

31st day of March, 1964, in respect of 'Capital Outlay of the Ministry of Information and Broadcasting'."

13.15 hrs.

MINISTRY OF EDUCATION

Mr. Speaker: The House will now take up discussion and voting on Demand Nos. 14 to 16 and 117 relating to the Ministry of Education for which 4 hours have been allotted.

Hon. Members desirous of moving their cut motions may send slips to the Table within 15 minutes indicating which of the cut motions they would like to move.

DEMAND NO. 14—MINISTRY OF EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 40,41,000 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, 1964, in respect of 'Ministry of Education'."

DEMAND NO. 15—EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 15,44,58,000 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, 1964, in respect of 'Education'."

DEMAND NO. 16—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 2,26,49,000 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, 1964, in respect

of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND NO. 117—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 1,46,000 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, 1964, in respect of 'Capital Outlay of the Ministry of Education'."

These Demands are now before the House.

Shri H. N. Mukerjee (Calcutta Central): **Mr. Speaker, Sir,** we are discussing the demands for grants presented before us by the Ministry of Education and I wish to begin by reiterating that education is always a vital need for our country and when there is an emergency that need is only made more prominent. I do hope that there is no minimisation, in the name of orientation to the needs of the emergency, as far as expansion of educational facilities in this country and their improvement is concerned.

13.17 hrs.

Our friend the Minister has overall responsibility for co-ordination in regard to many matters of educational import and direct responsibility is, very largely, with the States. But, in so far as the overall responsibility is concerned, the House has already expressed its perturbation at the fact that the constitutional targets regarding expansion of education do not appear to be being fulfilled. The Minister has already told us that on account, perhaps, of the increase in population, the number of illiterates has actually grown and he has told us in his report that by 1965-66, about 76.4 per cent of the age group 6-11 would have facilities for education, which means that we are still rather

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far from the targets which have been laid down in the Constitution.

In the House, we have noticed occasionally how queer things happen from time to time. In a city like Calcutta, for instance, it is difficult for children to find accommodation in schools and the shortage of teachers all over the country is extremely crucial, the Minister himself giving us the figure of 80,000 being more or less the deficit as far as the supply of school teachers is concerned.

In the States, we find very frequently the phenomenon, a very undesirable phenomenon, of school teachers being made the playthings of power politics and acting at the behests of the Government. The Minister himself is an educationist and I do hope he would stop that sort of thing happening. But, I know that it is not his direct responsibility. But, even so, as far as the achievement of the constitutional target regarding our educational advance is concerned, the Government should make even more special efforts than it has done so far.

As far as the Minister's direct responsibility is concerned, I hope we shall have an opportunity later to discuss the report of the University Grants Commission. But, there are certain things to which I wish to make a slight reference. Some time ago, the U.G.C. appointed a committee to go into the question of standards in the different Universities. But, though quite a considerable time has passed, no report has yet been produced. We do have reports regarding examination reform; but actually nothing very tangible appears to have been done in that direction so far. The Minister himself said the other day in this House that there has been no evaluation of the three-year degree course. I know that some time has got to be given before there can be a proper evaluation. Even so, I have encountered in different parts of the country suggestions that the three-year degree

course is not producing the result which we had expected from it. This is possibly because we, in this country, have a much shorter period of education as far as our University students are concerned. In the U.K. or the U.S.A. or similar countries, they have a combined school and college education of about 16 or 17 years, while actually, here, we get very much less. So, possibly because of that, and for other reasons, our graduates are not coming up to expectations. The three-year degree course is giving rise to certain difficulties which surely have got to be examined. I do hope that there is a continuous process of examination of the actual results of the three-year degree experimentation.

I notice also that under the aegis of the Ministry of Education there is a plethora of committees. We have the Central Advisory Board of Education. Very naturally, one has to have a Board of that sort. But, a certain number of other committees have been lately set up. Happily, the emergency has done one good thing in a very small way. It has sent these committees into hibernation. But, they may wake up again and proliferate. It seems rather a pity, for instance, that when the U.G.C. is already there, we have to have another committee for University education, even though the Minister has been good enough to put me on that committee. I do notice a lack of co-ordination between what the U.G.C. know in regard to problems of University education and the committee which has been appointed to examine the problems of University education. Perhaps, Governments have always a partiality for committees and sub-committees and the Parkinsonian law enters into the proposition in a manner which produces no real good as far as the country is concerned.

In the Report, the Minister has given us some figures about the preparation and translation of standard works at the University level. He has told us

about the work which is done in Hindi. I know certainly that the Central Government is concerned with publishing these works mainly in the Hindi language. But, I do wish that more energetic steps are taken to see that in the States also, in the different national languages, books are prepared, books are written, original books are written and translations are brought out, of standard works which can be used by students at the University level. We have made such paltry progress in this direction that I fear that all this talk about change-over in the medium of instruction to our own languages would turn out to be so much moonshine and nonsense. Unless we get these books, we shall not be able to have the medium of instruction in our own language which is the only panacea, the only solution of our problems. We are having bad education. We shall continue to have even worse education because we are having it through the medium of a foreign language which we cannot understand, which can never be the instrument for acquisition of any knowledge in a manner that knowledge becomes a part of ourselves, not something which I acquire in order to pass an examination and throw it off the day after that. That kind of thing has been going on for far too long. This effort really to introduce our own languages as the medium of instruction at the highest stage has got to be made properly. As far as production of books is concerned, maybe, in Hindi there has been some little progress, but not commensurate with the needs of the day. But, in the other languages, no effort is being made from the government side which alone can be effective on a large scale. No effort is being made which is worth while and which is worth mentioning.

The Minister has also direct responsibility for the Central Universities. I discover that, among the Central Universities, the Viswa Bharati, for instance, today is in a very bad way. In fact, the Prime Minister being the Chancellor, it gets away with a lot.

I do hope there is a very sifting examination of the kind of thing which is going on in the Viswa Bharati. Lately, papers in West Bengal were making very critical comments in regard to the situation in the Viswa Bharati. In Shriniketan, for instance, the teacher-student relations had deteriorated to an extent that something un-precedented in the history of Viswa Bharathi took place. Police had to be called in and even today, there is not the normal relationship between teachers and students as far as the Shriniketan School of Agriculture is concerned. Besides, there are all sorts of other grievances of the people near about Shriniketan, Bolpur, because, the University has lost the character which it had when the Poet was there. Perhaps that is only inevitable. Perhaps in Wardha or Sabarmati, whatever institutions continue are only the merest shadow of their former self. Maybe, we cannot expect Viswa Bharathi to continue in anything like the manner in which it did when the Poet was alive. But, even so, we owe it to the Poet's memory to see that Viswa Bharathi is conducted in a way that is in tune with the desires of the people.

