जायगा। उसकी रूपरेखा इस सदन के अन्दर साफ साफ आनी चाहिए। केन्द्र से ले कर विलेज लेवल तक क्या उस का कार्य होगा, किस तरह से उस बढ़ती हुई शक्ति का आप सदुपयोग करेंगे किस तरह से उनकी भावनाओं को आप संतुष्ट करेंगे? यह वह चीज नहीं है कि जिस तरह कि आज का नवजवान हमारे चोराहे पर खड़ा हुआ है और जिसका जी चाहे, चाहे पालिटिशियन हो चाहे माँ बाप हों, सब उस को दो ढेले मार कर चले जायें। आप उन नवजवानों को ठुकरा नहीं सकते। जितने भी रेवोल्यूशन हुए, सन् 42 की आजादी की लड़ाई भी उन्हीं नवजवानों के कन्धों पर और उन्हीं के जज्बात से लड़ी गई। उन्हीं के त्याग और बलिदान से यह आजादी आई है। निस्सन्देह कुछ लोग जेल में गए लेकिन जब तक नवजवानों ने उसमें हिस्सा नहीं लिया तब तक आप आजादी पा नहीं सके। इसी तरह से भारत की आजादी की सुरक्षा और इस देश की एकता को बनाए रखने के लिए नवजवानों के लिए भी आपको एक प्रोग्राम देना होगा। किस तरह से उस बढ़ती हुई शक्ति और बढ़ते हुए जज्बात को

काम में लगा सकें, चैनेलाइज़ कर सकें और किस तरह से उनको कामसे लगा सकें, रोजगार में लगा सकें, यह आपको देखना होगा।

श्री किताबों का जिक्र आया। मैं जानती हूँ कि हमारे देश की टेक्नालोजी, हमारे देश की साइंस बहुत कुछ आज भी निर्भर है बाहरी किताबों पर, चाहे वह अमेरिका की किताब हो, चाहे रशिया की हो, चाहे जापान की हो। हमारे यहाँ ओरिजिनल पुस्तकें नहीं लिखी जा सकती हैं। हमारे यहाँ बड़े बड़े साइंटिस्ट्स हैं, मैं उनका आदर करती हूँ लेकिन फिर भी आज ओरिजिनल थाट्स की हमारे यहाँ कमी है। यह सब कापी राइट के अधिकार उन्हीं को मिले हुए हैं अगर ब्रिटेन का है तो ब्रिटेन को और अगर रशिया में किताब छपी है तो रशिया को। अमेरिका की कुछ पुस्तकें पी एल-480 के अन्तर्गत जरूर छपी हैं, मैंने सुना है वह सस्ती मिलती हैं। तो मेरा निवेदन है कि कापी राइट के संबंध में जो इंटरनेशनल आदानप्रदान है पुस्तकों का उसके अन्तर्गत यह कापी राइट हासिल कर के पुस्तकें यहाँ पर छापने का प्रयास किया जाय जिससे कि विद्यार्थियों को पुस्तकें सस्ती मिल सकें और इस देश के अन्दर वह छप सकें साथ ही उन पुस्तकों को लिखने में यहाँ के जो साइंटिस्ट्स और विशेषज्ञ हैं उनका पूरा सहयोग प्राप्त कीजिए। इन सुझावों के साथ मैं इस अनुदान का समर्थन करती हूँ।

SHRI BARROW (Nominated-Anglo-Indians): Mr. Deputy-Speaker, I welcome Dr. Rao to the new Ministry, but I cannot join my hon. friend, Shri Amin, in welcoming this grandiose additional title "Youth Services". I ask the Minister to forgive me for being cynical. Ten years ago, if you remember the history of this, Pandit Jawaharlal Nehru put forward a recommendation that university students should do compulsory social service. And, as usual, we set up a committee. The committee made recommendations. These recommendations were endorsed by a Vice Chancellor's conference and then the whole thing was shelved. Now, Dr. Rao, recently,

in one of his speeches says that the Centre proposes to draw up an action oriented national programme. Once again, Sir, Dr. Rao with his national eloquence is using these grandiose expressions, it is semantically deceptive. If you go to the Greek derivation of "programme" it means "a letter sent forth for a plan of action". So our Minister is using words which are redundant and he is over-using this expression "action oriented programme." He used it recently only at a Women's Conference. So is the use of the words "Youth Services" here. I think Shri Amin has fallen into this error. We mix up hopes with facts. We are hoping that we will get youth services. Let us look at the facts.

Dr. Rao himself has admitted that no money has been allocated for Youth Services. What is the position? There are about 1.5 million students in the universities. If we deal with 40,000 of these students each year and expend Rs. 1000 per student per annum we require Rs. 40 crores a year. That means Rs. 200 crores in five years. What is the central allocation in the Fourth Five Year Plan? It is Rs. 259 crores. How are we going to meet the nominal expenses required for Youth Services? I would like the Minister to give us some idea from where he is going to find this money otherwise I would ask him to go to the Cabinet and say "let us delete the words 'Youth Services.'"

I am drawing the attention of the House to these financial implications because we have got a niggardly plan, a miserly plan for education of Rs. 809 crores—Rs. 259 crores in the central sector and Rs. 550 crores in the State sector.

At this stage I would like to remind the Minister of his cassandra-like premonition at the Education Ministers' Conference at Srinagar. He was then Member, Planning Commission (Education). He said:

"I also find that the percentage allotted by the States to education is exactly the same as in the Third Plan performance. They must remember that as the total plan outlays proposed by the States exceed the total amount available there is bound to be a cut in these outlays."

Then, mark his final words :

"If the cut falls on education there is no hope of fulfilling the educational programmes visualised by the Planning Commission."

Then he was like Cassandra, now he is like the Lady of Shallott. "The curse is come upon me," cried the lady of shallott. Now he has to fulfil these programmes according to the plan !

Quite obviously, there must be a selective approach to the programmes undertaken. But what do we find in this Report ? We find on page 2 :

"In view of this constraint on resources"—they are speaking of the Fourth Five Year Plan resources—

"emphasis is being laid on a few select priority programmes, such as..."

Being the Education Ministry, they should not use words unless they mean them. Yet, they use the term "such as" and then give a long list of things. With Rs. 809 crores, how are they going to do all this ? So, I have two criticisms to make. One is that it is over-optimistic and it is also unrealistic. The other criticism that I have to make is this. We are trying to spread our national educational butter over a large number of slices of bread. The whole approach to educational planning, as given in this Report, is an *ad hoc* approach and I am convinced that this *ad hoc* approach which we have been carrying on for the last twenty years and which has failed must be reviewed.

And what is our approach ? I will try to analyse the position from the example of primary education. On page 5 of the Report we find that there will be expansion in primary education to 682.7 lakhs of children in classes I to V or in the age-group 6 to 11. Then we find that in the age group 11 to 14 the expansion will be to 184.5 lakhs. So, in real terms, based on this Report, it means that at the end of the Fourth Plan 498 lakhs of children will cease to have any education after they reach the age of 11. This is a serious matter. I say that the policy that we have tried for the last twenty years, of trying to expand education on the basis of age to age group, is wrong. Our education at the present moment, in the words of a

very eminent educationist, is like a lady of the Victorian era, with plenty round the legs, a wasp waist, surmounted by an imposing display of bodice, cape and bonnet. With all due respect to the ladies over here, I would like to say that while a wasp waist is a very commendable and admirable in ladies, in education a wasp waist is disastrous and dangerous. It means that what is happening is that children above the primary stage have no education beyond that. If I am permitted to mix my metaphors, a wasp waist means a bottleneck in education.

What is there that we could do about this ? Firstly, I want to stress that educational psychologists and experienced teachers will tell you that "it is only when children go beyond the age of 11 that they master the tools of learning, tools of craft and think of themselves not as so many individuals but as units in society". Gandhiji saw this very clearly; Wardha Committee saw this very clearly. Why has basic education failed ? It has failed because we have tried this policy on an age to age basis. The Wardha Committee wanted that Basic education should be from the age of 6 to 14. So that, I feel quite convinced that educational policy on an age to age basis, the implementation of such a policy, will never give us a proper national policy on education.

16 hrs.

My warning to the Centre is that we are deliberately creating waste and stagnation in education; we are deliberately creating conditions where large sections of our people will lapse into illiteracy because we only educate them up to the age of 11. I recommend that the whole matter should be reviewed and that a new approach should be made, as far as the Centre is concerned, in helping the States.

My proposal is that progress towards a national system should be from area to area and not from age to age. The Kothari Commission has made a similar recommendation. What did the Kothari Commission say ? It said :—

"We should strive to improve 10 per cent of the schools at the primary stage to an optimum level. At the secondary stage, the target should be to have a good secondary school (*i. e.* at the optimum level) in every community development block."

[Shri Barrow]

The Kothari Commission made a similar recommendation about major universities. This was met with considerable resentment and I agree that this approach is a wrong approach.

My advice to the Centre would be that the basis of selection should be to take those areas which are educationally backward—and there are a number of educationally backward areas in the country—and to carry out from the primary stage up to the university stage the pattern of national education as we visualise it. This should be the aim of the Centre. They can then show us the integrated fabric of the national system of education as is visualised by the Union Ministry.

This will have some advantages. There will be no likelihood of a confrontation between the States and the Centre because the Centre will only be dealing with backward areas. In these, backward areas I would include slum areas also. Slum areas in the big cities should positively be included in the backward areas. The second advantage in this will be that the politicians will not clamour for their institutions to be included—I mean, institutions in their constituencies. If we follow the Kothari Commission Report, every Member of Parliament will want this 10 per cent to include institutions in his constituency. Here there can be nothing of that kind. Here we are taking backward and slum areas and are going to develop them from the primary stage right up to the university stage. So the principle which I enunciate for educational expansion is from area to area and not from age to age.

Sir, I have two regrets. One is that the Central sector in the Plan is only Rs. 259 crores. I do not know, when the National Development Council meets, if my hon. friend, Dr. Rao, will be able to persuade them to give him some more money. My second regret is that we are abandoning the idea of the Indian Education Service. My idea of an Indian Education Service differs from that of the Kothari Commission. They wanted to encadre—it is a very awkward word: I think, my hon. friend, Shri Jaipal Singh, will bear me out—

SHRI JAIPAL SINGH (Khunti): I will explain it later.

SHRI BARROW: They wanted to encadre directors of education, district education inspectors, all gazetted officers in the Union Ministry who are in an advisory capacity, posts in the NCERT, posts dealing with education programmes in other ministries of the Government of India going right down to principals of central schools. Naturally, this recommendation was resented and thrown out by State Governments. I would like to see an educational service of trained experienced teachers who have experience in educational planning—a very select, small group which will only go in an advisory capacity and whose services will be lent where they can develop and help to develop and carry out what are agreed national programmes in education. I think, once such a service starts functioning—it can be introduced where the States agree—it will prove its worth. But if you want to include all these people—directors of education down to principals of schools—naturally, everyone will resent and resist such an attempt.

There are just two points more. Whilst, naturally, we have not got more, I think, the time has come, and, I think the Minister is competent and capable and he has a special responsibility, to correct the concept which we have that expenditure is more important than content, that it is more important to spend than to think. I think, there are many areas in which planned procedures, planned curricula, can be done without much expenditure. and, I think, the educationists and the Ministry should give thought to it, in terms of not spending money but in terms of spending mental and human effort.

MR. DEPUTY-SPEAKER: The hon. Member may conclude now.

SHRI BARROW: I only want to ask the Minister one question.

On page 8 of the Report. under the National Council of Educational Research and Training, we find budget estimate. I happened to be a member of the Review Committee of NCERT under the distinguished chairmanship of Dr. Nagchaudhury. We worked seriously, I believe, with the greatest

expedition and we submitted our report within 5 months. We thought that some of the recommendations of this Committee would, at least, be implemented in the new financial year. But I find that the recommendations are still under consideration. The report has not yet been published and I find that huge sums are being taken: the Non-Plan budget estimate for 1969-70 is Rs. 183.78 lakhs. I do not know whether these budget estimates are based on old programme or on the programme which has been recommended by the Review Committee.

Lastly, on the question of sports, the All-India Council of Sports is a financial body and it should make its policies known to the federations and the associations in the Country long before-hand. We have this farce every time, an organisation invites a foreign team we say we have not got money. I was not in favour of the M.C.C. coming to this country because they were going to South Africa and the tour had to be abandoned. But I do feel that in the case of Australia, the clearance could have been given long ago. We could have told them that we cannot have five tests but we can have three tests. It could have been said long ago and there would not have been any bickering and delay.

MR. DEPUTY-SPEAKER: Shri Naval Kishore Sharma.

I would like to caution the Members from this side that I have got a very long list. The time is limited. I would request them to confine their remarks to 10 minutes each.

SHRI A. S. SAIGAL: The time should be extended by at least 3 hours. This is a very important subject. In this subject, we do not want to lag behind. We want to press our view-points. I request you to consider it.

MR. DEPUTY-SPEAKER: The hon. Member should put forth his suggestion to the Business Advisory Committee.

SHRI A. S. SAIGAL: If the Members do not realise it, what can I do. They must realise all these things.

MR. DEPUTY-SPEAKER: Shri Naval Kishore Sharma.

श्री नवल किशोर शर्मा (दोसा) : उपाध्यक्ष महोदय, मैं शिक्षा मंत्रालय की माँगों के समर्थन में बोलने के लिए खड़ा हुआ हूँ। शिक्षा दुर्भाग्य से इस देश का एक ऐसा विषय रहा है जिस पर भारत सरकार का कम से कम ध्यान गया है। यद्यपि आजादी के बाद इस बात की ज्यादा जरूरत थी कि हमारी शिक्षा नीति में आमूल-मूल परिवर्तन होता और इस देश में लाई मेकाले और अग्रजों द्वारा चलाई गई शिक्षा को बन्द करके भारतीय विचारधारा और देश की आवश्यकतानुसार शिक्षा पद्धति का निर्माण किया जाता। दुर्भाग्य से इस देश में शिक्षा को स्टेट सब्जेक्ट बनाया गया और फिर केन्द्रीय सरकार यह समझने लगी कि शिक्षा की जिम्मेदारी राज्यों की ही है। इसी कारण शिक्षा को एक सौतेला व्यवहार मिला। यहां तक कि केन्द्रीय शिक्षा मंत्रालय में जो मंत्री रहे उनमें से अधिकांश को मंत्री पद के पूरे स्तर का मंत्रालय भी नहीं मिला। इन्हीं सब कारणों से आज शिक्षा की यह दशा है कि आज हमारी शिक्षा का क्या उद्देश्य है वह भी हमें मालूम नहीं है। अभी कोठारी कमीशन की नियुक्ति के बाद ही, शिक्षा का क्या उद्देश्य है, उसकी परिभाषा दी गई है। शिक्षा का उद्देश्य सामाजिक परिवर्तन के अनुकूल लोगों को बनाना है। इस उद्देश्य से जब हम देखते हैं तो क्या हमारे देश में आज ऐसे नागरिक तैयार हो रहे हैं जोकि सामाजिक व्यवस्था के अनुकूल हों? आज शिक्षा संस्थाओं से निकलने वाले लोग, चाहे वह इंजीनियर हों या एग्रीकल्चरल यूनिवर्सिटीज से निकलने वाले स्नातक हों या साधारण यूनिवर्सिटीज से निकलने वाले लोग हों, उन सभी का एकमात्र उद्देश्य यही रहता है—नौकरी की तलाश। उनको आज नौकरी न मिलने के कारण ही निराशा है। इसी के कारण आज जो नवयुवक शिक्षा संस्थाओं में पढ़ते हैं वे चाहते हैं कि जहाँ तक हो सके, जहाँ तक सम्भव हो, शिक्षा संस्थाओं में ही रहें, क्योंकि वहाँ से निकलने के बाद ही परेशानी और दिक्कतों का सामना करना पड़ता है।

[श्री नवल किशोर शर्मा]

आज विद्यार्थियों में असन्तोष चरम सीमा पर है। आज रोजाना ही हड़तालें होती हैं। हड़तालों के साथ साथ हिंसात्मक आन्दोलन भी होते हैं, हिंसात्मक घटनायें घटती हैं। इन बातों को गम्भीरता से रोकने की आवश्यकता है। यह सही है कि हमारे देश का विद्यार्थी दुनियाँ के विद्यार्थियों से अलग नहीं रह सकता है। दुनियाँ के विद्यार्थियों में आज जो कुछ हो रहा है उसका असर हमारे यहाँ भी पड़ना स्वाभाविक है। लेकिन इसके माने यह नहीं है कि हम हाथ पर हाथ धरे बैठे रहें। कभी कभी इस सदन में यह जवाब दिया जाता है कि दुनियाँ के विद्यार्थियों से भारत के विद्यार्थी अलग नहीं हैं, दुनिया के घरातल पर जो होता है उसका स्वाभाविक असर भारत पर भी होगा। यही समझ कर हम संतोष कर लेते हैं। मैं यह कहना चाहता हूँ कि हमारे देश में पिछले वर्षों में शिक्षा संस्थाओं में बढ़ोत्तरी हुई है, स्कूलों में और कालेजों में पढ़ने वालों की संख्या भी बढ़ी है, यह बात सही है लेकिन जहाँ तक उनके निर्माण का सवाल है, उनकी क्वालिटी का सवाल है और उनकी दशा सुधारने का सवाल है, उस दिशा में कुछ भी नहीं हुआ है। हालत तो यहाँ तक है कि हमारे देश के अन्दर इस समय कालेज और विश्वविद्यालयों की बाढ़ आ रही है। जाति के नाम पर, प्रान्तीयता के आधार पर और राजनीतिक कारणों से बड़े बड़े विश्वविद्यालय, बड़े बड़े विद्यालय खोले जा रहे हैं लेकिन उनमें इस बात की परवाह नहीं की जाती, इस बात का ध्यान नहीं, रखा जाता कि उन कालेजेज और यूनिवर्सिटीज की दशा क्या है। उनमें साधन भी हैं या नहीं, उनमें अच्छे पढ़ाने वाले भी हैं या नहीं उनमें प्रयोगशालायें भी हैं या नहीं, इस बात की तरफ कोई भी ध्यान नहीं दिया जाता। इसलिए मेरा निवेदन है कि इस प्रकार से शिक्षा संस्थायें खोलने की जो बाढ़ आई हुई है उस पर पाबन्दी लगाई जानी चाहिए। मेरा कहने का मतलब यह नहीं है कि शिक्षा संस्थायें बढ़नी नहीं चाहिए। जहाँ