I shall refer to certain other matters which have been mentioned in this report given to us by the Minister. I notice in the section devoted to the work of the National Book Trust, that a certain number of books have been produced. But, it is rather unusual that those who are in charge of the National Book Trust do not think out things in the proper way. I notice, for instance,—I saw it only in an advertisement in the daily newspapers—that among the books which have recently been brought out is a book by John Strachey called, *The End of Empire*. These foreign writers sell their books fairly copiously. Indian writers do not have that opportunity. This book is supposed to have been so good that it is reprinted by the National Book Trust at a cheap price and circulated very largely. I do not see why this should be done. I have

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no animus against foreigners. If Albert Schweitzer's *Indian Thought and its Development* had been re-printed or if Zimmer's book *Philosophies of India* was reprinted, I would be so happy. Surendranath Banerjee's *A Nation in Making* still awaits publication. It is out of print a long time. Mahatma Gandhi's *Young India* (1919-1922) which was edited by Rajendra Prasad is un-available for a very long time. That kind of thing is never thought of being re-printed. Strachey who sells a lot of books and whose books are found in large numbers in the Parliament library and elsewhere, his book is re-printed by the National Book Trust. Something is wrong somewhere. I do not know what it is. In any case, from what I see in regard to the work of the National Book Trust, it requires a lot of brushing up and a lot of improvement.

About scholarships, a lot of good work is being done. I want to compliment the Minister on it. But I do not know why there is a premium on residential schools. I admire residential schools. My friend Shri Barrow is associated with schools with English medium and that sort of thing. But, I do have a feeling sometimes that, apart from exceptions, these schools produce a kind of social snobbery which has, in our interests and of the country as a whole, to be put down. I do not mind scholarships being given to people who would go and study in these residential schools. But, I do not wish them to be put in a special category. I do not like the idea of our elite as they are called—they choose to call themselves—the elite God knows, for what reason—I do not like the idea of our elite sending their children to the English language residential schools to Doon, or God knows where, where they get a very special kind of education, where they can speak the English language with an accent and develop certain habits, perhaps table manners, what else I do not quite know. I do wish that some sense of proportion is main-

tained in regard to scholarships being given. Let us give more scholarships to people who come from the Scheduled Castes and the Scheduled Tribes. Let us try to see that those who have been in the shade for too long get an opportunity of education. Let us try to maximise the grant of scholarships to these people who have not got the money to go even to the most elementary kind of educational institution, let alone the sort of higher type of school which we have got in Dehra Dun or elsewhere.

There is one aspect on which I am prepared unqualifiedly to congratulate the Ministry, and that is in regard to the working of the National Discipline Scheme. I was happy to notice in the papers some time ago that a scheme was being made by Government to have the National Discipline Scheme compulsory for all high schools in the country. I do wish that this is done without delay. I am sure many Members of this House have personal experience of the way in which the National Discipline Scheme is conducted. I have said it before in this House; it is the cheapest and best way of securing not only national integration but also the inculcation into our children of those virtues without which a nation can never rise to greatness. And I do hope that instead of having a multiplicity of organisations trying to look after the youth of our country at the schools and in the colleges, we should have a greater emphasis than we have put so far on the National Discipline Scheme.

In regard to sports, I know that the Minister is trying to do his best in very difficult circumstances. It is a very complicated region where all sorts of interests and counter-interests interpenetrate. Even so, I do wish that he does take some very special steps.

My hon. friend Shri Karni Singhji of Bikaner is not here at the moment, but he has himself done such a great job of work in holding aloft the flag

of India in the realm of athletics. But I read in the papers only the other day about a suggestion made by our friend Shri Jaipal Singh, who is not here today unfortunately, that since the next Olympics are only about a year and a half from now, we should at least do something to try—we can do no better than to try; we can do something in order to try—to regain the hockey crown, and for that purpose it is necessary that we start the job right now, that we try to get up a team at least a year before the Olympics begin, get a large contingent and from out of them we shall have the selections to be made later. I am sorry I do not have time to go into the details in regard to sports, but this is a matter in which, as I have said already, the Minister I have discovered to be very well-intentioned, but there are so many wheels within wheels as far as the sports administration of this country is concerned that he finds it a very difficult job. I do hope that more strength comes to his elbow so that he can clean up the mess which exists as far as the sports life of our country is concerned.

I notice that in the report, the Minister has referred to the idea of Gandhian philosophy which he is very rightly seeking to encourage by giving grants to universities in order that lectures might be given on this subject. I notice that the lectures so far given, as far as the Minister has been able to tell us, are by people who are thorough-going Gandhists themselves; I do not mind, and I do not object when Shri Rajagopalachari or Shri U. N. Dhebar gives a talk on Gandhian philosophy. But we have our friend in this House, Shri Yajnik, for instance, who in 1932 or somewhere about that time, wrote two volumes on Gandhiji, who had been so closely associated with Gandhiji and who only because he differed somewhat from Gandhiji's conceptions never ceased to have the highest respect for the Father of the Nation. That sort of person, perhaps because he belongs to the Opposition and is sometimes a

thorn in the flesh of the administration of Gujarat or elsewhere is not considered even to be the rightful sort of person to speak on Gandhian philosophy. I do wish that the Minister who has his finger in the pie, as he should, will give an indication to the universities and other organisations concerned that understanding of Gandhian philosophy can only follow when we do not merely get expositions on Gandhian philosophy from those who are more royalist than the King, by people who are already too deeply concerted to the Gandhian thesis, but we find a discussion of the Gandhian philosophy and an analysis of it by people who are reverential, who are respectful and who are deferential to the basic concepts of the Father of the Nation, but who are at the same time critical of certain aspects. Unless we have that critical sifting of the matter, unless the Socratic methods of analysis are brought into the picture, Gandhian philosophy would ultimately lead us nowhere. We want to have an understanding of it, of how to make knowledge the instrument of power and of how through Gandhian philosophy we can change the texture and the basis of our society, and that can only be done through certain methods which cannot be followed by those who are merely devoted and very faithful followers of the tenets of Gandhiji.

Now I want to refer to the question of the legislation in regard to the National Archives. Now, this matter has been hanging fire, and my hon. friend the Minister knows very well for a very long time now, and I have been saying in this House so many times, and over and over again, that the archives require to be administered in a very different way. We want this legislation. The committee has reported quite a long time ago. It is still under examination. The archives are administered in such a way now that even in regard to the materials relative to 1919, the Jallianwalabagh Massacre, for instance, if I want to go and work on the documents which are—

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preserved there, there will be a terrible difficulty, and there is the Home Minister with its tyrannous addiction to the ways of a pre-Independence bureaucracy which interferes all the time it is a little too thick. If my hon. friend Dr. Govind Das, who has been a Member of the Legislature which has preceded our Parliament, since 1923 or so, wants to go to the National Archives in order to work on material relative even to 1919, though it is 44 years ago from now, he will find it very difficult to get them unless he can get round the Home Minister, unless he gets a special permit from the Home Minister's side. I do feel that something ought to be done. I know that many scholars feel very strongly about it, but many of these scholars, expecting to have some kind of an appreciation and some kind of favour from this Department of Government or that are very shaky and are very hesitant in expressing their desire for a real shake-up as far as the archival legislation is concerned, and I do hope that the Minister goes into this matter more carefully and more expeditiously and takes decisions.

I shall finish with one last point, and that is that we have heard reports regarding Government having a scheme which involves amendment of the Constitution. We have a rather unhappy predilection for frequent amendments of the Constitution, but I am told that there are reports in the papers that Government is considering to arrogate to itself greater powers at the Centre regarding education.

In the present Constitution, the Centre has powers regarding co-ordination and determination of standards at the higher level, but to make this universal, to make the powers of the Central Government ubiquitous would be a little too dangerous and it might even subvert the idea of the autonomy of the States of India and all that it implies. I do hope that there is a happy co-ordination between the rights of the States and the rights of

the Centre in regard to education. That co-ordination has already got a formal specification in the provisions of the Constitution, and I do not wish Government to try to change the Constitution in a way which might even remotely suggest an idea that the power of the States is going to be curtailed.

Mr. Deputy-Speaker: Now, Dr. Govind Das. He will have ten minutes. The Congress Members will please take ten minutes each.

Dr. Govind Das (Jabalpur): Usually 15 minutes are given. The hon. Member who spoke just now had about half an hour.

Mr. Deputy-Speaker: Only 4 hours have been allotted for these Demands, and I have got a long list before me.

Dr. Govind Das: I would take not more than 12 to 13 minutes.

Mr. Deputy-Speaker: He can have 10 minutes.

डा० गोविन्द दास : उपाध्यक्ष महोदय, मैं शिक्षा मंत्रालय के अनुदानों पर जब बोलता हूँ उस समय हमेशा जिस विषय को मैं शिक्षा की नींव मानता हूँ उस पर कुछ कहता हूँ। हमारे शिक्षा मंत्री डा० श्रीमाली को और उनके योग्य सचिव श्री रमा प्रसन्न नायक को इस बात पर बधाई देता हूँ कि जब से श्रीमाली जी ने शिक्षा मंत्रालय सम्हाला और श्री रमा प्रसन्न नायक उन के सचिव के रूप में यहां आये, तब से हिन्दी का कुछ काम हुआ है। इस पर बधाई देते हुए भी मैं एक बात फिर भी निवेदन करूंगा कि अभी भी इस कार्य की गति धीमी है। दृष्टांत के लिए अभी भी शब्दावली पूरी नहीं बन पाई है हालांकि मैं इस बात को स्वीकार करता हूँ कि शब्दावली इतनी बन चुकी है कि हम अपने राज्य कार्यों को, सचिवालय के कार्यों को और संसद् के कार्यों को बिना एक शब्द भी अंग्रेजी का लिये हुए चला सकते हैं। कुछ

ऐसे विषय अवश्य रह गये हैं जहां पर बहुत ध्यान देने की आवश्यकता है, जिनकी शब्दावली अभी नहीं बनी है और हम भाषा करते हैं कि इसके ऊपर भी ध्यान दिया जाएगा।

जहां तक वैज्ञानिक शब्दावली का सम्बन्ध है, मैं सदा कहता रहा हूँ कि अन्तर्राष्ट्रीय शब्दावली के सद्बोध, मैं कोई शब्दावली नहीं मानता हूँ। अंग्रेजी की जो शब्दावली है वह इंग्लैंड तथा उसके उपनिवेशों, कनाडा, साउथ अफ्रीका, न्यूजीलैंड और अमरीका में ही चलती है। शेष देशों की अपनी शब्दावली है और यदि हम अंग्रेजी की शब्दावली पारिभाषिक या वैज्ञानिक, वैसी की वैसी अपनायेंगे तो फिर हिन्दी भाषा या प्रान्तीय भाषायें, हिन्दी भाषा या प्रान्तीय भाषायें न रह कर कुछ दूसरी ही चीजें हो जायेंगी। इसको मैं स्वीकार करता हूँ कि वैज्ञानिक शब्दावली और पारिभाषिक शब्दावली ऐसी बननी चाहिये जो हमारे संविधान में स्वीकृत समस्त भाषाओं के काम में आ सके।

मैं बता रहा था कि अभी भी गति धीमी है। दूसरा उदाहरण मैं देना चाहता हूँ। फार्मस, संहितायें, नियमावलियां यानी कोर्ट मैनुअल्स इत्यादि केन्द्रीय हिन्दी निदेशालय बहुत धीरे धीरे बना रहा है। एक बात के लिये केन्द्रीय निदेशालय धन्यवाद का पात्र है कि उसने एक सुन्दर त्रैमासिक पत्रिका निकाली है "भाषा"। मैं चाहता हूँ कि यह त्रैमासिक पत्रिका भी मासिक पत्रिका हो जाए।

तीसरी देरी का दृष्टान्त मैं अब देने जा रहा हूँ, यह टाइपराइटर के सम्बन्ध में है। टाइपराइटर का बोर्ड निश्चित होने पर भी अभी वह बोर्ड व्यवहार में, कार्य रूप में परिणत नहीं हो रहा है। न पुराने टाइपराइटर उसके सद्बोध बन रहे हैं और न नए ही आ रहे हैं। इससे बहुत असुविधा हो रही है