तक उच्च शिक्षा का सम्बन्ध है, उच्च शिक्षा को बढ़ाने के सिलसिले में इस बात का ध्यान रखा जाना चाहिए कि कहीं तादाद के नाम पर क्वालिटी तो नहीं गिर रही है। आज बड़ी बड़ी यूनिवर्सिटीज और कालेजेज को बनाने में बहुत सारा रुपया बड़े बड़े भवन बनाने में खर्च किया जाता है। मेरा निवेदन है कि हमारा देश गरीब है। उसकी अभी ऐसी आर्थिक स्थिति नहीं है कि वह शिक्षा संस्थाओं पर इतनी शान शौकत के साथ खर्चा कर सके जिस प्रकार से इंग्लैंड और अमरीका में खर्च किया जाता है। शान शौकत के कार्यक्रमों को छोड़कर हमें इस बात की कोशिश करनी चाहिए कि वहाँ पर अच्छी प्रयोगशालाओं का निर्माण किया जाये। किसी भी देश की जो थाती है वह उस देश की प्रयोगशालायें हैं, वहाँ के अच्छे विद्यार्थी और अच्छे अध्यापक हैं।

हमारा प्रयत्न होना चाहिये कि हमारे देश में अच्छे प्रयोगशाला हों, लेकिन उस दिशा में कितना कुछ किया जाना चाहिए वह नहीं किया गया है। यह स्थिति अध्यापकों की है।

अध्यापकों का जहाँ तक ताल्लुक है हम देखते हैं कि हमारे अध्यापक भूखे मर रहे हैं। उनको सिर्फ संतोष दिया जाता है यह कह कर कि यह समाज का सम्मानित व्यक्ति समझा जाय। मैं कहना चाहता हूँ कि देश के अन्दर अध्यापक का एक ऐसा वर्ग बनता जा रहा है जो अध्यापन का काम करता है, उस आदमी का आत्म सम्मान होना चाहिए उस आदमी की खुद की इज्जत होनी चाहिए और योग्य से योग्य व्यक्ति अध्यापक होना चाहिए। लेकिन आज हो क्या रहा है? आज हो यह रहा है कि जिस आदमी को कहीं काम नहीं मिलता है, जिसको कोई धन्धा नहीं मिलता है, वह आदमी अध्यापक बनता है, क्योंकि यह रोजगार सीधा है और अच्छे साधन इसके मिलने के हैं। इसलिए मैं निवेदन करना चाहता हूँ कि जरूरत इस बात की है कि हमारे अध्यापकों को पेट भर खाना दिया जाए, भले ही कितना ही यह कहा जाय कि शिक्षा संस्थाओं के लिए देने के

लिए हमारे पास पैसा नहीं है। लेकिन मैं केन्द्रीय मंत्रालय और केन्द्रीय मंत्री को इस बात के लिए जिम्मेदार मानता हूँ कि वह उन स्टेट्स को, उन राज्यों को, जो पैसे के अभाव में अध्यापकों को तन्स्वाह नहीं दे पाते, जो उनको पूरी सुविधाएँ नहीं देना चाहते, उनको अधिक से अधिक सुविधाएँ दें। मेरी मान्यता है कि आनेवाली पंचवर्षीय योजना में शिक्षा के सम्बन्ध में जो धन खर्च करने की व्यवस्था की गई है वह थोड़ी है। जिस तरह से 1300 करोड़ रुपये की माँग की गई थी यदि उसी तरह की माँग योजना आयोग स्वीकार कर लें तो बहुत अच्छा होगा। शिक्षा की माँगों को, शिक्षा पर व्यय होने वाले धन के खर्च को कम करके योजना आयोग कोई अच्छा काम नहीं कर रहा है। मैं कहना चाहता हूँ कि इस मंत्रालय की यह जिम्मेदारी है। यह ठीक है कि शिक्षण संस्थाओं और शिक्षकों की देखभाल करना, यह सारे का सारा काम स्टेट्स का है लेकिन मैं डाक्टर राव से साफ तौर से कहना चाहता हूँ कि जब से उन्होंने विभाग सँभाला है, मैं यह मानता हूँ कि उन जैसे आदमी को जिसमें एक ड्राइव है, जिसमें एक हीसला है, जिनका कि इरादा है, उनको कोशिश करनी चाहिए, प्रयत्न करना चाहिए इस बात का कि इस देश में एक ऐसा कार्यक्रम शिक्षा के क्षेत्र में लागू हो कि जिससे शिक्षा का वास्तविक स्वरूप आ जाए और शिक्षा ऐसी हो जोकि जोब आरियेन्टेड हो। कालेज और स्कूल से निकलनेवाले विद्यार्थी सड़कों की धूल न चाटते रहें बल्कि कल कारखानों में, अपने घरों में या और दूसरी जगहों में उनको काम मिले। इस तरह की हमारी शिक्षा हो और केन्द्रीय मंत्रालय का अगर कोई काम है तो वह यही है कि इस तरह की शिक्षा नीति को निर्धारित करे। शिक्षा में जो स्टेट्स में कमी है, उसको दूर करने की कोशिश करे। अपने परमुएशन से, अपने इरादों से, अपने स्कुलों से शिक्षा में अमूल चूल परिवर्तन किया जाए।

इन शब्दों के साथ ही साथ मैं यह भी

कहना चाहता हूँ और भारत सरकार को मुबारकबाद देना चाहिए कि उन्होंने युवकों की समस्याओं के समाधान के लिए जो युवक कल्याण का कार्यक्रम है, वह मंत्रालय के अधीन दिया है। यह बहुत अच्छा काम किया है और मुझे इस बात की खुशी है कि डाक्टर राव जो शकल से भी बूढ़े नहीं नजर आते और स्कुलों से तो जरूर नौजवान हैं, उन्होंने इस काम की जिम्मेदारी अपने कंधों पर ली है। लेकिन मैं कहना चाहता हूँ कि युवकों की जिम्मेदारी लेने के लिए केवल मात्र विभाग खोल देने से या मंत्रालय खोल देने से काम नहीं चलेगा। आप को उनकी समस्याओं को गहराई से सोचना पड़ेगा और उनके समाधान के लिए मानवीय तरीके उनके हल के ढूँढने पड़ेंगे। आपको ऐसी नीति निर्धारित करनी पड़ेगी आपको ऐसे कार्यक्रम बनाने पड़ेंगे, जिनके जरिये से युवकों में एक ओर जहाँ राष्ट्रीय भावना पैदा हो, तो उसके साथ साथ उनमें इस तरह की भावना भी पैदा हो कि वह देश को और देश की स्थिति को सही तरीके से समझ सकें।

इन शब्दों के साथ, उपाध्यक्ष महोदय, मैं इन माँगों का समर्थन करता हूँ।

श्री सत्य नारायण सिंह (वाराणसी) : उपाध्यक्ष महोदय, कुछ कहने के पहले मैं एक बात कहना चाहता हूँ कि बोलते वक्त मुझे ऐसा लगता है कि हर साल हम लोग कुछ न कुछ बहस करते हैं और फंसले भी लेते हैं और बाद में फिर जब इकट्ठा होते हैं और डिमान्ड आती हैं तो फिर बात करते हैं कि कमेटियाँ बनाई गईं उनके कुछ सुभाव आए और उन सुभाव पर कोई अमल नहीं किया गया। मुझे दुख के साथ कहना पड़ता है मुझे ऐसा लगता है कि देहात में एक कहावत है कि भैंस के आगे बोन बजावे और भैंस खड़ी पगुराये। ऐसी ही बात लगती है। जितनी बातें कही जाती हैं और वे स्वीकार की जाती हैं, लेकिन जिन्दगी की सच्चाई को मानने से इंकार किया जाता है।

[श्री सत्य नारायण सिंह]

यहां शिक्षा मंत्री जी बैठे हुए हैं, वे जानते हैं कि विद्यापीठ के लोग आये हुए थे और वे मिलना चाहते थे, अपनी कठिनाइयों को पेश करना चाहते थे। कहा गया कि जा कर कहो कि घेराव करो। यहां से कहा जाएगा कि घेराव करो और वहां घेराव किया जाएगा तो कहा जायगा कि घेराव करने वाले इललीगल काम करते हैं और गैर-कानूनी काम करते हैं और कानून को तोड़ते हैं। ये लोग जब असमर्थ हो जाते हैं, कुछ नहीं कर पाते हैं, जिन्दगी में असफल हो जाते हैं तो इस तरह की चीजें दिखाई पड़ती हैं।

मैं दो तीन बातें कहना चाहता हूं। अंग्रेजी साम्राज्यवाद हिन्दुस्तान में जब आया तो उसने एक शिक्षा पद्धति चलाई जिसका उद्देश्य था कि राज्य भक्त तैयार करो, अंग्रेज भक्त तैयार करो, नौकरी के लिए एक मंडली तैयार करो जोकि अंग्रेजों के हकूक बनाकर रखे और देश भक्तों को कुचले, जो संस्कृति और सभ्यता के मूल केन्द्र थे, उनका सर्वनाश करे। इस तरह की शिक्षा पद्धति हमारी अंग्रेजी की चलाई हुई है और जैसा कि हमारे देहातों में लोग कहते हैं कि लकीर का फकीर बनकर जो चलता है वह कपूत कहलाता है और जो उस लकीर को तोड़कर देश के स्वाभिमान और राष्ट्र को उन्नत करता है, वह सपूत कहलाता है। मैं कहूंगा कि अंग्रेजी की लकीर पर चलकर 22 साल से यह हिन्दुस्तान के कपूत बैठे हुए हैं जो उसी रास्ते पर, शिक्षा को उसी पद्धति पर चला रहे हैं।

श्री अ० सि० सहगल : आप भी उसी रास्ते पर हैं। (व्यवधान)

श्री सत्य नारायण सिंह : आज हमको यह सुअवसर प्रदान हुआ है, गौरवशाली सुअवसर प्रदान हुआ है कि हम पुरानी साम्राज्यवादी शिक्षा पद्धति को तोड़कर फेंक दें और नई पद्धति, राष्ट्र के लिए नई शिक्षा पद्धति को अपनाएं, जिसमें राष्ट्रीय हित और राष्ट्रीय भावना अच्छी तरह से सर्वोपरि स्थान पावे।

क्या आपने 22 साल में यह किया ? आज चारों तरफ देखिये। राष्ट्रीय हित को ठुकराया जाता है चाहे आप कहीं चले जाएं। चाहे शिक्षा विभाग हो और चाहे इंजीनियरिंग का विभाग हो, चाहे अस्पताल हों, वहां चलकर आप क्या देखते हैं कि राष्ट्रीय हितों को पैरों के नीचे दबाकर मिजी स्वार्थों को पूरा करने की आज देश में प्रवृत्ति है या नहीं। आप ने कौन सी विचारधारा, कौन सी दिशा दी इन 22 वर्षों में शिक्षा के जरिये से जिससे शिक्षा में आमूल-बूल परिवर्तन करके राष्ट्रीय हितों के लिए देश के विद्यार्थी, देश के शिक्षा विभाग से निकले हुए हर किस्म के लोग राष्ट्र हित को सर्वोपरि स्थान अपने मस्तिष्क में जमा कर निकलें और जहां पर उन्हें बैठा दें वे राष्ट्र की एक एक सम्पत्ति की हिफाजत कर सके। उनके अन्दर सेन्स आफ रेस्पेन्सिबिलिटी पैदा हो राष्ट्र के प्रति, समाज के हितों के प्रति। इसकी जगह आप देखिये तो पाएंगे कि सारी शिक्षा पद्धति में जातिवाद, धर्मवाद, सम्प्रदायवाद और विघटनवाद जितनी दुष्प्रवृत्तियां हैं वे सब हैं। आज कहां ला कर हमको आप ने खड़ा किया है। इसको देखकर क्या आज लोगों के दिलों में बुरा नहीं होता कि 22 वर्षों में आप ने कहां ला कर देश को खड़ा किया है। क्या इसके अन्दर शिक्षा मंत्रालय का हाथ नहीं है क्योंकि मनुष्य की जो विचारधारा होती है, राष्ट्र की जो विचारधारा होती है, उसी के मुताबिक वह दिशा पाता है और जो दिशा निर्धारित होती है, उसी जगह पर पहुंचता है। अगर गलत रास्ता पकड़ेंगे तो गलत जगह पर पहुंचेंगे।

आपने जो रास्ते पकड़े जो विचारधारा पकड़ी उस विचारधारा का परिणाम यह है कि आज पूरा राष्ट्र दुःखी है, क्लेश ही दिखाई देता है। चारों तरफ विघटन की प्रवृत्ति बढ़ रही है राष्ट्रीय एकता छिन्न-भिन्न हो रही है। क्या शिक्षा मंत्रालय की यह मुख्य जिम्मेदारी नहीं थी ? यह मुख्य जिम्मेदारी शिक्षा मंत्रालय की थी कि राष्ट्र को एक नई दिशा, नई शिक्षा और

नई समझदारी देने की कोशिश करता। लेकिन आपने कहा कि जो शिक्षा प्रणाली अंग्रेज बना गये, जो मशीनरी वे बना गये उसे छुवेंगे नहीं, उसे ज्यों की त्यों बनाकर रखेंगे, उसे चालू करके रखेंगे। वही बड़े-बड़े नौकरशाह बैठे हैं। अगर उनसे कोई बात कहने जायें तो वे महोदय कहते हैं कि चिट्ठी लिख देंगे। छह महीने वह चक्कर काटेगा। चक्कर कटाते हैं आपको। तमाम वे अंग्रेजों के भक्त हैं, धर्मात्मा हैं जिनके अन्दर देशभक्ति की भावना नहीं भरी गई थी। उनको ट्रेनिंग दी गई थी, शिक्षा दी गई थी कि हिन्दु-स्तानियों को दबाओ और इनको निर्बल बनाओ और इनके मनोबल को तोड़ो और वही बिचार-धारा, वही शिक्षा पद्धति उनकी बनाई हुई चली आ रही है और आप वही लकीर के फकीर बने हुए हैं। हर बार हमको कुछ-न-कुछ सान्त्वना दे दिया करते हैं।

त्रिगुण सेन जी बैठे हुए हैं। बनारस हिन्दू विश्वविद्यालय का वाइस चांसलर बनाकर इनको भेजा गया। कुछ अच्छी शुरूवात की इन्होंने तो इनको मिनिस्ट्री में बुला लिया गया। लेकिन इसके बाद आपने फिर क्या किया। रोज आप यहां से वहां और वहां से यहां यही काम करते हैं। किसी को आप एक जगह रहकर अनुभव हासिल नहीं करने देते कि उस विभाग में क्या कमियाँ हैं, क्या त्रुटियाँ हैं और उसको देखने, पकड़ने और समझने का मौका मिल सके और आगे चलकर उनको दुरुस्त कर सके। जब वह उसमें कोई दिलचस्पी लेता है और त्रुटियों को अपने ग्रिप में लाता है तो आप उस पंजे को तोड़ कर दूसरी जगह फेंक देते हैं। आपका यह काम है। यह सुधारने का काम नहीं, बिगाड़ने का काम है बिगाड़ने का रास्ता है। रोज विभागों में परिवर्तन आप कर देते हैं। पूरे देश के लोगों ने समझा था कि नये शिक्षा मंत्री जी आ रहे हैं और देश में प्रसन्नता से बहुत से लोगों ने शिक्षा मंत्री के गीत गाये। मैं उनका कोई विरोधी नहीं हूँ। लेकिन जब शिक्षा मंत्रालय में डा० त्रिगुण सेन जी आये थे

तो सारे देश में आशा की लहर दौड़ पड़ी लेकिन उनको बदल दिया गया। इस तरह से आप देखेंगे कि देश में कौन उद्धार कर सकता है? उद्धार करना है तो सच्चाई से कीजिए। आंखें मूंदकर चलियेगा तो जो दशा आज देश में तुम्हारी हो रही है, इससे भी बदतर हो जाएगी। देश की जनता, देश का वह शिक्षित समाज जो सड़कों पर मारा मारा फिर रहा है, तुमको कभी माफ नहीं कर सकता, इतिहास भी आप को क्षमा नहीं करेगा। जब त्रिगुण सेन जी थे तो विश्वविद्यालय में एक आदमी लाइब्रेरी साइंस का डिप्लोमा लेकर बैठे हुए थे। उसकी डिग्री फ़र्जी थी और फ़र्जी डिग्री लेकर सर्विस की। जो कमेटी विश्वविद्यालय की बैठी, उस कमेटी ने फैसला किया कि हां गलत डिग्री दिखलाकर के यहां पर उसने सर्विस की। कमेटी ने यह कहा कि निकाले जाने की जो सजा उसको दी गई इससे कड़ी सजा उसको दी जानी चाहिए। वह आदमी आज भी ज्यों का त्यों बैठा हुआ है। क्या आप भ्रष्टाचार को दूर कर सकते हैं? चारों तरफ़ कालेजों में, शिक्षा विभाग में पक्ष-पात, कुनवापरस्ती की जड़े बैठ गई हैं। प्रमोशंस में घांघलियां की जाती हैं।

जब भरती शुरू की जाती है तो फर्स्ट क्लास का लड़का सेकेंड और सेकेंड क्लास का लड़का फर्स्ट हो जाता है। कोई अगर खिलाड़ी हो तो उसको नम्बर दे दिया जाता है खेल का। तो आजकल ऐसे क्लब बने हुए हैं जो फ़र्जी नम्बर देते हैं पैसे लेकर, रिश्वत लेकर और एक आदमी चला गया उनके पास और पैसा दे करके सर्टि-फिकेट उसके पास से ले आया कि मैं बहुत अच्छा खिलाड़ी हूँ तो सेकेंड नम्बर से फर्स्ट नम्बर पर आ गया और सेकेंड पर चला गया फर्स्ट नम्बर वाला। इस तरह से चारों तरफ़ घांघली फैली हुई।

मैं उम्मीद करता हूँ आपसे कि इन सब चीजों का पता लगाने के लिए आप कदम उठावें। कालेजों में शिक्षक लोग रहते हैं, उनकी भी राय लेकर ठीक तरह से आप चलेंगे तो

[श्री सत्य नारायण सिन्ध]

सारी बीमारियां शिक्षा विभाग से दूर की जा सकेंगी। मैं चाहूंगा कि आज शिक्षा विभाग को राष्ट्रीय हित में सर्वोच्च स्थान देने की विचारा-धारा का सबसे ऊंचा स्थान प्राप्त हो।

श्री गुणानन्द ठाकुर (सहरसा) : उपाध्यक्ष महोदय, एक प्रश्न की ओर मैं ध्यान खींचना चाहता हूँ। ... (व्यवधान) ...