हिन्दी को चलाने में। मैं आशा करता हूँ कि इस ओर भी ध्यान दिया जाए।

एक बात इस सम्बन्ध में मैं सब से महत्व की मानता हूँ और वह शिक्षा के माध्यम के विषय में है। तेरह वर्ष में शिक्षा के माध्यम के लिए जो पुस्तकों कमी थी वह कमी की पूरी हो जाती यदि इस ओर ध्यान दिया जाता। अब यह कार्य आरम्भ हुआ है। देखना है कि जो पुस्तकें लिखाई गई हैं या लिखाई जा रही हैं वे किस प्रकार की हैं। यह तो उनके प्रकाशित होने पर ही ज्ञात होगा। लेकिन इस सम्बन्ध में एक बात ध्यान देने की है। जो साहित्य तैयार हो रहा है वह ऐसे लोगों से लिखाया जा रहा है जो अपने कार्यों में व्यस्त हैं। मेरा इस सम्बन्ध में सुझाव है कि जिन लोगों से साहित्य लिखाया जाए उन लोगों को हमारा जो वैज्ञानिक शब्दावली और पारिभाषिक शब्दावली का आयोग है, कुछ दिन के लिए इस कार्य के लिए उधार ले ले और उनको केवल यही काम सौंपा जाए। अगर यह किया गया है तो उनकी जो आज अपने कार्यों में व्यस्तता रहती है और जिसके कारण साहित्य निर्माण में देर होती है वह नहीं होगी और यह काम आगे बढ़ेगा और अच्छी से अच्छी पुस्तकें भी एक वर्ष के भीतर तैयार हो सकती हैं।

दूसरा मेरा सुझाव यह है कि जो प्राध्यापक अभी अंग्रेजी द्वारा पढ़ाते हैं वे यदि प्रान्तीय भाषाओं द्वारा पढ़ाने की योग्यता प्राप्त कर लें तो उनको विशेष पुरस्कार दिये जाने चाहियें।

शिक्षा की गति में तीव्रता लाने के लिए यह स्वाभाविक है कि शिक्षा का माध्यम प्रादेशिक भाषायें हों। जहां जहां वैज्ञानिक और शस्त्रीय उत्पादन हुआ है, उन उन देशों के उत्पादन की ओर यदि आप देखें तो आपको मालूम होगा कि वहां उत्पादन इसीलिये तीव्र गति से हो सका है कि उस उत्पादन को करने वाले जो इंजीनियर थे, जो दूसरे लोग थे, उन्होंने अपनी भाषा में

[डा० गोविन्द दास]

शिक्षा पाई थी। मैं चीन का ही आपको उदाहरण देता हूँ जिससे आज हमारा मतगढ़ा है। चीन में इस प्रकार के इंजीनियरों और दूसरे लोगों को स्वयं की भाषा के द्वारा तैयार किया जाता है। जब तक यह न हो तब तक हम अपने उत्पादन को भी उस गति से नहीं बढ़ा सकते हैं जिस गति से हमको बढ़ाना चाहिये। चीन का तो यह हाथ है कि उनका एक सुयोग्य मिस्त्री भी सीधे विश्वविद्यालय में भेज दिया जाता है। शिक्षा का माध्यम उनकी अपनी भाषा होने के कारण सिद्धांत पक्ष की शिक्षा उसे कुछ ही दिन में मिल जाती है और वह योग्य इंजीनियर बन जाता है।

इस सम्बन्ध में मैं डा० डी० एस० कोठारी जो बड़े प्रसिद्ध वैज्ञानिक हैं, उनकी राय आपके सामने रखना चाहता हूँ। उनकी राय है :—

"The immense practical advantage of acquiring knowledge... in one's own language (mother tongue) cannot be gainsaid. It is difficult to guess and remember technical terms if these are in a 'foreign language'. It would result in parrot-like learning, mental strain and the stifling of intelligence.

"Basic concepts of science often have their root in primitive experience. One's initiation into science would not be 'natural' and the grasp and understanding would suffer in vitality and breadth, if one used one term to describe a concept inside the science class-room and another term for it outside the class-room.

"If the scientific terminology was foreign to the language of daily use, those not specialising in science would find it difficult to remember anything of science which they read at school, and retain interest in science.

"The training of skilled workmen, craftsmen and tradesmen can be most easily carried out in the language of the region concerned.

"A large-scale 'popularisation of science' can be achieved only if done in the regional language".

Dr. M. S. Aney (Nagur): Quite correct.

डा० गोविन्द दास : दूसरा सुझाव मेरा यह है कि संस्कृत से निकला दुष्प्रदादेशिक भाषाओं का साहित्य हिन्दी क्षेत्रों के लिए देवनागरी लिपि में और हिन्दी का साहित्य प्रान्तीय भाषाओं की लिपियों में निकालने की एक योजना बननी चाहिये। जहां तक दक्षिण की भाषाओं का सम्बन्ध है, वहां उस साहित्य का अनुवाद करना पड़ेगा। उस साहित्य का अनुवाद हो और मूल के साथ देवनागरी लिपि में निकले। हिन्दी का उनकी भाषाओं में अनुवाद हो और मूल के साथ उनकी लिपि में निकले। इस प्रकार से अगर किया जाए तो अहिन्दी भाषा भाषी जो हैं उनको हिन्दी का और जो हिन्दी भाषा भाषी हैं, उनको दूसरी भाषाओं का ज्ञान सरलता से हो सकेगा।

एक सुझाव मैं यह भी देना चाहता हूँ कि हिन्दी को यदि हम ने राज भाषा माना है तो प्रत्येक राज्य में कम से कम एक ऐसे विद्यालय की स्थापना होनी चाहिए जिसमें शिक्षा हिन्दी के माध्यम द्वारा दी जाए। आपने मुझे बहुत थोड़ा समय दिया है और मैं जल्दी समाप्त करते की कोशिश करता हूँ। फिर हर एक विश्वविद्यालय में एक हिन्दी विभाग हो। अनेक विद्यालयों में हो गए हैं, लेकिन कुछ में अभी तक नहीं हुए हैं। वहां विशेष ध्यान दिया जाय। अहिन्दी भाषा भाषी क्षेत्रों में हिन्दी का अधिकाधिक प्रचार हो और अधिकाधिक ध्यानवृत्तियां दी जाएं। मैं मानता हूँ कि इस

सम्बन्ध में कुछ प्रगति हुई है। पर इस में और प्रगति की आवश्यकता है। उत्तर भारत में दक्षिण भारत की भाषाओं को अधिक से अधिक प्रोत्साहन दिया जाए।