MR. DEPUTY-SPEAKER : MR. Guna-
nand Thakur, not in between the discussion,
but at the end of the discussion you can raise
this issue.

श्री गुणानन्द ठाकुर : उपाध्यक्ष महोदय, हम कहना चाहते थे कि बिहार में दो हजार प्रोफेसर हड़ताल पर हैं। लगभग डेढ़ सौ प्रोफेसरों को जेल में डाला गया है। पहले तो उनको जेल में नहीं जाना चाहिए, यदि जेल में डाला गया है तो उनको क्रिमिनल क्लास में क्यों रखा जाता है? बिहार में अभी सरकार की जो स्थिति है वह आप से छिपी नहीं है। इसलिए मैं चाहता हूँ कि श्री बी० के० आर० वी० राव को इन्टरवीन करना चाहिए। बिहार में सब परीक्षाएँ स्थगित हैं और सारा कारोबार ठप्प है। आज शिक्षण संस्थाओं के ये प्रोफेसर हड़ताल पर हैं और ऐसी विषम परि-स्थिति में जहाँ कि कोई मंत्रिमंडल नहीं बन पा रहा है, रोज शपथ ग्रहण के नोटिस दिये जाते हैं, तो वी० के० आर० वी० राव साहब को चाहिए कि इसमें अविलम्ब हस्तक्षेप करें और आपके शिक्षकों के साथ न्याय हो, हम यही चाहते हैं। इसीलिए हम आपका ध्यान खींचना चाहते हैं।

MR. DEPUTY-SPEAKER : I don't know how the Minister can help them, because it is a State subject.

श्री शशि भूषण (खारगोन) : जेल में कौन सी क्लास मिलनी चाहिए, इसके लिए प्रोफेसर राव साहब बतायें। पहले जेल में प्रोफेसरों को नहीं भेजना चाहिए और अगर ले जाये जायें तो कम-से-कम उनका मान तो रखना चाहिए। "ए" क्लास देना चाहिये।

MR. DEPUTY-SPEAKER: It is within the sphere of the state. I will request him to do whatever he could.

श्री सु० अ० खां (कासगंज) : ऐजुकेशन की डिमांड चल रही है। इसके बाद जब मिनिस्टर साहब जवाब दें तो इसके बारे में भी बतायें।

MR. DEPUTY-SPEAKER: It has been brought to his notice; I am sure he will take note of it in his reply and do something.

श्री महन्त दिग्विजय नाथ : हम लोगों ने इस पर समय बढ़ाने के लिए अनुरोध किया हुआ है तो समय बढ़ाने के लिए आपने क्या निश्चय किया है?

MR. DEPUTY-SPEAKER: I have already requested hon. members to approach the Business Advisory Committee. It is not in my hands. I can only extend it by half an hour.

SHRI P. ANTONY REDDY (Ananta-
pur): While supporting the Demands for Grants of the Ministry of Education, I was wondering why our Prime Minister has changed the head of the Ministry. Probably there are 80,000 engineers who are unemployed and the thought that a technical person should be replaced by a pure academic person. We see a lot of similarities and differences between the two. The previous Minister was short and plumpy; the new Minister is lean and tall. Unfortunately, both are from the portals of universities. I am sure the tall Minister will have a better horizon of vision and instead of confining his vision only to the portals of universities, he will extend it beyond to the rural areas of India.

India is a country where more than 70 per cent of the population lives in villages. Plan in the field of education that takes into view only the cities, will ultimately be a complete failure. That has been the fate of our last three Plans.

University education is well taken care of by UGC, and to some extent, the Government of India have done something for the development of secondary education by giving

grants for buildings, equipment and so on. But unfortunately, in the field of elementary education, the Centre is not taking any active part. The directive principle of the Constitution is very clear on the point that within ten years from the commencement of the Constitution, there should be free and compulsory education for the age group 6—14. Here the Government of India's failure is colossal. They may say elementary education is not within their purview. Yes, but the responsibility is also that of the Central Government. The directive principles should be followed not only by the States but also by the Centre. Unless this is done, I think our democracy will be a complete failure.

By the end of the Third Plan, we expected that there would be at least 78 per cent enrolment in all the elementary schools and by the end of the Fourth Plan, that is, by the end of 1971, our expectation is that there will be about 92 per cent enrolment. But we know from our experience in villages that enrolment does not mean that all the enrolled attend classes. At least 20-25 per cent are regular absentees, another 10 per cent are habitual absentees and by the time they reach class five, 66-67 per cent of the boys drop out. Thus if we base our calculations purely on enrolment, we will be greatly deceived.

There is another defect here. Even as regards the very few who pass out of class 5, we cannot expect them to be always literate because there is no follow-up education. Thus if we take both boys and girls, nearly 40 per cent lapse back into illiteracy. Therefore, basing our calculations and assessing our success in the field of elementary education on enrolment only will be living in a fool's paradise.

Here I have to bring to the notice of the House experiments carried out, one in Tamil Nadu and another in Maharashtra. In Tamil Nadu, they have got voluntary schemes in villages by which elementary education is made effective, voluntary organisations collect funds not only for free mid-day meals and supply of books but also for construction of school buildings and for equipment and so on.

I think the Government of India should study the Madras scheme and see if that could be introduced in other States. In

Maharashtra they have a scheme by which they follow up the literacy of those who pass out of elementary schools by Gram Sikshan Moshin. They have organisations at village level, block level, district level and State level by which adults who become literate and boys who pass out of the fifth class are given facilities in reading and writing and maintain their literary level. If these schemes are adapted and implemented in other States also, to a great extent the directive principles of our Constitution on elementary education would have been successfully implemented.

The Fourth Plan is completely silent about pre-primary education. The Government of India and the State Governments have done little for pre-primary education, till now. Here and there they have started *bal bhavans*, mostly in towns. What about the three lakhs of villages? If about a hundred towns get a few *bal bhavans*, it does not mean that the entire country has got the benefit of pre-primary education. It is not too late; the Minister should even now see that at least some effort is made in this direction in rural areas.

While we have been planning for the age group of 5-11, the Fourth Plan does not say much about the age group 11-14. The Directive Principles refer to free elementary education for the children of the age group 6-14. The planners probably expect that some of these children will go to high school due to the efforts of the village people. But how many boys have a chance to go to a high school? Even in some towns it is not possible. What is the Plan going to do for this age group so that they may get education and once having become literate they may not relapse into illiteracy. This aspect should be kept in mind. Something should be done for this age group in the rural areas.

Our elementary education can never be a grand success unless we reform our inspectorate. Today the inspector is quite often out of touch with the realities; yet he is supposed to go and inspect elementary schools. When he is himself out of touch, is he in a position to guide the teachers? There must be a scheme by which inspectors should interchange with teachers; every inspector after one or two years must go back to the school and teach for one year so that he may be in

touch with the prevalent teaching methods. Unless this is done inspectorates will be useless and they can not guide teachers properly.

I have been reading a lot about the Review Committee which had recently submitted its report on the NCERT. It says that the NCERT workshops are not planned properly and the leadership of these workshops has been very poor. In Andhra State this evaluation and examination paper setters workshop, they have spent over Rs. 60,000, trained a number of paper setters but the Board of Secondary Education had not used them a tall which means that all this sum of Rs. 60,000 is wasted. It may be that the Board of Secondary Education felt that the training given to these people is of poor quality. Therefore, I feel along with the Committee's remarks that the NCERT has become 'Delhi centred'; it appears as though there are no teaching and research talents in the country except in Delhi and places around.

Therefore, in these national institutions, you must see that the people who are appointed are only on a tenure basis and not on a permanent basis, because these research workers become faddists after a few years. When their methods will become old, they will not be in a position to change. Therefore, talents should be drafted from every part of the country and the posts should be made on a tenure basis.

I have got a copy of the NCERT report here—*A Survey of the Secondary Schools in India—Part I*. It is marked "001." I was casually going through it. There are a lot of statistics and almost every alternate line has a mistake. Even the additions in the book are very often wrong. The introduction has accepted that there are a lot of clerical mistakes and no attempt at correction is made. If a book of this type with so many mistakes in it, goes to a foreign country, do you think that the foreign country will have any respect for the work of the NCERT ?

SHRI PILOO MODY (Godhra) : What about us who read it ?

MR. DEPUTY-SPEAKER : If he wants to intervene, he can intervene from his own

seat ; not from the Treasury Benches. (*Interruption*). I do not know whether he has deserted that side. But if he wants to intervene, at least he should not intervene from the Treasury Benches.

SHRI P. ANTONY REDDY : So, Sir, the report of the Nogchowdhury Review Committee is a valuable one, and I suggest that every remark, every suggestion of theirs is fully implemented and the NCERT is completely overhauled. In fact, I have heard it said, humorously, that the letters, NCERT stand for the National Council of Entertainment, Recreation and Tourism. Just see what scant respect is being shown to it. Let it not be that. Let it be a real National Council of Educational Research and Training. If the report of the Review Committee is adopted and its recommendations are implemented, I am sure that it will become the National Council of Educational Research and Training in reality and in effect.

SHRI N. R. LASKAR (Karimganj) : What was the expenditure incurred in producing that most wonderful report ?

MR. DEPUTY-SPEAKER : No cross-questioning please. I would request the hon. Member to conclude now.

SHRI P. ANTONY REDDY : In conclusion, I request that the hon. Minister does not confine himself to the portals of the university campuses. The country is very large and there are three lakhs villages in India where education has not been given and where people are illiterate. They should be made literate. Unless he concentrates his efforts, and feels that it is his sacred duty to follow the directive principles of the Constitution, I am sure our national plan and everything will become an absolute failure. I hope that with his dynamism, he will implement those recommendations of mine.

In the end, I wish to quote Philip James Baily and resume my seat. He said :

"We live in deeds not in years ;
In thoughts and not in breath ;
In feelings, not in figures on a dial.
We should count time by heart-throbs.

He most lives, who thinks most,
Feels the noblest, and
Acts the best."

SHRI DINKAR DESAI (Kanara) : Mr Deputy-Speaker, Sir, I would like to draw the attention of the Education Minister to the fact that this Education Ministry is a very funny Ministry. It is called the Education Ministry although it spends practically nothing on education proper. It is a fact—and I am not exaggerating it at all—and if we analyse the budget, we find that in a budget of Rs. 99 crores, not even Rs. 26 crores are spent on education proper.

Take primary education. What is the provision for it in this budget? A big zero! For secondary education, the provision made is only Rs. 71 lakhs. For university education, the provision is Rs. 25 crores. University education is not the foundation of education. Even this amount of Rs. 25 crores is not properly distributed. A huge portion of it goes to the four central universities which are all in the north. There is no central university in the south. Originally the idea was to make Bangalore University a central university. But it has not been done. In spite of the fact that there is no central university in the south, they want to have another central university in the north, to be called Jawaharlal Nehru University. I suggest that Bangalore University must be made a central university and it can be renamed as Jawaharlal Nehru University.

Out of the total budget of Rs. 3200 crores, we are spending on education proper only Rs. 26 crores, i.e. less than 1 per cent of the total budget. We are saying we are having a national system of education! The other remaining Rs. 73 crores is spent by the Education Ministry on all sorts of miscellaneous things like museum, archaeology, map-making, seminars, etc. It should not be called Education Ministry, but it should be called the Ministry of Museum, Archaeology, Map-making, Seminars and other miscellaneous purposes. I am not saying these things are not important, but on education proper we are spending very little.

The result is to day education is completely starved financially. Out of 13 crores

of children of school going age, 5 crores are loitering in the streets. It is a shame on this country. This is the position after 22 years of independence. 60 years ago, Gokhale brought the Elementary Education Bill before the Imperial Legislative Council. Even that has not been achieved today. The total number of illiterates has increased by 8 crores since independence, instead of decreasing. At this rate, we will never solve the question of mass education. Children are born today at a speed greater than the pace of primary education in this country. At this rate, elementary education can never become universal in this country.

I suggest that 50 percent of the total cost of primary education in each State must be borne by the Centre. 33 per cent of the cost of secondary education and 20 to 25 per cent of the cost of university education must be borne by the centre. Unless you do that, you will never solve this immense problem of education in this country. It is a huge problem financially and otherwise also. Dr. Rao will appreciate my remarks better because he is not only an educationist but also an economist. He knows the finances of education much better. Therefore this must be done.

I will just deal only with two or three points about which I have also given cut motions, because of lack of time. There has been a big fraud in the Department of Archaeology a few years ago in which lakhs and lakhs of rupees were involved. About that I have also written a letter to the Prime Minister two weeks ago. I have not received any reply yet. That is why I have to bring this matter now before this House. The allegations which I have received from reliable sources read as follows.

I would like to read out that so that I do not make any mistake in the allegations that I have received :

"Mr. A. Ghosh, Director General of Archaeology was involved in an embezzlement case of many lakhs of rupees in the 'Archaeological Centenary Celebrations'. The case was sent to the special Police Establishment, who held Shri Ghosh responsible for embezzlement. Accordingly Shri Ghosh's pension and gratuity was to be withheld till

[Shri Dinkar Desai]

final action was taken against him, but the Minister (Education Minister) intervened and got the case against Shri Ghosh withdrawn from the S. P. E. Not only that, he cleared him from all the charges despite the recommendations of S. P. E. through Vigilance Commissioner. He even got him re-employed in the Indian Institute for Advanced Studies, Simla."

Similar allegations are made against the former Deputy Director of Administration. I have got many more details running into seven or eight pages. I would like the Minister of Education to take up this matter very carefully and see what actually had happened. I had written to the Prime Minister. It is the duty of the Education Minister to enquire of the Prime Minister and find out what is the truth about this.

I would like to say something about the Survey of India. There also things are going very wrong. No amenities are provided and there is no proper working. The ex-Education Minister, Dr. Sen, held a meeting for consultation last year—if I remember the date correctly, I think it was on 3rd February. He asked the officers to make comments as to how the Department could be improved. Ten officers spoke on that occasion. Those speeches were appreciated by the hon. Minister. He said so in his speech but nothing was done to improve the working of the Department. Five persons out of the ten who spoke were victimised. They were transferred. This is what was done by the the Head of the Department of Survey of India. Sir, the Department of Survey of India is a very important one from our defence point of view. Unless proper maps are made you cannot fight a war on our frontiers. So it is a very important department. When in such an important department there is defalcation to the tune of lakhs of rupees you can imagine what will be the demoralising effect on the staff of that Department.

Finally, Sir, I would like to refer to the National Council of Educational Research and Training. In this Council also the atmosphere is demoralised. They are producing text books and most of the textbooks are translations of Russian or American books as if Indians have no talent to write original

books. It has a demoralising effect. A Committee was appointed under the chairmanship of Dr. Nag Chaudhuri. In forwarding his report to the Education Minister, Dr. Sen, he wrote :—

"Of somewhat more serious concern to us was the demoralising effects of Status, consciousness and hierarchy in the NGERT."

That means there are other concerns which are less serious. Further he has written :

"Greater autonomy of the institution, development of academic criteria and a policy of deliberate discouragement of hierarchy will go a long way to strengthen the institutions working under the NCERT."

I would like to know from the Education Minister as to what has happened to this report. As pointed out by my hon. friend over there, that report has not even been published although it was submitted last year.

This is the way in which the various departments of the Education Ministry are carried on. Now, we have got a new minister. I am very happy that he has taken over this portfolio; not that I was unhappy with the previous Education Minister; but Dr. Rao, being an educationist,...