अन्त में मैं आप से एक ही विषय पर निवेदन करना चाहता हूँ। यदा कदा, वर्न् में तो कहूंगा प्रायः यह सुना जाता है कि हिन्दी को हम लादने का प्रयत्न कर रहे हैं। मैं कहना चाहता हूँ कि यह बात जितनी असत्य है, उतनी दूसरी कोई बात नहीं हो सकती है। आज कल कुछ पत्रों ने यहाँ तक लिखना शुरू कर दिया है कि हम ने अपने संविधान में हिन्दी को राजभाषा एक बहुत छोटे बहुमत से बनाया है। बड़ी गलत बात है यह। मैं संविधान सभा का भी सदस्य था और मैं कहना चाहता हूँ कि संविधान में हम ने हिन्दी को राज भाषा बनाने का सर्वमत से निर्णय किया था, एक मत भी उसके विरुद्ध नहीं था। इस सम्बन्ध में कुछ स्टेट्समैन में निकला है और अभी 'हिन्दू' ने लिखा है। मैं चाहता हूँ कि यह जो एक तथ्य की बात है, इस को देख लिया जाए कि हिन्दी को राज भाषा हमने सर्वमत से संविधान सभा में बनाया था या बहुमत से बनाया था। मैंने आप से निवेदन किया है कि संविधान सभा का मैं सदस्य था और मैं बतलाना चाहता हूँ कि हिन्दी को राज भाषा संविधान सभा में जब सर्वमत से बनाया गया तो उस में अहिन्दी भाषा-भाषी लोग भी आ गए और हिन्दी भाषा भाषी लोग भी आ गए। इस लिए हिन्दी को लादने का प्रश्न नहीं उठता। महात्मा गांधी ने यदि हिन्दी का दक्षिण भारत में प्रचार करते का प्रयत्न किया तो क्या उन्होंने हिन्दी को वहाँ लादने का प्रयत्न किया? आज भी जो प्रयत्न किया जा रहा है, वह क्या हिन्दी को लादने का प्रयत्न किया जा रहा है? मैं निवेदन करना चाहता हूँ कि हिन्दी को लादने का प्रयत्न नहीं हो रहा है, लादने का प्रयत्न हो रहा

है अंग्रेजी को, जिसे इस देश के दो प्रतिशत लोगों से भी अधिक लोग नहीं जानते हैं। संसद् में ही आप देखिये यदि कोई हिन्दी के प्रश्न होंगे तो उन का अंग्रेजी में अनुवाद होगा, लेकिन जो अंग्रेजी के प्रश्न होते हैं उन का अनुवाद करने की आवश्यकता नहीं मानी जाती। पहले तो हमारे कुछ मंत्रीगण हिन्दी में भाषण देते थे लेकिन अब तो वह भी कतई बन्द हो गया। इस बात पर ध्यान रखना आवश्यक है कि संसद् में, लोक सभा में और राज्य सभा में हिन्दी न जानने वालों की अपेक्षा अंग्रेजी न जानने वाले अधिक हैं, और हिन्दी समझी नहीं जाती इस बिना पर यहाँ की सारी कारवाय अंग्रेजी में होती है तब भी बार-बार यह कहा जाए कि हम हिन्दी लादने का प्रयत्न करते हैं, यह बड़ी गलत बात है। जैसा मैंने आप से निवेदन किया हिन्दी को लादने का प्रयत्न नहीं हो रहा है, प्रयत्न हो रहा है अंग्रेजी को लादने का। और इसीलिये मैं स्पष्ट कर चुका हूँ कांग्रेस में रहते हुए भी स्पष्ट कर चुका हूँ कि जब सन् १९६५ के बाद भी अंग्रेजी को अनिश्चित काल तक के लिये चलाने का विधेयक यहाँ पर आयेगा तो मैं उसका घोर विरोध करने वाला हूँ।

मैं आप से कहना चाहता हूँ कि सारे मामले को एक राष्ट्रीय ङ से देखना चाहिये। यदि हम को इस राष्ट्र में एकता रखनी है, भारत को सच्चा भारत रखना है, तो अंग्रेजी से होने वाला नहीं है। अंग्रेजी का स्थान बिल्कुल हिन्दी नहीं ले सकती, इसको मैं स्वीकार करता हूँ। हमारे संविधान में जितनी भाषाय स्वीकृत हो चुकी है उन सब को मिल कर अंग्रेजी का स्थान लेना है। जो स्वीकृत नहीं हुई है ऐसी भी भाषाये हैं, हमें उन को भी मिला कर लेना है। हिन्दी केवल केन्द्रीय भाषा रहेगी, अन्तर्प्रान्तीय कार्यों की भाषा रहेगी, मैंने अनेक बार कहा है, जब मैं हिन्दी साहित्य सम्मेलन का अध्यक्ष था तब भी कहा था,

[डा० गोविन्द दास]

कि हिन्दी पर जितना प्रेम हम को है उतना ही प्रेम हमारा अनेक भारतीय भाषाओं पर भी होना चाहिये। जितनी भाषायें हमारे संविधान में स्वीकार की गई हैं, वे सब राष्ट्र भाषायें हैं। बाहर से आई हुई भाषा केवल अंग्रेजी है।

मे हमेशा कहता रहा हूँ और आज फिर बोहराना चाहता हूँ कि जिन राज्यों की मातृ भाषा हिन्दी नहीं है, वहाँ की विधान सभा का कार्य सचिवालय का कार्य और वहाँ के न्यायालयों का कार्य और वहाँ की शिक्षा का माध्यम, बराबर प्रांतीय भाषायें करें। हमें उनको प्रोत्साहन देना है। केन्द्र में हिन्दी को प्रोत्साहन देना है, प्रांतीय भाषाओं को प्रोत्साहन देना है लेकिन देश को एक सूत्रमें बाँधे रखने के लिये हम एक भाषा की आवश्यकता है, और वह भाषा हिन्दी इस लिये हो सकती है, और इसी लिये हिन्दी स्वीकार भी की गई है, कि वह भाषे लोगों को मातृ भाषा है और जब देश के कुछ हिस्सों को अलग छोड़ दिया जाय, तो सब जगह वह समझी जाती है। इस लिये देश को एक सूत्र में बाँधने के लिये शिक्षा मंत्रालय को इस चीज को अपने सामने रखना चाहिये और सो दृष्टि से अपनी सारी कार्रवाई करनी चाहिये।

Mr. Deputy-Speaker: According to intimation since received from Members, the following cut motions are desired to be moved to Demands for Grants relating to the Ministry of Education. Hon. Members may move them subject to their being otherwise admissible.

Cut Motion Nos. 1 to 2, 4 to 9, 11 to 14 and 16.

Shri H. C. Soy (Singhbhum): I beg to move:

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

[Failure to give tribal children primary education in their mother tongue and to provide adequate technical education. (1)]

Shri Koya (Kozhikode): I beg to move:

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

[(i) Need to establish a Central University of Rural Education in the Malabar area of Kerala State, (ii) need for exchange of more students between India and the countries of the Middle East and Africa. (2)]

Shri Dinen Bhattacharya (Serampore): I beg to move:

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

[(i) Failure to provide free and compulsory primary education both in rural and urban areas, (ii) Policy regarding National Discipline Scheme, and (iii) question of archival legislation. (4)]

Shri Sezhiyan (Perambalur): I beg to move:

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

[(i) Policy regarding free and compulsory education to all children below the age of 14, and (ii) Policy regarding adult education. (5)]

Shri Solanki (Kaira): I beg to move:

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

[Need for economy in administration. (6)]

Shri Dinen Bhattacharya: I beg to move:

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

[(i) need to increase the maintenance grant to high school students of Laccadive, Minicoy and Amindivi Islands, (ii) need to establish more training centres for the deaf and the blind, (iii) need to establish central schools in all Municipal towns on the pattern recommended by the Second Pay Commission, and (iv) need to restart day scholar admission in Visva-Bharati University.(7)].

Shri Seshiyani: I beg to move:

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

[(i) Need to establish a central University in the South, (ii) need to open evening classes and correspondence courses in all central Universities, and (iii) need to bring out publications of the Education Ministry in all the languages.(8)].

Shri Solanki: I beg to move:

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

[(i) Failure to provide for free and compulsory education to all boys and girls between the age groups of 6—16, and (ii) Policy regarding system of education in the country.(9)].

Shri Solanki: I beg to move:

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

[Failure to (i) provide sufficient number of Evening Colleges in Union Territories, (ii) establish and construct National College of Physical Education and Campus Works Project, and (iii) Provide more facilities for rural higher education.(11)].

Shri Sezhiyan: I beg to move:

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

[(i) Need to give more and timely grants and educational facilities to students of Scheduled Castes, Scheduled Tribes and Backward Classes, and (ii) need to give adequate facilities for educational training and employment of the blind, the deaf and dumb and other handicapped children.(12)].

Shri Ram Sewak Yadav (Bara Banki): I beg to move:

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

[Slow progress of primary education.(13)].

Shri Narendra Singh Mahida (Anand): I beg to move:

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

[Functioning of the Central Social Welfare Board.(14)].

Shri Solanki: I beg to move:

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

[Failure to provide better facilities to research scholars working in the National Archives.(16)].

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

Shri P. K. Ghosh (Ranchi East): The most precious wealth that a country can have is educated skilled, cultured and healthy countrymen. As it is not within the scope of the present discussion to deal with other matters,

[Shri P. K. Ghosh]

I will confine myself to the attempts made by the Government in the field of education.

The Indian Constitution provides free and compulsory education for the age group 6 to 14, but if we study how far our Government has been able to achieve this goal, we find that in 1961 the percentage of population in this age group in the primary schools was only 61.3. It is expected that by the end of the Third Plan, this percentage will go up to only 76.4. This shows that even after 20 years of independence we will not be able to achieve this primary goal.

Let us now come to the quality of the primary education that is being imparted to the boys of our nation. We find that the great majority of the teachers in the primary schools are untrained. It is expected that in 1965-66 we would have about 496.4 lakhs of students in primary schools and that we would require about 13 lakhs of trained teachers to man these schools on the basis of a teacher-pupil ratio of 1:38 as suggested in the Third Plan. The enrolment of children in primary schools in 1961 was 344.2 lakhs, and the number of teachers was 9.10 lakhs which included 5.92 lakhs of untrained teachers. During the Third Plan 4.93 lakhs additional teachers will be required to cope with the additional enrolment. It is estimated that 4.80 lakhs of trained teachers will be turned out by the teachers training schools during the Third Plan period, but only 3.80 lakhs trained teachers will be available for the primary schools. Thus, we will have 9.72 lakhs trained teachers out of 13 lakhs. I would, therefore, suggest that arrangements should be made to set up more teachers training schools in the country.

The primary school teachers are very ill paid, although greater responsibilities lie on their shoulders to build the nation. As a result of this, the primary school teachers have to find additional means of employment. In

the rural areas you will find that the school teachers go to the school, take the attendance, give the students some task to do and then leave the school. If other friends have enquired and seen, they will agree that this happens in most of the villages. Then, at the time of closing the school, these teachers go back after attending to their household business. This is how education is being imparted in the primary schools of our country.

It is felt that primary education is the foundation. One cannot expect to do well in the higher stages if the foundation is weak. I therefore suggest that more attention should be paid to primary education in the country.

The standards in secondary and higher education are in a continuous process of deterioration since independence. The first reason is, as I have mentioned, that the foundation is weak at the primary stage.

The second reason is that there is experimentation with education. Every time we find that when a new Education Minister comes to a State, he will introduce certain rules according to his own whims. For example, I may quote the rule of assessment introduced in the schools in Bihar. What is done is, 80 per cent of the marks are allotted for the Board examinations, and 20 per cent of the marks are left at the discretion of the teachers to be used on the assessment papers. Naturally, one can understand that this leads to corruption, nepotism and favouritism among the teachers.

14 hrs.

श्री सिद्धेश्वर प्रसाद (नालंदा) :

मेरा निवेदन है कि बिहार में इस साल से असेसमेंट उठा दिया गया है ।

Shri P. K. Ghosh: It is good that I learn from my hon. friend that this assessment has been done away with.

An Hon. Member: It is still continuing in Madhya Pradesh.

Shri P. K. Ghosh: I request the Minister to advise the ministers in the States to do away with this defective method in education. Due to the scarcity of technical schools and colleges, all the boys coming out of the schools are crowding in the colleges. What happens is this. The colleges are meant for a better type of students who do well in the schools, but now even the worst boys are compelled to take education in or admission to the colleges since no other avenue is open to them for their further education. As a result of this, at the time of the examination, if the universities maintain a regular standard, they find that the percentage of successful candidates falls very low. What happens is, the public grumble and the students grumble about the universities' strictness. So, the universities are ultimately compelled to lower their standards to raise the percentage of successful candidates.