17 hrs.

MR. DEPUTY-SPEAKER : He should conclude now. His time is up.

SHRI DINKAR DESAI : I will conclude in a minute.

Every year when the Demands for Grants of Education Ministry come before the House, we move hundreds of cut motions, a number of speeches are made here and a number of reports are produced here—Kothari Commission Report, Radhakrishnan Commission Report, so many reports. If you see the history of educational development in this country, you will find only commissions and committees; nothing else. Yet, as I have said earlier, five crores of

children are illiterate in the streets. You cannot make India a modern nation unless there is universal literacy. A great economist like Prof. Galbraith has said that the best national investment is in education. Industry cannot improve, agriculture cannot improve, in fact life cannot improve, unless the whole nation is literate. Today what is the position? The number of illiterates has increased by 8 crores after 22 years of freedom. Is it not a matter of shame for us?

I can tell you one thing on behalf of the people whom I represent. If the Government of India give to the State Governments a substantial proportion of their educational cost, our people will pay their own share or contribution. Let there be an educational cess; I am not opposed to it. In fact, I am in favour of it. When I was a member of the Bombay Municipal Corporation, I gave the idea of an educational cess and it was ultimately adopted. But it is not adopted all over the country. If you levy an educational cess, people will gladly pay it for the sake of the education of their children. At the same time, let the Central Government not call itself a national government and give every year a big cipher for primary education, a little *baksheesh* for secondary education; it is wrong. I do hope that the whole House will think about the problem very seriously; otherwise, better abolish the Education Ministry. If you want to continue the Education Ministry, do your duty to the nation. I have nothing more to add.

SHRI JAIPAL SINGH (Khunti) : Mr Deputy-Speaker, Sir, I have only two points to present before the House.

SHRI SURENDRANATH DWIVEDY (Kendrapara) : Sir, his wife is a Deputy Minister in this Ministry. So, he cannot speak.

MR DEPUTY-SPEAKER : He represents a constituency like any other hon. Member. He has every right to speak. He may criticise the Minister concerned.

SHRI RABI RAY (Puri) : We expect him to criticise the Ministry.

SHRI SAMAR GUHA (Contai) : He can mention his troubles about the Ministry at home.

SHRI JAIPAL SINGH : I will reply to this comment outside the House. I agree with the previous speaker that the Ministry, as at present constituted, should be abolished and we should get back to what it was in the British regime—Education, Health and Lands. I am glad that at long last we have an aggressive young educationist as a minister and we expect big things from him.

SHRI SURENDRANATH DWIVEDY : Is he still young?

AN HON. MEMBER : Young in ideas.

SHRI RABI RAY : Is he aggressive?

SHRI JAIPAL SINGH : I know that big things cannot change overnight. First of all, the Education Ministry has all along been treated as a Cinderella Ministry. Without finance you cannot do anything. Education is a State subject and a concurrent subject. That itself poses a great difficulty. Now my main point is that there should be a job-oriented education. By "job" I do not mean running after jobs. Education should be functional. Take my own area, Jharkhand area, which is going to be Jharkhand Province very soon. It is the Indian Ruhr. Everything has become industrialised. Now what type of education are you giving to the people there? The education you are giving them is making them unemployable. Every Bengali, every Medrasi is getting employment there but not the local people. What is going to happen to them?

You call that education—the rush from the villages to the towns; boys and girls loitering about, not five crores of them—they may be in the whole country; but there are plenty of them in the Jharkhand area! There should be technical education in an area that is going to be progressively highly industrialised. The sooner my friend, Dr. Rao, thinks of it, the better it is. I know, the Provincial government would be against it because the Biharis do not want the Jharkhandis to be industrially educated. They are the biggest imperialists. We have to get rid of them and the sooner we get rid of them, the better it is for this country.

AN HON. MEMBER : We are not imperialists.

SHRI JAIPAL SINGH: You may not be but you are a victim of imperialists.

Then, reference has been made to the All India Council of Sports. I have been a member of it from its very inception for many years. I have been associated with many federations. Everything is wrong with the All India Council of Sports as it is recently reconstituted. The original idea was that the All India Council of Sports should be represented by all the federations. Things went wrong because the then sports boss of this country, the Maharaja of Patiala, objected to it. He did not want a parallel organisation competing with the Indian Olympic Association.

Now today what is the picture of the All India Council of Sports? It has just got a purse, money, and that money is not used properly. I will give only two or three instances to expose the Government, the Finance Ministry and the All India Council of Sports.

When our team went to Djakarta for the Merdeka, the team left Madras without a pice. They were due to play certain exhibition matches in Malaysia. Supposing, the exhibition matches had not taken place, they would have been penniless. The same thing about the centenary celebrations of the Calcutta Polo Club. After 100 years, India, the founder of polo in this world, wanted to celebrate the centenary. They wanted to invite Australia, America, South America and so fourth but the stubborn Finance Minister said, "No; I will not give any foreign exchange." I had to go to the Prime Minister, that great sportsman, Jawaharlal Nehru. He said, he must give it and it was given.

I can go on giving you a whole list of things. As Shri Barrow quite rightly says, the point is that in the Plan they have about Rs. 4 crores—I think, I am right—and they should indicate well in advance because foreign teams cannot come just if you air-mail the invitation this week and they will come next week. Things have to be arranged well in advance. Take the MCC or the Australian team or even our own teams going abroad. One year ahead you have to Plan. If, at the very last minute, the

Finance representative says, "No, I will have to think about it", is that the way we want to be efficient? This is the most stupid way of behaving.

Lastly, this is my first opportunity to vindicate myself. It was here, standing there, that Dr. Shrimali was asked as to what had happened to the Probe Committee of which I was the Chairman, along with General Thimayya and Professor G. D. Sondhi. He said, "I cannot force Shri Jaipal Singh to expedite the work." He was telling a lie. I had submitted to him an interim report. I challenge him; I challenge the present Minister to put that interim report on the Table of this House so that Members of Parliament may know how this ministry is working. It is because a criticized the Minister and other also, I know what happened to me. I am not worried. I drank my champagne 41 years ago and I do not have to depend upon the Education Minister for any further recognition.

THE MINISTER OF EDUCATION AND YOUTH SERVICES (Dr. V.K.R. V.Rao): He cannot drink champagne here... (*Interruption*) Shri Jaipal Singh: There is plenty in my house. If you want, come and drink it.

Finally, I would like to say that, if education in this country has to go ahead, we must think in qualitative terms. He is an economist. Economically, we just cannot think of massive literacy. Literacy by itself does not solve the problem in this country. There are other ways for education in this country to be more purposeful as in the British way.

SHRI J. H. PATEL (Shimoga) Spoke in Kannada.

SHRI BAL RAJ MADHOK (South Delhi): May I through you, Sir, appeal to the hon. Member, if he wants us to take benefit of his views, to speak either in English or in Hindi? He can speak in English or in Hindi.

MR. DEPUTY-SPEAKER: This in only a request. While you try to assert your right, you may bear this request in mind. It is not compulsory. In whatever you want to say, let others also participate and react. This

is the purpose of the debt on the floor of the House. Perhaps, the Education Minister knows something of Kannada; I do not know.

DR. V.K.R.V. RAO : Kannada is my mother tongue.

MR. DEPUTY SPEAKER: I only endorse his request. Whatever you want to say, let others listen, react and participate. That is the purpose of the debate. After you have asserted your right by saying two sentences in Kannada, it is better you speak either in English or Hindi. This is my suggestion only. It is upto you. You go your own way.

SHRI J. H. PATAEL : *Spoke in Kannada,*

SHRI J. H. PATEL : Mr. Deputy Speaker, kindly excuse me. This is a question of party principle. Hence I am going to speak in Kannada.

In the Budget for the current year a sum of Rs 135 crores has been provided. Before the amount is granted, I would try to say a few words as to what this Ministry has done during the last 20 years in the matter of education. One important thing to be taken into account is that there is no education without a language. In what language you are going to teach—whether in Mother tongue or any other foreign language. This is a question which I am going to place before you. Language is vital for imparting education. You have been discussing about science education, agricultural education etc. But you have not discussed so far as to how and in what language the education is to be imparted. During the last 20 years crores of rupees have been spent. Students have fallen a prey to this foreign language and instead of devoting time to study the subjects, wasted their life on performing acrobatic feats on the language question.

Sir, I would like to know from Shri V. K. R. V. Rao—now that you have taken the Education portfolio. I would ask you one simple question, and that is in how many years or months, you will definitely have Mother tongue as the medium of education or in different regional languages in different States.—whether in 6 months or a year or 10

years ? I am not going into the dispute between Hindi and English. I want the teaching to be in Hindi, or Kannada or Bengali. If you are going to have Hindi all over India, as administrative language have it. I fully support it.

Coming to the problem of education I would like to draw the attention of the House to what has been stated on page 5 of the Report of the Education Commission 1964-65. It reads thus :

“As is well-known, the existing system of education is largely unrelated to life and there is a wide gulf between its content and purposes and the concerns of national development. For instance, —the educational system does not reflect the supreme importance of agriculture which is neglected at all stages and does not attract an adequate share of the top talent in the country; enrolment in the agricultural faculties of universities is extremely low; and agricultural colleges are comparatively weak and underdeveloped; —the main task before the nation is to secure rapid economic development. If this is to be successfully accomplished, education must be related to productivity.”

Basically education must be related to life. Your education should make us to lead a healthy living. It should be related to life. Whether you spend on C. S. I. R. or any other research institutes, what is the ultimate benefit ? What is necessary is that whatever the amount earmarked for this purpose should be judiciously spent and should be of utility.

There are 52 crores people in the country. What is their condition ? I might not agree with the political system prevailing in China and Russia. But one good thing is the uniformity in the impart of primary or secondary education, in these Countries. Whether he be the son of a President or a worker, whether he be the son of Tata or Birla or the son of a chaprasi—all have the same type of education. We do not have such uniformity nor do we have the wisdom to do so. When it comes to the agricultural science, we copy U. S. A. instead of taking something

[Shri J. H. Patel]

useful from Japan or any other Asian countries. As regards other educations we copy U. K.

There is student unrest. We discuss about their unrest on public platform, in Lok Sabha and elsewhere. This unrest is mainly because the student community are not given proper lead and are not given proper education. Without knowing how many doctors or Engineers we require, the institutes go on bringing out number of them unrelated to the requirements. The root cause of this unrest and discontent amongst them lies with the method of education.

While imparting education, we do not fix priority. We do not have the discretion to decide as to what should be taught first and what should be taught later. This is vital from the points of reforming education system. The neglect of this vital issue has resulted in the waste of education.

By way of an illustration about the fixing priority, I would like to quote an instance in this connection. In Hospet, Mysore state, a dam has been constructed. I do not dispute about the question of its construction but before constructing the dam the Government never cared to survey the area to find out to what extent this dam would meet the requirements of the people, how much water could be used for cultivation and how many people would be benefited. Because of lack of these vital statistics, there has been unequal distribution of water. Rich people acquired more land and derived more benefit and the poor remained poor. People who need water the most for cultivation purposes are deprived of it. In a similar manner, in our education system also there is no priority, and no uniformity. There is one type to meet to the requirements of the large sections of society and another type imparted in Darjeeling and Dehra Dun which meets the requirements of higher strata of society. The children of these institutes go to Oxford and Cambridge and are straightway absorbed in I. A. S. etc. and they develop an outlook due to which they cannot atone themselves to an environment to which large sections of Indian society belong. This imbalanced type of education creates classes in the society which is not good for the prosperity of the country. What is, therefore, necessary is the right type of education and

steps should be taken to implement it in the right direction. This should be given effect to on war footing measures.

As regards the Central University I fully agree with the views expressed by my colleague Shri Dinkar Desai about the setting up of central University in the South. This is not the South and North question. There should be Universities on four corners of the Country and not concentrated in one place as at present. The question of setting up such an University in Bangalore was mooted sometime back. I give my full support to it. Bangalore is an ideal place for this, so far as south is concerned.

About archaeology I have a point. There are two sub-circles departments of archaeology in Mysore State—one is under the administration of Madras Circle and the other under Aurangabad-Circle. The location of these departments in different places has resulted in utter negligence regarding maintenance of Archaeological monuments inasmuch as they are mostly neglected and are in dilapidated condition. This should be looked into and a circle must be formed in Mysore State and there should be single and common authority on both the sub-circles.

In regard to the grants given by the Centre to the Banaras Hindu University and Jamait-ul-Milia there is a discrimination. I fail to understand why the former should get less grants and the latter more. When both have the same system of education why there should be a discrimination in the matter of grants.

A cardinal principle of the education is the future prosperity of the country. Uniformity of education in both primary and higher secondary is absolutely essential. The other matter is with regard to Military training. Whether a boy is rich or poor all must have compulsory military training. In this connection I would cite the case of Late President Kennedy of America who had military training in a school where boys of lower classes, poorer classes were also given the same type of training. The goal of the Government should be imparting discipline amongst the students. This can be done only if a right type of military training is imparted to all the students. Thirdly, the

teaching should be in the mothertongue and that is the regional languages of the respective States.

श्री प्रकाशचौर शास्त्री (हापुड़) : उपाध्यक्ष महोदय, मैं एक बात कहना चाहता हूँ। अभी हमारे भाई पटेल साहब का भाषण हुआ है इस भाषण को सुनने के बाद, यद्यपि मैं कन्नड़ भाषा से पूरी तरह परिचित नहीं हूँ, फिर भी यदि इसका भाव पचास प्रतिशत मुझ से जानना चाहें, तो मैं आपको परीक्षा के तौर पर अभी बता सकता हूँ कि इन्होंने क्या कहा है। इस लिये मैं चाहता हूँ कि हमारे मित्र डा० राव, जो शिक्षा मंत्री हैं, अगर इस प्रकार का प्रयास करें कि भारत की सभी भाषायें अपनी लिपि के अतिरिक्त समान-लिपि देवनागरी में भी आ जाय तो इस से भारतीय भाषा परिवार को निकट आने में बहुत सहायता मिलेगी।

श्री० गं० चं० दीक्षित (खंडवा) : उपाध्यक्ष महोदय, आज सदन के सामने जो मांग प्रस्तुत है, यह वह मांग है जिसके ऊपर लोकतन्त्र की आधार शिला को रखा जा सकता है।

अगर शिक्षा पद्धति जीवित है तो लोकतन्त्र भी जीवित है क्योंकि लोकतन्त्र का ध्येय है व्यक्ति का विकास करना और व्यक्ति का विकास तब तक नहीं होता जब तक की राष्ट्र के विद्यार्थी पढ़े लिखे न हों और आपस में बैठ कर के विचार विनिमय कर के कोई निर्णय न ले सकें। आज मुझे खेद है कि 22 वर्षों के बाद भी हमारी शिक्षा में कोई परिवर्तन नहीं हुआ है। यह सही है कि आजादी के बाद इस देश में विद्यालयों और विश्वविद्यालयों में विद्यार्थियों की संख्या बढ़ी है, लेकिन जैसा कि पूर्व वक्ताओं ने कहा - अंग्रेजी में एक कहावत है—

Water, water, everywhere,
But not a drop to drink.

हम उसी प्रकार यह भी कह सकते हैं—

Ayog, ayog, everywheren
substantially nothing is done

जब से इस देश में आजादी मिली है कभी एक कमेटी बनी, कभी कोई आयोग बना और कभी संसद सदस्यों की कमेटी बनी; लेकिन उन का नतीजा क्या निकला? वही पुरानी शिक्षा की प्रणाली बाबा आदम के जमाने से चली आ रही है। गुलामी मनोवृत्ति हमारे मस्तिष्क में ठूँसी गई है। अंग्रेज चले गये लेकिन अंग्रेजियत हमारे मस्तिष्क से नहीं गई। क्या आज हम कह सकते हैं कि विश्वविद्यालयों में कोई भी ऐसी चीज है जो कि हमारे विद्यार्थियों को पास करने के बाद यह बताये कि व्यक्ति और समाज का कैसे सामंजस्य हो सकता है? जो यह बताये कि अगर आज देश से नैतिकता उठ जायगी तो हमारे देश की समृद्धि का विकास नहीं हो सकता है और देश रसातल की तरफ चला जायगा। हम समाज शास्त्र पढ़ते हैं, अर्थ शास्त्र पढ़ते हैं और न्याय शास्त्र पढ़ते हैं, लेकिन मैं पूछना चाहता हूँ कि नैतिकता के पाठ के लिए कौन सा ग्रन्थ है जो कि बौद्धिक चेतना का विकास कर सके या हमारे हृदय में सौहार्द की भावना अंकुरित कर सके? आज कोई भी ऐसा पाठ्यक्रम नहीं है। यदि आप विश्व-विद्यालयों का पाठ्यक्रम देखें तो उस में कोई ऐसी चीज नहीं मिलती जो कि नवीनता ला सके।

आज हमारे नवयुवक जीवन की देहली पर खड़े हुए हैं जहाँ पर अज्ञेय भविष्य और अलक्ष्य अतीत परस्पर मिल रहा है, जिसका मस्तिष्क संतुलित है और मुक्त हृदय है। आज चारों तरफ यह नारा लगाया जाता है कि युवकों में अनुशासनहीनता है। वही नवयुवक थे जो कि जब हमारी स्वतंत्रता की रणभेरी बजी थी, तब जीवन की सारी माया और ममता को त्यागकर उस रणभेरी के बजने पर आजादी की जंग में सर्वस्व होम करने को तैयार हो गये थे। लेकिन आज विश्वविद्यालय के वही लड़के बाहर निकल कर उच्छ्वल हो रहे हैं।

17.95 hrs.