Fourthly, the present system of education is such that in the universities the question-papers are set by the teachers of the schools or colleges affiliated to the same university, and also the answer-papers are corrected or examined by the teachers of the schools and colleges affiliated to the same university. As a result of this we find that in most of the cases, the questions are leaked out and the students find that it is wiser to consult the suggestion papers which are readily available and do better in the examination instead of relying more on their knowledge of the subject. Moreover, as each university operates, within a very limited area, the students, after the examination, can easily know the examiners to whom their papers have been sent for correction. They rush to those people and somehow try to influence them to raise their marks.

Mr. Deputy-Speaker: All this is for the State Governments to rectify. The Central Government is only co-ordinating things.

3110(Ai) LSD—5.

Shri P. K. Ghosh: Yes, Sir, but the Central Government advises the State Governments. So, I would request the Minister to advise the State Governments in these matters. I would suggest that similar standards and the same syllabus should be maintained in all the universities throughout the country. Now, we find great disparity in the standards of different universities in the country. I would suggest that the question papers should be set by some other universities and the papers should be examined by the examiners of different universities. This can only be possible when the standard and syllabus of different universities are the same.

The fifth point that I would like to make is that the boys are not given education according to their aptitude and interests.

Then, I would turn to the growing indiscipline in schools and colleges among the students. I would not blame the students for this indiscipline. Rather, I would blame the system of education in the country. The teachers are very ill-paid in the country. I think that among all the services, the services of teachers are the least remunerative. Therefore, I would suggest that ways and means should be devised or thought of, to raise the pay-scales of the teachers in schools and colleges. As the teachers are poorly paid, they have to take up private tuition or start private coaching classes in their houses to meet their daily necessities. As a result of this, teachers find very little time to educate the boys or impart some moral training to the boys or give other forms of training during the class hours. Owing to all this, I feel that there is an immediate need for overhauling the system of education.

Mr. Deputy-Speaker: The hon. Member's time is up.

Shri P. K. Ghosh: I may be given two minutes more. I want to stress the need for better or more attention to

[Shri P. K. Ghosh]

the backward areas in the field of education. My constituency is in a backward area. The Government, as usual, contribute 50 to 75 per cent for the construction of schools in these areas, and the balance has to be raised by public contribution. But in these backward areas the people are very poor, and they do not get even two square meals a day. So, how can we expect that these people can raise funds for the construction of school buildings? As a result of this we find that there are no high schools even in the block headquarters or the thana headquarters. A lot of money that is allotted by the Government is left unused by the schools since the public cannot contribute their own funds. Therefore, I would request the Union Education Minister to advise the State Governments to arrange for the contribution to school funds in these backward areas to the extent of cent per cent.

Shri Muthiah (Tirunelveli): Mr. Deputy-Speaker, Sir, I rise to support the demands for grants of the Ministry of Education. Education is one of the most important sectors of our economy, as important as agriculture and industry, and the greatest stress is laid on the role of education in the third Plan. Educational progress has been very rapid in our country. As the President has said in his Address, there are 5 crores of boys and girls in schools and colleges today.

Taking primary education, I should say that primary education is absolutely essential for the educational development of the country and very rightly the greatest emphasis is laid on primary education in the third Plan. The objective in the third Plan is to give primary education to all children in the age group of 6 to 11. Article 45 of the Constitution says that the State shall provide before 1960 free and compulsory education for all children in the age group of 6 to 14. Universal primary education is of the utmost importance today, because our

country is wedded to democracy and our electorate have to be sufficiently educate to choose the right type of representatives. The target in the third Plan is giving primary education to 5 crores of children. I am sure the target will be exceeded by our Government by the end of the third Plan. But the number of teachers is not adequate to cope with the rapidly spreading education. As the report says, there is a shortage of 80,000 teachers at present. So, more training schools have to be started to supply more teachers, so that primary education may spread to all the nooks and corners of the country and all our boys and girls may receive primary education before the end of the third Plan.

The pay of primary teachers has to be raised, because they are the base of the educational pyramid and they have to be content and happy. The Centre has made a wise decision to give fifty per cent aid to the State Governments to improve the emoluments of primary and secondary teachers. I would make a plea before the House on behalf of the teachers in the primary and secondary schools that their retirement age may be raised to 60 and the triple benefit scheme may be extended to all of them.

Coming to secondary education, I can say that it has expanded considerably in our country during the three Plan periods. The multi-purpose schools started recently are very commendable and I request the Government to see that such multi-purpose schools are started in sufficient numbers in the south, particularly Madras State.

With regard to university education, I feel that more universities have to be started, particularly in the south. On this occasion, I would urge the Ministry to persuade the Madras Government to start the proposed university at Madurai without delay.

I should like to say a few words about the University Grants Commission. It is doing meritorious service for the cause of education in the country. It is giving liberal aid for development projects in universities and it is spending crores of rupees for this laudable purpose. It is giving liberal grants to the universities for buildings, books and journals, scientific equipment, hostels and staff quarters. It is also giving a large number of scholarships. It is giving liberal aid for physical education and for post-graduate education in humanities and sciences, and for students' welfare schemes to affiliated colleges.

I want to say something on this occasion about the correspondence courses and evening colleges which are now functioning in the Delhi University. I would plead very strongly, with all the emphasis at my command that these correspondence courses and evening colleges should be extended to other States in the south, to Madras in particular. I strongly wish that the Madras University should start these correspondence courses and evening colleges, so that a large number of poor teachers and other poor employees may benefit by this scheme.

I want to say a few words about the various scholarships given by the Centre. I would particularly mention the merit scholarships which are given to the children of poor teachers in primary and secondary schools. There is also another meritorious scheme, the loan scholarship scheme, which is offered by the Central Government. It is a very commendable scheme, because it gives loans to poor and meritorious students to help them to pursue higher education. Loans are offered interest-free and they are repayable in easy monthly instalments. I congratulate the Education Ministry on instituting this laudable loan scholarship scheme.