[SHRI THIRUMALA RAO in the chair.]

यदि आप प्राइमरी पाठशालाओं के पाठ्यक्रम को देखें तो गुलामी के दिनों में हम गणपति का ग कहकर पढ़ाते थे, परन्तु आज गदहे का ग कहकर पढ़ाते हैं। कहा यह जाता है कि यदि हम गणपति का ग कहेंगे तो उसमें साम्प्रदायिकता की भावना आयेगी। कितनी लज्जा की बात है कि गणपति का ग कहने से साम्प्रदायिक भावना आयेगी, लेकिन गदहे का ग कहने से भ्रष्टता नहीं आयेगी। जैसाकि मैंने अभी पहले बताया कि विश्व-विद्यालयों के पाठ्यक्रम में भी कोई ऐसी चीज़ नहीं है जो नवयुवकों में चेतना पैदा करे और आजादी को कायम रखने की धारा पैदा करे। आज हम विचित्र परिस्थिति में हैं जब कि व्यक्ति अपने विचारों और क्रियाओं को खुल कर खेल नहीं सकता है। आज समाज केन्द्रित शिक्षा प्रणाली ने हमको आज्ञाकारिता और स्मरण शक्ति दी है लेकिन हमारी शिक्षा प्रणाली ने समाज केन्द्रित व्यवितियों के विचारों को खुल कर खेलने का मौका नहीं दिया है, उनके विचारों की मौलिकता को बल नहीं मिलता है। हम वकील और पत्रकार पैदा करते हैं। लेकिन स्वतंत्र चिन्तन करने वाले लोग पैदा नहीं कर सकते हैं। हमारे भारत का अतीत बड़ा शानदार था। उस समय तक्षशिला और नालन्दा ने भारत के अतीत गौरव का निर्माण किया था। वैसे ही आज के विश्वविद्यालय भी भावी नागरिक पैदा कर सकते हैं जिनके ऊपर हमें धमंड होगा। परन्तु आज कहाँ तक्षशिला और नालन्दा हैं। आज तो विश्वविद्यालयों में उपकुलपतियों का जो चुनाव होता है, मुझे अफसोस के साथ कहना पड़ता है कि उसमें भी राजनीति की गन्ध आती है। एक समय था श्री मदन मोहन मालवीय बनारस विश्वविद्यालय के उपकुलपति थे, डा० बरांजपे पूना विश्वविद्यालय के उप-कुलपति थे और श्री आशुतोष मुर्कजी कलकत्ता विश्व-विद्यालय के उप-कुलपति थे और उस समय उन विश्वविद्यालयों से जो लड़के निकलते थे वह सर

पर कफन बांधकर शहीदों की टोली में निकल पड़ते थे। वह राजनीतिक भावना से ओतप्रोत थे आज वैसे उपकुलपति भी नहीं हैं जोकि एक आदर्श उपस्थित कर सकें। यही कारण है कि विद्यार्थियों में उच्छ्रंखलता आ गई है और उद्दाम वासना का ताण्डव नृत्य भी उनके द्वारा किया जा रहा है। अगर हम इस स्थिति को नहीं संभालते हैं तो भावी इतिहासकार अग्निमयी वाणियों में बिलख-बिलख कर हमें कोसेगा कि हमने महात्मा गांधी के भारत का विनाश कर दिया और वह लिखेगा कि आजादी लेने के बाद हमने भारत के इतिहास को कलंकित किया। आजकल जो इतिहास पढ़ाया जाता है उसमें कपोल कल्पित और झूठी बातें ही होती हैं। इसमें लड़ाईयों की तारीखें और अन्य ऊलजलूल बातें ही होती हैं। उसमें कोई तथ्य की बातें नहीं होतीं। मेरा निवेदन है कि समाज-दर्शन के विषय को एक अनिवार्य विषय बनाया जाय जिसके पढ़ने से विद्यार्थियों में सामाजिक भावना जागृत हो सके और वह देश के सच्चे नागरिक बन सकें। इस देश में किस प्रकार की सामाजिक व्यवस्था रही है इसे वह सीख सकें। अगर अंग्रेजी विषय अनिवार्य हो सकता है और वह केवल इसलिए कि उससे हमारे देश में एकता की भावना पैदा होगी तो फिर समाज-दर्शन का विषय अनिवार्य क्यों नहीं हो सकता? यदि विद्यार्थी विश्वविद्यालयों में समाज-दर्शन पढ़ेंगे, समाज दर्शन का ज्ञान प्राप्त करेंगे तो भारत के सच्चे नागरिक बन सकेंगे। मैं प्रार्थना करता हूँ कि हमारे जो आदर्श मंत्री महोदय हैं जो कि उपकुलपति भी रह चुके हैं और शिक्षाविद हैं वे कम-से-कम अपने समय में कुछ ऐसा कर जाएँ कि जिससे इतिहासकार उनको धन्य-धन्य कहें और उनका स्तुत्य-गान होता रहे।

MR. CHAIRMAN : I would now request the hon. Members to be brief. There are so many hon. Members who want to speak on this but the time is very much limited and hence you will all be brief.

Shri Imam.

SHRI J. MOHAMED IMAM (Chitradurga) : Mr. Chairman, education is a State

subject. And as rightly observed by the Kothari Commission, the destiny of our nation, the future of our country, is determined in class rooms specially by giving primary education to our children.

I agree with the previous speaker that primary education has been neglected. It seems to be nobody's responsibility. • In fact, the States throw the blame on the Centre and the Centre on the States. Any-how, Sir, on account of differences of opinion between the States, the most important mandate as given in the Directive Principles of our Constitution to make primary education compulsory is being neglected. As pointed out rightly by my hon. friend, Shri Dinkar Desai, crores of children are loitering in the streets without any proper education.

Sir, a sound education policy is needed. It is true that the education policy has been laid down by the previous Minister. But I must state that a sound education policy aims at the following factors. Firstly, the system of education must be such as will contribute for the development of science and technology, which are quite necessary for the development of the country, for the well-being and the happiness of the people. Secondly, the education system must be such as would bring social and national integration among the people who live in this land of diversity. It must instil in them a sense of discipline and it should develop the character of the young people. Fourthly, it must be acceptable to all the people living in this country.

Let us now examine how far these aims and objectives have been fulfilled. Firstly, regarding how far the present system of education contributes for the development of science and technology, it is true that the educational facilities have been improved, not in quality but in quantity. Nearly 75 Universities are functioning in this land now. There were only 20 Universities in the year 1947 and during these years 50 more have been started. There are nearly 3000 Colleges throughout the country, both technical and educational. The number of school-going students and college-going students has also increased considerably. We must admit that. There is all this increase not in quality but in quantity. On account of this,

right from the primary schools to the Colleges, the standard has gone down. The Kothari Commission has observed that the functioning of our present educational institutions is not at all satisfactory. It has also pointed that the rapid expansion of education has lowered the standard and that most of the institutions are ill-equipped and ill-staffed; the teachers and the professors are also highly demoralised. They have also pointed out very rightly that there is a big gap between our University and the University of an advanced country. In fact, the present day standard is much lower than what it was during our student days or when Dr. Rao was a student. The standard is going down every day. Our teachers are busy in the furtherance of their own advancement rather than the intellectual advancement of the students, as is evidenced by the total strike that has been going on. Such things had never happened before. The teachers always cared for the well being of the students and it was their sacred duty. They were called *Gurus*. But, now, Sir, regardless of the effect that it will have on the people, it is unfortunate that the teachers have taken up to the new method of anti-social and anti-national activities. This needs to be looked into.

The University Commission has made one very important recommendation. In order to overcome the shortage of teachers and to see that competent teachers are available in all the Universities, they had proposed the starting of Central Universities. As they will be very well-staffed, it will be quite useful for all the students coming from different parts of the country. But this recommendation has been set at naught recently. My friends from Mysore pointed out that the Bangalore University should be converted into a Central University.

In fact, they have said that the south has not got any Central University. Bangalore University was started only five years ago; all the colleges in Bangalore were detached from Mysore University with the object of converting them into a Central University. In fact, the Committee that was appointed at that time suggested that Bangalore University should be converted into a Central University. Shri Chagla, the then Education Minister, while inaugurating it,

[Shri J. Mohamed Imam]

stated definitely that this University deserved to be converted into a Central University. But still it has not been done. The present Education Minister, Dr. Rao, knows the position very well. He comes from that State. I do not want him to be parochial or regional. Let him examine this on merits whether Bangalore University is suited to be converted into a Central University or not and let him take decision. A Central University in Bangalore will have its own advantages. It will attract students from all over the country and will promote unity and emotional integration.

I must bring to the notice of the hon. Minister another type of colleges that have been started in Mysore. Nobody seems to have paid any need to them. I am referring to the colleges started on the basis of capitation fees. They are specially medical and engineering colleges. They were started at a time when there was scarcity of facilities for technical courses of university education. I do not undermine the importance of the role played by these colleges in the spread of technical education. These were started when there was great difficulty in securing seats for boys, in the medical and engineering courses. This was followed by similar colleges, one at Gulbarga, another at Dongary and a third in Belgaum. These colleges are doing good service. But the defect or shortcoming is that the facilities afforded by these colleges can be availed of only by those who can afford to pay thousands of rupees by way of capitation fees. It ranges between Rs. 6,000 and Rs. 20,000. Secondly, admissions to these colleges are made not on merit but on payment. In fact, these institutions themselves have suggested that they be taken over by the Central Government. For example, the medical college was started at Dongary. They are anxious that it should be converted into a regional college. They are anxious to hand it over.

So I submit the UGC and the Central Government must decide on the policy to be followed towards these colleges which are charging high capitation fees.

You have rung the bell and I must obey the chair. This is a vast and important subject and needs more time. Still I conclude by recapitulating the two points I have made.

One is that the present Bangalore University should be converted into a Central University. This will be a great national advantage. I hope the Minister will consider this matter and take a decision. The second is that Government must define their attitude towards the colleges which are now charging capitation fees which are abnormally high thus denying facilities of higher technical education to poor students.

SHRI A. T. SHARMA (Bhanjanagar) : I whole heartedly support the Demands for grants of the Ministry of Education and Youth Services. We are fortunate enough to have an accomplished expert in education as the Minister in charge of this portfolio. He and his colleagues in the Ministry are doing their best.

But what is the use? We are not able to utilise their services in a better way. Why? Insufficiency of funds for improvement of education. They proposed a scheme costing Rs. 1300 crores. Only Rs. 900 crores were given. We wanted to eradicate illiteracy from this country within ten years. But there is no money to put through the scheme.

Education is the most important subject both in the States and at the Centre. But no proper attention has been paid to it; Our previous Minister was clamouring for more and more money, but I regret that his ambition was not fulfilled. They are trying their best, but they are not getting the requisite funds for putting through their schemes.

The ex-Minister tried to evolve a national system of education and appointed a committee which unanimously recommended certain things. But they did not materialise. We wanted to construct an image of Lord Ganesh. We have actually turned out an image of a monkey!

It will not be out of place if I quote two or three instances. There was a recommendation made that there should be equality in education, there should be only one type of schools and the public schools should be abolished, or the existing schools should be brought up to the level of the public schools. It was an unanimous recommendation. We thought thereby we would evolve a national type of education. What the nation wants

is social type of government. Are we taking any steps to achieve it, or a national system of education ?

• Then we wanted to bring about equality in education. Are we going in that direction ? Instead of having one uniform type of education, the public schools have been encouraged under the so-called national system of education.

• The second instance is about the three language formula. We wanted that three should be the three language formula and three should not be compulsion in respect of the study of any language. One language should be introduced in the first five years, the second will be introduced in the fifth class and the third from eighth class onwards. This was the unanimous recommendation. but now we are having English as a compulsory subject, regional languages as compulsory and Hindi as compulsory. Where is the three language formula ? We are retreating back into a past century. There is no three-language formula as it was conceived in operation now ?

It is the dictation of the Ministry. So far as this question is concerned, I bitterly oppose this system dictation. If we take the opinion of the House, 90 per cent of the Members will give their decision for the abolition of English. But instead of abolishing English, we are having English as a compulsory subject. This is the present position.

AN HON. MEMBER : Not in all the States.

SHRI A. T. SHARMA : There is another thing. When we Members recommended that something should be done for retaining Sanskrit, we were given to understand that Sanskrit shall form part of the composite formula, that it will form part of languages but when the draft was prepared, two words were added, namely, wherever possible Sanskrit should form a composite part of the regional language. But now we find that Sanskrit has been totally neglected. They simply say that Sanskrit may be a composite part of the regional language. This is what is done in regard to our education as a national policy.

Then I will take up the other points. There are three types of education : elementary Schools, the secondary schools and the colleges. The framers of the Constitution anticipated that illiteracy would be eradicated from our country within 10 years. 10 years have gone; even another 10 years have gone by. But yet we are not in a position to say when illiteracy could be eradicated from the country. The first reason is, there is no finance nor finality. Secondly, we are not in a position to make our education a model or modern one. Of course, there has been some improvement. I was very glad to learn that the scholarships for the Scheduled Castes and Scheduled Tribes have been increased by 100 times. It is so. But still there is illiteracy in the country. I humbly request that proper action should be taken in this regard to eradicate illiteracy from our country at least within the next 10 years. That should be the target of the programme so far as elementary education is concerned.

There are other aspects also. The teachers of the elementary schools are not paid properly; they do not get proper remuneration. They receive as their remuneration even less than what an ordinary cooly gets. That is why they are not paying proper attention to the students of the elementary schools: In this connection, I would draw the attention of the Education Minister to this thing. I now refer to the secondary education stage. The policy now pursued is very dangerous. The Education Commission has recommended a three-year degree course, and it was the aim of the Education Ministry, and it was circulated among the various States and now we find that it has not been materialised at all. Even now, there are certain States which have not adopted the three-year degree course. Those who have adopted it, are again going back to the old system. They are introducing the four-year course in their universities, especially in Andhra Pradesh. They have already made provision for the four-year degree course. What is this ?

What will happen if the schemes once adopted are not implemented ? What will happen if they do not materialise ? I think there should not have been such divergences at the earliest stage. Simply we are wasting time. So, I request the hon. Minister to have a firm policy, and decide firmly

[Shri A. T. Sharma]

whether it should be a three-year course or a four-year course. The Central Government should see that there is one set standard throughout the Union of India. I request the hon. Minister to have a policy on this, to have one type of schools.

Then I come to the secondary schools. This is very important.

In some States there are high schools. In some States there are higher secondary schools. In some universities there is a pre-university course. Because of all these things, pupils who want to join technical courses are inconvenienced. A boy studying in the pre-university class does not get admission in technical schools because the result of examinations are not published in time. Therefore, there should be standardisation and we should have either high schools or higher secondary schools.

Coming to college education, the Britishers have injected us in such a manner that still we are British-minded. In the name of national education, we are still studying ancient history of the Greeks. We are studying logic and philosophy at the cost of our own philosophy. We are studying economy neglecting our own books on economy. We are studying astronomy neglecting our books on astronomy. We are studying Sanskrit through the medium of English ! It is quite absurd. We are still following the history written by the Britishers who had their mind on safeguarding their empire. The real facts of our history have not been depicted. Proper steps should be taken to have our own history. What is the black age of our history according to the Britishers is really the golden age of our history, starting from 5th century B. C. upto the Gupta dynasty. All the writers of Sutras, Dharma Shastras, Darshanas, etc. flourished in that period. But no emphasis has been given to that period. We will have much more light if our history from the 5th century B. C. upto the reign of the Guptas is published. I would request the minister to see that the history of this period is written properly. Ashoka ruled during this period, Buddhism flourished during that period, Vikramaditya flourished during this period, that period was enriched by our ancient literature.

Therefore, there should be a proper history of that golden age.

18 hrs.

Coming to Sanskrit, my hon. friend said there were three commissions. I regret to say he was not right. There was another commission on Sanskrit under the able guidance of Dr. Suniti Kumar Chatterjee. They submitted their report 13 years ago but no attention was paid to it. It was not placed before the House and discussed. It has gone into the Bay of Bengal. I request that the recommendations of that commission may be implemented.

Let the Commission's report be placed before the House for discussion so that proper action may be taken on the recommendations of that Commission. That is my first request. Sanskrit is being neglected like anything. My hon. friend on the other side has dealt with this subject but I will also tell two or three instances. We are not maintaining a proper standard of Sanskrit education in India. It is varying from State to State. There should be proper standardisation of Sanskrit education in India. I know action has been taken on this point and the Centre is very firm in the matter, but it has not yet been materialised. Therefore, proper action should be taken to standardise Sanskrit education in the country.

My third point relates to the action of the University Grants Commission. They are not considering the question of Sanskrit because Sanskrit is not included in the university scheme. But fortunately we have some universities which have recognised Sanskrit and included Sanskrit course in their curriculum. Andhra has made provision for oriental learning. Madras, Kerala, Mysore, Bombay and Punjab are the other universities which have recognised Sanskrit institutions or have affiliated Sanskrit institutions. But as much attention as is paid to other colleges of the Universities is not paid to these Sanskrit colleges affiliated to these universities though these colleges come under the purview of the University Grants Commission.

Another thing is, we are establishing

Sanskrit universities. But there is no standard Sanskrit university. What we thought to be a Sanskrit university has come to be otherwise. When the Kurukshetra University was established I myself attended the inauguration. Dr. Rajendra Prasad, the then President of India [also graced its inauguration. It was declared to be an original Sanskrit university but it is not so. The same thing has happened in the case of Tirupathi University.

I request that something should be done for Sanskrit. Whatever grant is being given that is not reaching the concerned institution in time. Whether it is due to negligence on the part of the officials or the Ministry I do not know, but very little is given and what little is given does not reach the institution in time. I request that these grants so far as Sanskrit institutions are concerned may be enhanced. In this connection, because I am a Sanskrit scholar I will recite one sloka :

काकमोसं शुनोच्छिष्टं दुर्गन्धं कृमिसंकुलम् ।
वैश्यापक्वं सुराइलष्टं स्वल्पं तदपि दुर्लभम् ॥

It means, whatever is given is very little but that is also not available to us in time. So I want to draw the attention of the hon. Minister to this point.

Sir, one more minute and I will conclude.

MR. CHAIRMAN : I cannot allow any more time. I have given the hon. Member much more time than he is entitled to. I would request the hon. Member not to put me in an awkward position. I cannot allow him any more time.

SHRI A. T. SARMA : All right, Sir, I resume my seat.

MR. CHAIRMAN : There are a number of hon. Members who want to participate in this debate.

SOME HON. MEMBERS *rose*

MR. CHAIRMAN : Order, order. Please resume your seats. I am not the architect of this. I have to regulate the debate that is all. The Government also must have some time to reply to the debate.

(Interruption). Order, order. I would request hon. Members to sit down when I am standing. I feel as if somebody is standing on my shoulders when I find that somebody else is standing when I am standing here. May I know from the Minister how much time he would like to take.

DR. V.K.R.V. RAO : I should like about 50 minutes to one hour for my reply. I understand the debate cannot be extended beyond today. Those are the instructions conveyed to me by the Lok Sabha Secretariat, that the Business Advisory Committee met at 4.30 and decided that under no circumstances should any extension be given in time to any Ministry beginning with the Ministry of Education and Youth Services Demands. So the debate must be completed today and I want 50 minutes for my reply.

शिक्षा तथा युवक सेवा मंत्रालय में राज्य मंत्री (श्री भक्त दर्शन) : सभापति महोदय, आपकी अनुमति से और माननीय शिक्षा मंत्री जी की आज्ञा से मैं दो तीन विषयों की ओर सदन का ध्यान आकर्षित करना चाहता हूँ।

सबसे पहले तो संस्कृत की शिक्षा के सम्बन्ध में दो माननीय सदस्यों ने यहां पर बातें रखी हैं, श्री नारायण स्वरूप शर्मा जी ने और श्री ए० टी० शर्मा ने। इस सम्बन्ध में मैं निवेदन करना चाहता हूँ कि संस्कृत के महत्व को शिक्षा मंत्रालय पूरी तरह समझता है और इसके लिए बहुत पहले से प्रयत्नशील रहा है। इसमें कोई सन्देह नहीं है कि त्रिभाषा फार्मूले में इसको स्थान नहीं दिया जा सका, क्योंकि जैसा कि माननीय सदस्यों को ज्ञात होगा हमारे प्रयत्न करने पर भी देश के जो महान नेता हैं उन्होंने यह तय किया है कि आधुनिक भारतीय भाषाओं को ही तीसरी भाषा के स्थान पर रखा जाए।

इसलिए हम यह प्रयत्न कर रहे हैं कि त्रिभाषा फार्मूले में न रहते हुए भी संस्कृत को प्रोत्साहन दिया जाए। मैं कुछ आंकड़े आपके सामने इस विषय में रखना चाहता हूँ। पहली योजना में संस्कृत के उत्थान के लिए केन्द्रीय शासन की ओर से कोई व्यवस्था नहीं की गई

[श्री भक्त दर्शन]

थी। दूसरी योजना में लाक्षणिक रूप में पांच लाख रुपये की व्यवस्था की गई। तीसरी योजना में 75 लाख रुपये इसके लिए रखे गये थे। चौथी योजना में इसके लिए और भी धन की व्यवस्था की जा रही है। उदाहरण स्वरूप जो वित्तीय वर्ष अभी समाप्त हुआ है यानी 1968-69 का उसमें लगभग 35 लाख रुपये इसके लिए व्यय किये गये हैं; और सन् 1969-70 में लगभग 40 लाख रुपये की व्यवस्था इसके लिए की गई है...

श्री गुणानन्द ठाकुर : देश में कितने संस्कृत विश्वविद्यालय हैं।

श्री भक्त दर्शन : श्रीमन् दो हैं, एक बनारस में और एक दरभंगा में। तीसरा विश्वविद्यालय गुरुकुल कांगड़ी का है; उसको भी हम विश्व-विद्यालय मानते हैं।

श्री एन०एस० शर्मा ने आप्टे की डिक्शनरी का जिक्र किया है। इसके प्रकाशन के लिए पहले शिक्षा मंत्रालय से सहायता दी गई थी। मैं इसका पता लगाऊंगा और अगर वास्तव में यह डिक्शनरी अप्राप्य हो गई है तो इसको प्राप्य कराने की व्यवस्था की जाएगी।

गुरुकुल प्रणाली को प्रोत्साहन देने के बारे में जो कहा गया है उसके लिए पहले से ही प्रयत्न किया जा रहा है। पहले केवल ग्यारह संस्थाओं को गुरुकुल का स्तर दिया गया था। लेकिन अब उनकी संख्या 22 हो गई है और पिछले वित्तीय वर्ष में 5 लाख 41 हजार 240 रुपये की सहायता हमने इन गुरुकुलों को प्रदान की है।

संस्कृत कमीशन के सुझावों की श्री ए०टी० शर्मा ने चर्चा की है। इसी सदन में जब मैं एक गैर-सरकारी सदस्य था, और उस रिपोर्ट पर बहस हुई थी तो मैंने भी उस बहस में भाग लिया था, और बड़े विस्तार के साथ यहां उस

पर चर्चा हुई थी। मंत्रिमंडल ने भी उस पर विचार किया है। उसके सम्बन्ध में जो कुछ भी सीमाओं के अन्तर्गत रहते हुए हो सकेगा, करने का प्रयत्न किया जाएगा। जो अन्य सुझाव दिये गये हैं उनके बारे में भी मैं यही आश्वासन दे सकता हूँ कि उन पर विचार किया जाएगा और जो कुछ भी सम्भव हो सकेगा, करने का प्रयत्न किया जाएगा।

जहां तक खेलकूद का सम्बन्ध है, दो आदरणीय सदस्यों ने इसकी ओर शासन का ध्यान दिलाया है, एक श्री ए० ई० टी० बैरो हैं और दूसरे श्री जयपाल सिंह जी हैं। हमारी कठिनाई से वे अच्छी तरह से परिचित हैं। हम इस बारे में पूर्णतया स्वतंत्र नहीं हैं। जब तक वित्त मंत्रालय हमारे साथ सहयोग न करे तब तक हम अन्तिम निर्णय नहीं ले सकते हैं। लेकिन उन सीमाओं के रहते हुए भी खेलों को पूरी तरह से प्रोत्साहन देने के लिए हम लोग प्रयत्नशील हैं। उन्होंने आस्ट्रेलियन टीम का जिक्र किया है। इसके बारे में बड़ी कठिनाई यह है कि हमारी जो फंड्रेशंस हैं वे हमसे प्रारम्भ में परामर्श किये बिना वाज्र समय विदेशों की संस्थाओं से बात कर लेती हैं, और जब बातचीत कर लेती हैं, उसके बाद वे हमको सूचना देती हैं। यह अनुचित है। हमने उन्हें परामर्श दिया है कि आगे से बातचीत तभी आगे बढ़ाई जाए जब सिद्धान्त रूप में हमसे उसके बारे में तय हो जाए, और हमारे बीच में तय हो जाने के बाद ही विस्तार की बातचीत वे उनसे चलायें।

श्री जयपाल सिंह जी के अनुभवों से हम लाभ उठाना चाहते हैं। उन्होंने जिस 'प्रोव कमेटी' का जिक्र किया है, वह रोम में जो असफलता हुई थी उसके बाद नियुक्त की गई थी।

उनकी रिपोर्ट के बारे में कार्यवाही की गई है। अभी भी हम उनको निमंत्रित करते हैं, और उनसे अनुरोध करते हैं कि वे अपने सुझाव देने की कृपा करें। एक आपको मालूम है कि

मेक्सिको के खेलों में हमें पराजय का सामना करना पड़ा था, उसके बाद में श्री सरीन की अध्यक्षता में आजकल एक और कमेटी काम कर रही है। मैं श्री जयपाल सिंह जी से अनुरोध करूंगा कि वह उस कमेटी को अपने सुझाव भेजें या मेरे पास लिखकर भेजें और जो कुछ भी व्यावहारिक है वह करने का अवश्य प्रयत्न किया जायगा। अब तीसरी जो बात है...

श्री स० मो० बंनर्जी (कानपुर): क्योंकि आपने कौंसिल आफ स्पोर्ट्स की बात की है, मैं आपसे एक बात पूछना चाहता हूँ। कौंसिल आफ स्पोर्ट्स ने जो टैस्ट मैच होने जा रहा है हिन्दुस्तान में उसके बारे में यह फैसला किया है कि आर्ट्र लिया की क्रिकेट टीम हिन्दुस्तान में आ रही है, उन्होंने कहा था कि पांच टेस्ट मैच और पांच मैच होंगे। लेकिन बदकिस्मती से कानपुर और दिल्ली को बिलकुल छोड़ दिया गया है। मेरी समझ में नहीं आता है कानपुर में गेट मनी मिल सकती है, और दिल्ली में भी गेट मनी मिल सकती है, तो इन दो जगहों को क्यों छोड़ दिया है और वह पांच मैच क्यों नहीं हो रहे हैं? 32 हजार पाँड का फर्क है। 32 हजार पाँड आपके मंत्रालय ने या फाइनेंस ने देने का वादा किया है और 46 हजार पाँड का कुल सवाल है। तो मैं आपसे जानना चाहता हूँ और आपके मार्फत कौंसिल के मेम्बरों से कि कानपुर जहाँ कि गेट मनी अवेलेबल है वहाँ यह मैच क्यों नहीं कर रहे हैं?

I might remind you that the all-mighty Australian cricket team met its Waterloo only at Kanpur at the hands of Jasu Patel for which he was awarded the Padma Shri... (Interruption). I want that he should answer why Kanpur and the Delhi have been omitted from their itinerary.

श्री भक्त दर्शन : श्रीमान्, इस के बारे में निवेदन कर रहा हूँ कि अभी हमारे पास आल इण्डिया कौंसिल आफ स्पोर्ट्स की सिफारिश नहीं पहुँची है। उसके आने पर हम विचार करेंगे। लेकिन जहाँ तक मुझे सूचना है इसमें

विदेशी मुद्रा की बहुत बड़ी रकम खर्च होने वाली है, इसीलिए कुछ रास्ता निकालने पर विचार किया जा रहा है। लेकिन श्री बनर्जी के सुझाव पर ध्यान देने का हम प्रयत्न करेंगे।

अब तीसरी जो बात मुझे कहनी है वह यह है कि श्री दिनकर देसाई जी ने अपने भाषण के अन्त में सर्वे आफ इण्डिया के बारे में कुछ कहा है। हम इस बात को महसूस करते हैं कि सर्वे आफ इण्डिया, जिसका जीवन 200 वर्ष से अधिक का हो गया है, हमारे देश की बहुत पुरानी और महत्वपूर्ण संस्थाओं में से है और उसका कार्य बहुत ही ऊँचे स्तर का होना चाहिए। मैं उन्हें विश्वास दिलाता हूँ कि उसके कार्य का स्तर ऊँचा करने के लिए, और उसके द्वारा अधिक से अधिक सेवा कराने के लिए जो कुछ संभव हो सकेगा वह हम करेंगे। इस सम्बन्ध में हम लोग प्रयत्नशील भी हैं। धन्यवाद।

DR. MAITREYEE BASU (Darjeeling) : Mr. Chairman, I am very grateful to you for giving me this opportunity. I believe, I have five minutes and I will finish within that.

I merely want to draw the attention of the new Education Minister to the system of primary education prevailing in our country. The Central Government cannot do much in implementing any policy that we evolve but the policy can be evolved very clearly and the States may be asked to co-operate. At present primary education is in such a condition that nothing moves and unless we have an effective primary education, it is idle to talk of either national integration or of socialism. All these things depend very much on primary education. Whatever we have learnt at our mother's knee becomes the cornerstone of our life. That must be understood. Primary education also goes much into character-making of the child and if we have schools of different kinds at different levels at the primary stage, socialism will never be possible.

I believe, our Education Minister swears by socialism. I do not know if he does so but I know, I believe in socialism. If he is a real believer in socialism, he must also admit that from the very beginning children should have a sense of equality which has also

[Dr. Maitreyee Basu]

been stressed by some other Members. I believe—I may be mistaken and I shall stand corrected if I make that mistake—the Education Minister has said at a public meeting that he would provide very good scholarships for poor students for going to public schools. If that has been reported properly and if I have understood it properly, I request him with folded hands not to do so because sending poor students with scholarship to public schools does not solve any problem whatsoever. Boys were picked up from very poor families at one time and sent to England; they passed out brilliantly, came back and become ICS officers. They did not lift up their class along with them; they remain ICS officers. They become more bureaucratic than officers for whom it was natural to be ICS.

So, this particular thing must be born in mind.

Then, the hon. Member from the Congress Benches who spoke just now asked why should not public schools be abolished. I am very much in favour of that. Later on what he might have said is something else. But about the abolition of public schools, I am entirely in agreement with him. Public schools as much are misnomers. They are private schools; they are privileged schools. I have been told that Government does not give them any help. Whether they get help or not that is absolutely of no account, no significance. Their very presence on our soil is spoiling the country. They create class consciousness; they perpetuate class consciousness. There is no question of socialistic economy being accepted by such people. They are the breeding ground of bureaucrats. They must be abolished. Giving scholarships to poor students for going to such public schools is more harmful. I totally oppose it. I would request the Education Minister to think of his socialism and not to indulge in these things.

Now, I go on to the question of women's education. Women's education has also been sadly neglected in some States, specially, in my own State where nothing has been really done for women's education.

I will not take more time. I would request the Education Minister to go into

these problems and also that of industrial workers education problem. The education programme that the Labour Ministry has got now is only trade union education to people who have no education at all. How can they have trade union education? There must be first adult education, audio-visual methods adult education, and then trade union education will be effective.

With these words, I would request the Education Minister to think of this socialism and to establish it and, in fact, national integration also depends very much on these matters.

SHRIMATI TARA SAPRE (Bombay-North-East): Mr. Chairman, Sir, I wish to speak only on the new scheme of Youth Service which is still in the state of taking shape. Uptill now, the Ministry of Education was concerned with the academic and educational problems of our students. But we have now realised that students have much more to do in the society itself from the very beginning of their student life. They are the most active and energetic members of the society. There help in solving the socio-economic problems which lead to have a continuous chain of constructive leadership. Hence I congratulate Government at the outset for coming forward to do something concrete for the student world. I think it is for the first time we have accepted the very important role played by our student world.

Even after 20 years of Independence, we have tried various methods of education, we have hardly thought of the students sensitivity to the present surroundings or his reactions in relation to the various happenings in and around his world of activity. When we saw student unrest all over the world, their predominant desire to capture the political and social power and their sensitiveness of the older generations unsympathetic attitude, in response to this, we started thinking of their active participation in socio-economic affairs of society. All these happenings are the outcome of fast and speedy life.

The gap between the present generation and the coming generation is very wide. We fail to understand our own children. Taking into consideration all the above factors the idea of youth service will be a real contribu-

tion in solving the student problems. But every care must be taken that this new scheme does not fall a prey to the official bureaucrats frame-work. To avoid this in the beginning some suggestions are very necessary and essential.

The main object of this scheme is to rouse social consciousness of students and teachers and make them sensitive to the needs and problems of society especially to the needs of backward, particularly the economically and socially backward section of the society. To make them conscious of the gap between the educated elite and uneducated exploited group there should be a student social movement in this direction. Youth service is nothing but organising and conducting in a useful manner the students various activities other than scholastic. But participation in this scheme should not be compulsory because compulsion results in disregard and lack of interest. Youth service is not a compulsory service. Even from a practical point of view it should be a voluntary; otherwise to make the scheme compulsory, both organizational and material resources will not be available.

Second point is about the outline of the programme. It may vary with the surrounding of the students and their institutions. It should not have the rigidity of N. C. C. or some such schemes where a set and fixed curriculum is accepted and followed with all the rigidity. Whenever there is rigidity it loses its enthusiasm and its usefulness. So it is always desirable to develop programme based on the local needs and urgency of work. It should be necessarily responsive to local challenges and should provide enough scope for experimentation. In the planning of programmes of services by students care will have to be taken to ensure continuity and follow up action undertaken. It should be possible to relate it with the welfare and developmental programmes of the State. There must be a complete co-ordination between the working of the youth service scheme organisers and community leaders. There should be necessarily follow up of the programme.

Then comes the most important point of organization and administration. It is very essential for the successful implementation

and development to have a collective endeavour of students and teachers with the co-operation with the Community. The initiative should rest with the students. The colleges and universities with the help of students should form social service leagues and councils. On these councils 3/4 representation should be with the students and then there should be teachers and social workers of the area and the representatives of the communities where the work will be introduced. On no account politicians should be allowed to dabble in the issue. The role of the teachers, community workers, social workers and Government agency is to guide, to have follow up and maintain the progress and development side of the work.

Students will be on work for short period that is during their academic life. But the work and the tempo of the work will be maintained by the teachers and other representatives.

For all such activities there should be some orientation for teachers which is highly essential.

Lastly the financial matters. Centre should give some fixed amount to the State. Let the State with its resources chalk out various programmes. Let there be a small body at the State level comprising of Minister of Education and some prominent voluntary workers in the field, student union leaders and representatives of universities. This Central Committee at the State level should give guidelines, organize orientation of some teachers and selection of works to be taken up, channelise the funds received from Central Government. This body should be autonomous and all the decisions should rest with this body.

The last thing I would like to mention as regards the scheme is that there should be evaluation of the scheme every year. There should be some agency to watch the interest or enthusiasm of the students and the community. At the initial stage there should be more flexibility at all points.

In my opinion Sanskrit should have more funds for its spread.

MR. CHAIRMAN : The hon. Minister will reply.

SHRI A. S. SAIGAL : I challenge the quorum.

MR. CHAIRMAN : You do it; what is the point ?

SHRI A. S. SAIGAL : I disapprove of your threatening tone.

MR. CHAIRMAN : You have no necessity to challenge the quorum. The quorum is there. I am bound by the time here. I have called upon the Minister to speak.

SOME HON. MEMBERS : Time may be extended.

श्री प्रकाशबीर शास्त्री : प्रश्न पूछने में कोई आपत्ति नहीं होनी चाहिए ।

SHRI A. S. SAIGAL : You are not appreciating the feelings of the House, and what the House wants. They want the time to be extended by three hours and the Minister may reply tomorrow. You have not taken care to do it.

MR. CHAIRMAN: You are a Member of a party. You may kindly resume your seat. (Interruption) I understand your anger. I cannot sympathise with it. There is no use your making noise here. Just now I received a message from the Business Advisory Committee (in which your leader is a party) that not a single moment can be extended with regard to the Debate. It must be concluded today. I rule that the Hon. Minister should reply. There is quorum. The hon. Minister.

THE MINISTER OF EDUCATION AND YOUTH SERVICES (DR. V.K.R.V. RAO) : Mr. Chairman, Sir, the hour is very late and so many points have been raised. I shall deal with as many of them as I can in the beginning and then I will make a few additional points.

I beg of this House to kindly listen to me because there is no way of extending the Debate after the decision taken by the Business Advisory Committee.

Sir, a large number of points have been raised. I should like to refer to some of the points which have been raised. I will first refer to some of the points raised in the discussion and then I shall go on to say something additional to what has been raised.

The hon. Member, Shri R. K. Amin raised a question regarding university structure. He spoke particularly about the Kerala University Bill. As far as that Bill is concerned, the University Grants Commission did express its views on it. The Kerala Government did not see it fit to accept the suggestions which were made. There is nothing we can do about it. It is a subject where they have full authority. No assent of the President is required for the finalisation of the legislation. And, I am afraid, Sir in all such matters, it is only public opinion within the State which can influence the State Government. Nothing that we can say is going to have that effect.

Then, some questions were raised about the problem of text-books and I think one hon. Member asked why you are still importing text-books and at the same time subsidising the text-books by Indian authors.

There is no real contradiction between the two. The subsidy is there—it is transitional only because we will not be able to get adequate number of text-books written by Indian authors in time. Therefore, through this subsidy we can get foreign books at low prices and it will be very helpful. Since we do not want to be dependent on these imported books for an indefinite length of time, we are taking steps to promote indigenous talents in order to encourage sale of books written by Indian authors and we are also taking steps to subsidise their publication.

Then, the question has been raised about the medium of instruction. A number of Hon. Members have asked as to what is going to be the medium of instruction. I thought the educational policy which had been issued by the Government sometime back, after full discussion with both the people in the States as well as with Members of Parliament, makes it quite clear that the intention is to make the regional language the medium of instruction also at the

university stage. Regional language is already the medium of instruction at the primary stage and secondary stage. Now the intention is to make the regional language the medium of instruction at the University stage. It is not merely a pious intention. The Government of India have made specific financial provision for enabling this transition from the existing medium to the regional language—I do not want to use the expression ‘mother tongue’ and therefore I am using the word ‘regional’ because, within the regions, there will be linguistic minorities. That is why I use the words ‘regional language’. The Government have a programme of giving rupees one crore to every State Government for the purpose of having text-books written in regional languages...

SHRI SAMAR GUHA: When you use the term ‘regional language’ you should keep in view that there are very prominent linguistic minorities...

DR. V. K. R. V. RAO: I am sorry, Prof. Samar Guha. I am extremely tired and I want to have my say. I would beg of the House as friends to let me continue. I can have a talk with Prof. Samar Guha later on.

I know there are linguistic minorities. I do not want to use the term ‘mother-tongue’ because then I will be committing myself into a position which I do not like. I have stated there are linguistic minorities. It has been accepted as the national policy that regional language must be made the medium of instruction in the universities. For that purpose, the Government of India have provided Rs. one crore for each State to help the universities to bring out, either in translation or by original production or by adaptation, books which will be connected with each particular paper and syllabus in the university. I would like to inform the House that a number of universities have started doing this and I have received information from a number of universities about the books that they have been able to print in their own languages. I may tell my friend Shri Patel that I have received information from Prof. Gokak three days ago that 27 books have been brought out in Kannada which have been linked up with

papers and university syllabus. We are also going to take steps to see that in this translation-cum - adaptation - cum - writing of original books, we will also come into the picture. We will have an Officer on Special Duty in the Ministry and also in the University Grants Commission who will contact all the various regional boards for the purpose of bringing out literature and text-books. In addition to what is being done by State Governments and Universities, we also hope to undertake the production of some core books at the national level written in whatever language and get them translated into different languages.

So, I hope that the first steps have been taken for effecting transition from the present medium of instruction to the regional language as medium of instruction in which I believe as an educationist and I have been believing in it for the last 25 years.

But I must add this note of caution. Some people ask: “Why are we having English? English should go”. I want to make it categorically clear—as an educationist and as the Minister for Education—that changing the medium of instruction from English to the Indian languages cannot and should not mean abolition of English from the universities and again it should not mean non availability to the students of the knowledge that can be obtained mainly through publications in English. I would like to go so far as to suggest that this should not be done unless you want this country to turn into a country of sub-standard people. If that is what some people want, I do not mind it. There are some people who say this. As it is, the educational standard in the country is not something of which we can very well be proud of. Added to that, there are some people who say: “We must have no English and everybody must study only books which are available in regional languages”. What will happen to educational standards then? I hope, Sir, that such people are not in a majority. If they are in majority, then I shall have no hope for the future of this country.

I do not think that such people are in a majority. I think all of us recognise the fact

[Dr. V. K. R. V. Rao]

that we want a change in the medium from the educational point of view, from the point of view of the release of the creative energy. At the same time we do not want a fall in standards. We do not want a fall in the knowledge of the students. Therefore, till such time I—visualise in another thirty or forty years the boys and girls who study in their own language now and who will become experts will write books in their own language; they will not write in English as I have been doing or so many other hon. friends have been doing but they will start writing in their own language as every Indian language will have as developed a library of literature and knowledge in its own language as the present European languages for instance, we have to be patient. I see no reason why in another thirty or forty years our languages should not have the same kind of academic knowledge and standard like the German, French or Spanish or Italian. I am afraid we shall never be able to reach the standard of library comprehension and knowledge of English because English has now become practically an international language and we would be very unwise to abandon it. Once I told my hon. friend Dr. Lohia :

“अंग्रेजी हटाना हो तो ठीक नहीं है, हां अंग्रेजी माध्यम जरूर जाना चाहिये।”

Angrezi—Should be retained because it is the key window to knowledge. Right from the beginning, we must tell our students that, when they change over from English to Kanada or Tamil or Telgu, they must have enough knowledge of English. Their professors must prescribe for them books and journals in English. The lectures will be in their own language; the answers will be in their own language and when they start writing subsequently it will be in their own languages. I hope I have made the medium position crystal clear for the House.

Regarding the three language formula, I think the less we talk about it the better because, on the whole, the country has settled down to the proposition. I have a comprehensive answer the other day in the House. Practically in all parts of the country, in some form or another, the three-language formula if now in the process of implementation except, as I said, in Tamil Nadu where offi-

cially they have only two languages and even there quite a large number of people are learning Hindi on a voluntary basis.

My hon. friend spoke with great fervour about Sanskrit and the report of the Sanskrit Commission. I recognise the fact that Sanskrit is a language which is extremely important to us not only from the cultural point of view but as a link and bridge between many Indian languages. I have no doubt in my mind about it. My friend Shri Prakash Vir Shastri said that he was able to understand Kannada as indeed I am able to understand Hindi. I do not know Hindi at all; I am able to understand Hindi only because I have a little knowledge of Sanskrit acquired in my school days. Sanskrit is not the Gods' language; it is not a Hindu language just as Urdu is not a Muslim language. I want to make this clear. Sanskrit belongs to India and it is the language of all the Indian languages. Even in Tamil Nadu and Tamil I am prepared to challenge any linguistic scholar to show me that there is no Sanskrit influence on the Tamil language. Sanskrit is a language which is a bridge between all the Indian languages and therefore it is important that arrangements should be made to study it and to see to it that it becomes more widely known. But to say that it should become one of the languages under the three language formula and that it should take the place of one of the South Indian languages or non-Hindi modern languages in the North of some language in the South will make it very difficult to implement the three language formula as we conceive it today. I am equally anxious as they to see that a knowledge of Sanskrit is promoted in all the States. There are some steps already taken. For instance in Bengal they have two years of Hindi and three years of Sanskrit. In U. P. they say that along with Hindi, fifty per cent should be Hindi and fifty per cent Sanskrit. I have no doubt that in other States too, especially where there languages have got Sanskrit affiliations, they will also in due course feel that a certain amount of time must be devoted to Sanskrit along with their own regional language. I should like to leave it at that rather than strike my head against a blank wall by suggesting that we should have a four language formula. It is not possible. If we try to push out the South Indian languages in the North and replace them by Sanskrit, I am

afraid it will be very difficult for us to put through the grand design that we have, namely, that one day all over the country Hindi will be studied as a language by not only the majority but but the totality of our population.

There was the question of the rural institutes referred to by Shri Sharma. There is some misunderstanding. Some rural service diplomas have been recognised not only by the Central Government for the purpose of employment but by some State Governments; most of them have also recognised it. What is more important is that forty Universities have recognised it as equivalent to the degree for further studies, and post-graduate diplomas have been recognised as M. A. for the purpose of employment under the Central Government. But I am not saying that everything is all right in the rural institutes. There is a committee studying the subject and as soon as its report is received, we shall try and see what we can do to improve matters, especially the prospects of employment and further work on the part of the graduates of the rural institutes. I know that hon. Members are anxious about their future and I shall see to it that the report is completed and made available to me and we shall see what action we can take to improve their condition.

There was the question of primary education—free and compulsory. The hon. Member Shri Dinkar Desai asked : why not give fifty per cent from the Centre for primary education, 33.33 percent for secondary education and 25 per cent for university education. Why not, I also ask. He gave the apparently startling figure of zero for primary education. Naturally it is so because primary education is entirely a State subject. He mentioned a few lakhs for secondary education. We have got certain programmes... (Interruptions.) No, not now; Mr. Desai can discuss with me afterwards. Mr. He has put forward the idea that the Centre should take over financial responsibilities for education which does not come within the Central responsibilities and I should like this House to consider it. I think Shri Desai belong to the Praja Socialist Party. There are a number of parties represented in this House and very soon, the day after tomorrow we shall be starting a debate and discussion

in the National Development Council ; there is going to be a whole dialogue and debate in this country on Centre-State relationship. I even read in the newspapers that the West Bengal Government was anxious that the Centre should make resources available for the purpose of financing primary education. There should be a lot of thinking, clear thinking on this subject. If we start giving fifty per cent for primary education and 33.33 per cent for secondary education, what is the constitutional position ? What would be the Centre-State relationship ? Or is it suggested that we just give the money and ask no questions about it? In that case I suggest that the grant should be given by the Finance Commission. It cannot be done by me because after all I am accountable to Parliament. If any money comes under my budget I am accountable to every hon. Member of this House who can ask me : what has been done with that money. Therefore, if the money comes from the Central Budget, I am afraid the Central Government is answerable to Parliament and it cannot fulfil its answerability and accountability unless it has some powers. Already the Centre-State relations are in jeopardy and if you want to increase the power of the Centre, I do not know how much acceptable it would be to the various State Governments, let alone the Central Government. I am anxious that primary education should expand and I sympathise with what he has said. I must confess my ignorance. I did not know till I became the Central Minister of Education that in Calcutta primary education was not compulsory or free. It shows how ignorant even an educated person can be. My attention was drawn to it by a distinguished Member of the Opposition, Shri Madhu Limaye, who told me in the Central Hall one day: do you know of this position in Calcutta? I said I did not know. I called for the files and I found it was so. I also found out that in Calcutta the Corporation hardly spent anything on primary education; about 30-40 per cent of boys and girls pay high fees and get primary education and presumably 30-40 per cent of the children do not get any primary education at all. I am told that, in primary education, the proportion of children educated is much higher in the rural areas than in Calcutta. I am surprised that all my very distinguished, but certainly not inarticulate Bengali friends have not been talking about it.

[Dr. V. K. R. V. Roa]

It is not so much in Delhi but in Calcutta; it is really shocking to me: that in a metropolitan city, one of the biggest cities of India, an ex-capital of India, primary education should be in a bad way. I discussed the matter with the Minister of Education in West Bengal. He said he completely agreed with me, but he asked, "What about money? Would the Centre be making a grant?" So, the moment that question of grant comes, I am afraid it will also give rise to the question of relations between the Centre and the States. Therefore, I am just taking the House into confidence and would tell the House that I am going to be called in my individual capacity by the Finance Commission to have discussions with them on the subject relating to their final report and then I would like to bring to their notice this particular position, that primary education is the constitutional responsibility, where we are nowhere near 100 per cent up to the age of 14; we have still to reach up to the age of 11 for all the children and I am not sure whether in the fourth Plan all over the country we will be able to give free and compulsory primary education to all those who have completed the age of 11, let alone 14. So, something has got to be done in this matter. I hope to give my own personal views to the Finance Commission; and then I hope we will be able to solve partially at least the problem, for the solution of which not only Shri Dinkar Desai on that side and I myself on this side but so many others on this side of the House have expressed their anxiety.

I do not want to say much about the National Fitness Corps. But here, I am sure that my friend Shri Banerjee, when he does his briefing for his friend next time, does it well. If Mr. Banerjee himself had spoken on it, he could have done it with complete knowledge in his possession. He knows it, and we are in continuous touch with each other on the subject. Of course, we belong to different political parties and we have different political objectives. But both of us are anxious to see that this problem is solved. I would like to see that the problem is solved without injuring my party, but he would like to see that the problem is solved and my party injured at the same time! But we are agreed that the problem should be solved. He should have asked

some other friend of his to brief him. Now, that hon. Member said a few things about the National Discipline Scheme. I leave it to Mr. Banerjee to discuss this problem. I am saying this because I saw him giving some papers to his friend. I should like to tell the House what exactly is the position. I want to assure the House that I am very much seized of the matter, and we are trying to see what we can do.

Again, I must repeat for the record that the arrangement is this. Some years ago, on the advice of the Kunzru Committee, it was decided that there should not be any National Discipline Scheme operated from the Centre but that there should be National Fitness Corps entirely operated from the States and the National Discipline Scheme at the Centre should be brought to an end and all the personnel should be given an opportunity to be transferred to the States to work in the National Fitness Corps, and such of those as do not want to go or such of them whom the States do not want would be given terminal benefits. We will try our best to see that this is done. This was the arrangement. I have repeated it for the record, and that arrangement still remains. I do not want any misunderstanding of false hope to exist, to be created in the minds of our friends who are expecting all sorts of things from the National Fitness Corps.

SHRI S. M. BANERJEE: Only justice.

DR. V.K.R.V. RAO: Justice is always there. Then, there is the question of remuneration of teachers and so on. The problem is the same. Here, I feel very frightened, because I have been President of the All-India Primary Teachers' Conference; I have inaugurated the secondary teachers' conferences and also university teachers' conferences. On almost any subject I can be quoted and I can be quoted very much against the Minister of Education. But there is a big difference between a professor delivering a lecture, knowing fully well that he has not the slightest responsibility for implementing what he says, and a Minister who, if he has got some self-respect, has to see that he does what he says. So, you will see that there are very severe restraints under which a Minister of Education has to work, with bad, inadequate finances, when priority is not properly conce-

ded to the subject over which he presides. Still, something has got to be done in this matter, with moral support and so no.

Arising from that, there is another matter. I shall deal with that point to which some friends have referred. Two or three of them got up all on a sudden, and I did not know; I got frightened. They were friendly faces; I know two of them quite well; they all got up shouting. I did not know what crime I had committed, what mistake I had made. I put on my ear-phone and that gave me only a jumble of words. (Interruption). That was probably because of my ignorance of Hindi. But fortunately, two of them sat down and the third hon. Member spoke, and then I could understand what the problem was. Immediately I made arrangements to contact Patna by telephone to find out what the position is.

My information is, the teachers have not been placed in C class. The information with the hon. Members is not correct. The teachers have been placed in the second division. There are three divisions and there is a rule that undertrials cannot be placed in a division higher than the second. I am glad they are not in C class, because I am myself a teacher and I do not want teachers to be insulted. I hope these teachers will not be sent to prison. But in case these unfortunate professors are sent to prison—God forbid—I have requested the Education Minister of Bihar to see that they are given an appropriate class, which to me means A class because they are entitled to the highest category that a non-criminal prisoner is entitled to under Government regulations. I do not know what will happen, but I hope no question will arise for testing my request. (Interruptions).

I am not yielding, Sir.

MR. CHAIRMAN: He appealed to you that he is very much tired. Don't break the line of his argument. If you have any questions, ask them at the end.

DR. V. K. R. V. RAO: Hon. Members should be delighted that within ten minutes of their raising it here, this slow-moving Ministry was efficient enough to get the in-

formation. If they want me to solve the whole problem, it cannot be done by the Government of India here. Since I have been provoked, I would say, the settlement of the problem of the Bihar college teachers strike is entirely the responsibility of Bihar Government. It is a State subject, not a central subject. The central Government has no responsibility in this. If at all I took interest in it, it was in my personal capacity as an educationist.

MR. CHAIRMAN: Even as a Minister of the Government of India, you can use your good offices in helping them.

DR. V.K.R.V. RAO: That is a different matter.

श्री गुणानन्द ठाकुर (सहरसा): शिक्षा मंत्री डा० वी० के० आर० वी० राव का भी कुछ दायित्व है। बिहार के शिक्षकों का मामला ऐसा संगीन हो गया है कि उसको डा० राव जैसा एक बड़ा शिक्षक ही सुलभता सकता है। वहाँ की हालत आपसे छिपी नहीं है, इसलिये मैं आपसे आग्रह कर रहा हूँ कि आप इसको हल करायें।

DR. V.K.R.V. RAO: I have not understood him because I have not put on the earphone.

I am glad so many hon. Members have stressed the need for more funds being made available for education. My predecessor tried quite hard and I am sure my successor will try hard. In between, I will also try hard to get more funds. But if the hon. Members really mean business, they should not merely remain content with making speeches in the House. I have seen how effective they are in making representations and bringing their view to bear on the Government and the authorities. I do hope there will be a powerful education lobby in Parliament, just as there is a farmers' lobby, which is all to the good. (Interruption). I am sure if Prof. Samar Guha heads such a lobby, it will be powerful.

Whether it will succeed or not, I do not know; but it will be articulate. I am all for getting more resources for education.

[Dr. V.K.R.V. Rao]

Regarding the Kasi Vidyapeeth, many hon. Members have referred to it and I do not know why one of my hon. friends was rather violent in his gestures when he referred to this institution. He said that I refused to see them and I said "go and gherrao". Far from the is it to say to anybody to go and gherrao, because I personally feel that gherrao is not something very nice to do. As far as Kasi Vidyapeeth is concerned, I have received so many representations and I have gone into it in greater detail and if any hon. Member wants to know the position from me I am prepared to give him a note on the subject. But the important thing to remember is that all is not black and white, as is represented to be the case. There are lots of problems about it. We have got notes prepared about it and I have sent these notes to two Members of Parliament. If any member of Parliament wants to know the position of Kasi Vidyapeeth, I am prepared to send him the note prepared by the Ministry, setting out the position and what we propose to do.

Then, my hon. friend, Dr Maitrayee Basu, Shri Sharma and several other hon. Members spoke very strongly on the subject of public schools and the all pleased for common schools, neighbourhood schools and so on. Dr. Maitrayee Basu added that as a socialist I must do this. As a socialist I would like to do many things. But I doubt very much my ability to do even minor things, let alone a major thing like this. Joking apart, I would like to tell this House that my position on this question is quite clear. By all means, let us try and improve the standard of the local schools; let us also try to improve the common schools. There is no doubt about it that we must do it. But their number is so large that we find it difficult to do with the resources that we have got. Because there are a few public schools, let us not try to abolish them. And, mind you, "public school" is a very misleading description, because it also includes minority schools which you cannot touch under the Constitution. What you really mean by public school is a school which gives a certain standard of education, and you will find this includes not only the so-called public schools which are secular and so on but this also includes Anglo-Indian schools which are

established as minority schools, protected by the Constitution. With all the will in the world, you cannot do anything about it unless you have a revolution and have an altogether different type of Constitution imposed on this country. These are facts of life. Therefore, instead of abolishing these few good schools in this country, what we have been trying to do is to see that poor people, people with merit, they get admission in these schools to the extent of 5, 10 or 15 per cent. We should remember that Government themselves have got some public schools. Government have set up schools in Sanawar and Lovedale. We shall see that admission to these schools is given on merit. Here I would like to say that the national policy on education does not speak of abolition of public schools. It says: "to promote social cohesion and national integration efforts should be made to improve the standard in general schools and all special schools like public schools should be required to admit students on the basis of merit and that they should also be asked to provide the prescribed number of free students to prevent segregation of education." This is the national policy on education and this policy we are trying to follow.

AN HON. MEMBER : It is a wrong policy.

DR. V.K.R.V. RAO : We have to take things as they are. As long as the objective remains this, we have to follow this policy. When my hon. friend's party comes into power, it is up to them to change the objective or adopt the same objective which we have got just now.

Then I come to the question of job-oriented education. My hon. friend, Shri Jaipal Singh, and a few others referred to it. An hon. friend, I think he comes from Bengal or Bihar, quoted a village proverb which I think is an English proverb—pearls should not be thrown before swine. Evidently, it is an English proverb which must have penetrated into Hindi and has got so deeply imbedded in it that now it has become a Hindi idiom. Apart from pearls and swine, he said that we must not go backwards and forwards. There is no doubt about the fact that our educational system is in bad need of a new orientation or change.

19 hrs.

We have been trying to do it. Possibly, our fault has been that we have been having too many cooks. And too many cooks spoil the broth. Too many experts, too many committees, too much in a hurry—that, I think, has resulted in experimentation constantly going on. It is like saying, put rice in water to make it *bhath*, after five minutes take it out and see; if it is not properly boiled, throw it away; something is wrong with the water; bring fresh water. This kind of constant experimentation on the national scale has caused a great deal of trouble to our education. But certainly we are trying our best to see that without disturbing and without introducing any instability in the educational system, without making constant experimentation in education on the national scale, how we can re-organise and reorient our education in terms of national integration and secularism and in relation to work, life and productivity.

The House may be interested to know that as a result of some discussions that I had with the University Grants Commission and the Vice-Chancellor of the Delhi University, we are thinking of starting a college in Delhi which will be specially job-oriented. There will be a degree; there is nothing now-a-days without a degree. But we are trying to have a syllabus which will enable these people to get jobs rather than merely to pass courses which makes it difficult for them to get jobs. We think, the University will agree with our proposal. I do not know how the experiment is going to succeed and whether the experiment will start in time; but we are anxious about this problem of job orientation and are trying our best to see what we can do in this matter.

Then, somebody asked a question about the Bangalore University. My hon. friend, Shri J.H. Patel, Shri Imam and someone else asked for a Central university there. Somebody said that I should take it up myself as a national figure. I cannot think of myself as a parochial figure but nothing will give me greater happiness than to see Bangalore made into a Central university. I am speaking personally but as the Minister of Education it is not for me to bring about Central universities into existence. For a central university to be brought into existence we

have got to get the advice of the Planning Commission and the University Grants Commission and then we have to go to the Cabinet and to the Parliament because we know that a Central university is created by an Act of Parliament; it is not created by an Ordinance or fiat or a Government resolution but by Parliament.

MR. CHAIRMAN : But who initiates the proposal ?

DR. V. K. R. V. RAO : The proposal would be initiated by the Government of India, by the ministry in charge after getting the clearance from the Planning Commission, the University Grants Commission and the Cabinet.

Knowing a little bit I can say that my hon. friend, Shinde, thinks that if we can get a Central university in Bangalore, the next step would be a Central university in Ahmednagar. It is exactly that kind of thing which is sabotaging the case of Bangalore. So many people have written to us saying why not make this a Central university or that a Central deemed university. Anyway, I want to assure my hon. friends, both Shri Patel and Shri Imam, that as far as I am concerned, I shall try and pursue this matter in my own way. But I must also tell you in advance that I am not very optimistic about the outcome in the terms in which the promise or the kind of understanding was given earlier.

SHRI J. MOHAMED IMAM : Do not be pessimistic.

DR. V. K. R. V. RAO : I am not pessimistic. The only thing is that I am not optimistic.

I think, I have finished almost all the points that had been raised...(*Interruption*).

SHRI GUNANAND THAKUR : What about Mithila University ?

DR. V. K. R. V. RAO : This is a subject on which we are now in correspondence. There is an offer by the Darbhanga people to hand over their property and so on for the establishment of the Mithila University which will be of a rather independent and unique

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character. At the moment there is a Sanskrit University in Darbhanga. The University Grants Commission thinks that the Sanskrit University should be developed into the Mithila University with one Sanskrit wing and one wing for other subjects.

Since there is some difference in views and so on, we are pursuing the matter. I hope the hon. Member is satisfied with that for the time being and what the result will be I do not know. But if there is agreement between the two parties, I hope, this university will come. As far as the University Grants Commission is concerned, they have cleared the proposal provided it is a university which is a development of the Sanskrit university.

SHRI J. H. PATEL *rose*—

DR. V. K. R. V. RAO : I suggest to Mr. Patel now that he has talked in Kannada, I can reply to him in Kannada after the debate is over.

A number of hon. Members have been asking about the NCERT. The report of the Review Committee was submitted in August, 1968. I am glad to say that in the last one month or so, we have had a number of meetings and orders have been passed by the Ministry. The major recommendations have been accepted particularly in respect of the nature and scope of work of NCERT, structural re-organisation of the departments of the National Institute of Education, appointment of a full time director, Regional Colleges of Education and priority of programmes of research educational development. The Plan budget of Rs. 142.60 lakhs for 1969-70 will be utilised on programmes and activities of NCERT which will be according to the recommendations of the Review Committee and which have been accepted by the Government. So, that action has been taken on the report.

AN HON. MEMBER : What about youth welfare ?

DR. V. K. R. V. RAO : Regarding youth welfare, I will only say one sentence. I am not yet in a position to tell the House what the concrete proposals are. I had mentioned in my last intervention in the

House that I am going to have a series of dialogues with different people regarding youth welfare. I am also preparing a paper on youth welfare which I will circulate to all Members of Parliament.

SHRI NARAIN SWARUP SHARMA :
As a professor or as a Minister ?

DR. V. K. R. V. RAO : You cannot distinguish between the two. Even though I am standing here, I speak like a professor. I will circulate to all Members of Parliament and then, I hope to have discussions with different Members of Parliament probably at party levels rather than in one composite group.

I have taken plenty of time and I do not have much time. I wanted to make a few policy statements. In answering all the questions raised by my hon. friends, I have taken much time. But nevertheless, I hope, you will kindly give me a little forbearance and I will not take more than 5 or 10 minutes. If the House agrees, I want to say two or three things.

As far as the Ministry of Education is concerned, a number of people say, we pass resolutions, we make so many statements and whatever Parliament says is not implemented. It is very important for us to remember the limitations even of the sovereign Parliament as far as the State subjects are concerned. The Parliament itself is bound by the Constitution. The Parliament cannot exceed the powers which are given under Constitution. If it does so, its actions are termed *ultra vires* by the Supreme Court. Education happens to be a State subject. We can express our views, either it is committees or commissions, experts, ministers and so on. They will have only moral influence. We do not have powers. Let us recognise it. It is not good saying that the Parliament has said this, Members have prepared the report, and that it is not implemented. It is not implemented because ours is a federal country not a Unitary one, and the Govt. of the country is distributed between Parliament and State Legislatures under the Constitution adopted by us. We have to recognise it. I say now, in clear terms, time after time, a great deal of energy is spent on both sides asking us to do things which we are not in a position to do. Therefore, from

the beginning, I have been saying that I will use only persuasion. I do not have money to give incentives. I have got to use all sorts of persuasive methods to get States along with me.

I have no constitutional power to tell the State Governments what should be the pattern of education. The Kothari Commission can say that. But that does not mean that the States will do it. The State Education Ministers may agree in their Conference. But that does not mean the State Cabinets will accept it or the State Legislatures will implement it. These are hard facts of Indian political reality. Therefore, Education being what it is, the only way in which I can function with the support of this august House is to be persuade my friends in the State Governments, establish good personal relations and try to take them in the direction in which we all want to go. I can assure the House that the direction in which I will try to take them will be the direction given in this Report.

As far as I am concerned, Parliament is my boss and Members of Parliament are my masters and it is my business to try and direct the country in the direction which has been indicated by them. I can only do this by persuasion.

Nobody has said a word—I must say I regret it very much—about the Council of Scientific and Industrial Research of which I happen to be the Vice-President.

SHRI S. M. BANERJEE : An inquiry is going on.

DR. V. K. R. V. RAO : We always wait for inquiries. If you wait for that, how long will you wait? I want to tell this House something because it is a subject which comes under my jurisdiction. I am told, as Minister I am the Vice-President of the Council Scientific and Industrial Research. Nevertheless I find my powers are practically the same, and in any case I am accountable to Parliament for whatever happens there. I would like to share with you what I am trying to do with regard to this Council. Some statements of policy also I want to make.

I have been meeting in the course of the last few days a number of Directors of these Laboratories in small groups. I am meeting

6 or 7 of them at a time. Instead of one big conference, I have been trying to have talks with the groups in such a way that they have got some relation with each other.

The policy statement I want to make is this. I am very anxious to see three things. Firstly this is scientific research, organized scientific research. I am not saying that the National Laboratories should not do any fundamental research at all. It would be impossible for any applied research to be done without fundamental research, just as it is impossible for fundamental research to be done without some applied research. But, by and large, the function of the National Laboratories is applied research. There is no doubt about it. And this applied research should bring about concrete results in the form of promotion of economic development in the country. Therefore, the productivity of this research, the economic productivity of this research, the economic contribution of this research either by new commodities or new techniques or import substitution—all this has got to be done and in order to get a clear picture, I have already asked all the laboratories to tell me, with the necessary data as to what they have produced for the last 20 years, not in terms of papers presented at international seminars but in terms of processes and techniques actively in use. I am getting a lot of material on that and in due course I will present to this House a crisp and slim volume which will set out in concrete terms as to what has been the contribution of the national laboratories of this country, which the Late Jawaharlal Nehru set up with such great vision and zeal, what has been their contribution to productivity and economic development of this country?

One of the problems raised is and many of them said, 'We do not get sufficient guidelines'—what will be the problems on which we want them to work of course, the Governing Body of the Council of Scientific and Industrial Research is there. But we should have some organisation at the centre may be some cell which will have the public sector enterprises concerned, some of the prominent private sector entrepreneurs, some other experts who will be able to tell these laboratories as to what are things in which they are immediately interested, because our interest is very short term. So we want to have a cell and we

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will be able to tell the laboratories from time to time. This is the problem concerning the industry. Will you apply your mind to it? If you want any particular assistance and equipment, we shall try and find it for you.' I hope thereby I will be able to give with the assistance of concerns and scientists and others stronger twist to the national laboratories in the contribution to productivity rather than merely in the direction of scientific research.

The second policy point which I want to make is this. Since fundamental research is involved, it is absolutely important that there must be proper liaison between the national laboratories and the universities. Some liaison already exists. But I want more liaison and I want more intimate contact and I want this contact not only at the directors' level, but I want this contact at what I call the working bench scientists' level. The scientists are in the working bench; they are the younger people. I want a position where anybody from university can come and spend 6 months or 8 months working in the laboratory and somebody from the laboratory can go to the university and spend 6 or 8 months working as teacher. I don't know how far this is possible but the Directors, in their talk with me, seem to be not unresponsive. I am going to put this problem before the Vice-chancellors when I meet them on the 21st, I am going to try and see whether we could have more intimate relationship between fundamental research in the laboratories and fundamental research in the universities.

The last point is the problem of the young scientists. I am very anxious to see that the young scientists who are now in laboratories get a sense of excitement, fulfilment and participation and so on. I cannot say, give them all the salaries which they would like to have. Unfortunately that is not in my hands. But I shall certainly do my best to see that they get more job satisfaction, more scope for planned activity than perhaps they are having today. I have been talking to a number of directors. I have talked to 14 or 15 of them so far, whether it is possible to introduce in each laboratory something like academic committees where all the scientists could sit together and have

academic discussions on research problems and other programmes and so on, so that at one level there is no hierarchy and it becomes an academic Community and not hierarchical community. When they sit together for purposes of discussing research programmes and so on, they would be in a position to have a better sense of fulfilment. As far as the scientists are concerned, I am proposing to make a random sample of young scientists in the laboratories, to meet them face to face, talk with them, and then find out what their difficulties are; and I do hope if some of the things outlined are taken the CSIR will not continue to face the kind of criticism it has received so far and I hope a time may come when friends will come and tell me, please don't go ahead with the Sarkar Committee; we don't want all this kind of examinations, individual complaints and so on. We want the CSIR to be in a position to serve the country so that the country can benefit by it., both in terms of research and in terms of productivity.

That is all that I wish to say and I thank the House once again for the patience with which they have listened to me and I must thank you for the indulgence which you have shown to me.

MR. CHAIRMAN: I will now put the Cut Motions together to the vote of the House.

All the cut Motions were put and Negatived.

MR. CHAIRMAN: I will now put the Demand to the vote of the House. 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, 1970 in respect of the heads of demands entered in the second column thereof against Demands Nos. 6 to 11 and 104 relating to the Ministry of Education and Youth Services."

The motion was adopted.

19.20 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, April 18th 1969/Chaitra 28, 1891 (Saka).