I come to the national discipline scheme. As Mr. Mukerjee rightly emphasised, this is a very laudable

scheme and I welcome it whole heartedly. In my opinion, it is the most commendable scheme in the interest of real national unity, real national emotional integration and national strength and dignity. On this occasion, I would like to say a few words about my visit to Sariska in Rajasthan near Alwar. I visited that place on the 15th March and found therein a unique experiment. I was charmed by the enchanting surroundings. There was a wonderful atmosphere. The folk dances and the folk songs delighted me. I like to take this occasion to pay my tribute to the able and inspired guidance of General Rhonsale. I was really fortunate in witnessing the flag salutation ceremony on the 16th morning. It was a very solemn and very inspiring sight. The march-past parade and other physical activities were most impressive. The songs sung were so patriotic and thrilling that I was profoundly moved. They haunted me as the song of the Solitary Reaper haunted Wordsworth. I would request the Education Ministry to see that one such centre, resembling the centre at Sariska, is established in every State in order to promote national integration, national strength and national dignity.

I come to the three-language formula. This has been formulated by the Central Government and it envisages the study of the regional language, English and Hindi. This formula was first recommended by the National Integration Committee and then it was approved by the State Chief Ministers' conference. It was also approved by the Vice-Chancellors of the different universities. Thus, this formula has been approved by the educational experts of all the States. But still we find that it is not being implemented in some of the States of the country. It is really a wise scheme in the interests of national unity. Today, we have the greatest danger from China and also from Pakistan. In these circumstances, we have to promote national unity. The recent abolition of Hindi examination in the Madras schools is in my humble opinion a

[Shri Muthiah]

regrettable step. I would appeal to the Education Minister here to persuade the Madras Government to re-introduce Hindi examination with a low minimum of 25 per cent marks in the interests of the future generations of the State. Hindi is to be the official language of the Union after 1965, according to Article 343(1) of our Constitution. Hindi will become the official language of the Union sooner or later. We have to face the reality. Therefore, I would strongly plead that the southern States, should take to the teaching of Hindi in the schools in the best interests of their future generations.

श्री रामेश्वरामन्व (करनाल) :
 श्री ३म् जातवेदसे सुनवाम सोम भरतीयतो
 निदहाति वेदः ।
 सनः पर्वदति दुर्गाणि विश्वा नावेष सिधु
 कुरितात्यग्निः ॥

माननीय उपाध्यक्ष महोदय, शिक्षा मंत्रालय की मांगों पर जो आपने मुझे बोलने का अवसर दिया है, उसके लिए मैं आपको धन्यवाद देता हूँ । मैं अपने शिक्षा मंत्री जी को भी धन्यवाद दिये बिना नहीं रह सकता । पूरा नहीं तो भाषा धन्यवाद में उनको अवश्य बूंगा क्योंकि उनको कुछ भारतीय सभ्यता के प्रति अनुराग है और भारतीय वेश भूषा उनको अच्छी लगती है, ऐसा मझे जान पड़ता है ।

परन्तु इसके साथ साथ मैं उन से निवेदन करना चाहता हूँ कि वह शिक्षा को प्राचीनतम बनाने का यत्न करें, उसमें भारतीयता लाने का प्रयत्न करें । शिक्षा से तीन चीजें बनती हैं, चरित्र, स्वास्थ्य और विद्या । शिक्षा और विद्या में अन्तर है । शिक्षा उसको कहते हैं जिस के द्वारा हम अपने शरीर को, अपने सारे अंग प्रत्यंगों को ठीक रख सकते हैं और संसार की वस्तुओं का जिसके द्वारा प्रयोग कर सकते हैं । विद्या नाम उनको उपयोग

में लाने का है, जानकारी का नाम है । इसलिये मैं कहना चाहता हूँ कि शिक्षा वह होनी चाहिए जिससे चरित्र बनता हो, जिससे स्वास्थ्य बनता हो जिससे मनुष्य पूर्ण विद्वान हो सके । आज की शिक्षा में चरित्र नाम की कोई वस्तु नहीं है ।

आज के जितने बड़े बड़े अध्यापक हैं, प्रोफेसर हैं, उनको जब मैं देखता हूँ तो मुझे आश्चर्य होता है कि इस तरह के लोग हमारे गुरुजन हैं ? कहीं इनको यों ही कहीं से पकड़ कर तो नहीं ला खड़ा कर दिया गया है ? गुरुओं का चरित्र जब तक विद्यार्थियों से अति उन्नत नहीं होगा, तब तक वे कोई शिक्षा नहीं दे सकेंगे । हमारे गुरुजन आज जो कुछ करते हैं, मैं उनको यहां कहना नहीं चाहता हूँ । सरकार के अनाचार, दुराचार जो भी हैं, उन से आज हमारे अध्यापक बचे हुए नहीं हैं ।

स्वास्थ्य के सम्बन्ध में आज कहाँ पढ़ाया जाता है ? केवल वैद्यक या डाक्टरों विषयों में ही इसके बारे में पढ़ाया जाता है । क्या हमारे पाठ्यक्रमों में शारीरिक शिक्षा को स्थान नहीं मिलना चाहिये, स्वास्थ्य सम्बन्धी शिक्षा को स्थान नहीं मिलना चाहिये ? मैं चाहता हूँ कि शिक्षा में प्रत्येक बालक को स्वास्थ्य के सम्बन्ध में, शरीर के सम्बन्ध में, खान पान के सम्बन्ध में ऊँची से ऊँची शिक्षा दी जाए, ऊँचे से ऊँचा ज्ञान दिया जाए । लोग शिक्षित तो हो जाते हैं लेकिन उनको इसका पता नहीं होता है कि उनको किस प्रकार की वस्तु, किस प्रकार का भोजन करना चाहिये । उनको इसका ज्ञान ही नहीं हो पाता है कि उत्तम चरित्र क्या है ।

ब्रह्मचर्य के सम्बन्ध में अब कुछ कहना चाहता हूँ । मैंने आपके पाठ्यक्रम को देखा है आपकी पुस्तकों को देखा है कहीं पर भी कोई पाठ इसके बारे में हो, ऐसा मुझे दिखाना

नहीं दिया है। इसके विपरीत लड़की लड़के को इकट्ठे पढ़ाया जाता है। जब हर काम में सहकार चलता है, तो इस काम में भी सहकार क्यों न चले। मैं आपको मना नहीं करता हूँ कि आप दियासलाई न बनायें और बारूद के कारखाने न खोलें। जरूर खोलें। दियासलाई भी रहनी चाहिये। पर इन दोनों को इकट्ठा मत करो, नहीं तो दोनों ही चीपट हो जायेंगे, किसी काम में नहीं आयेंगे।

भाज देश को इस प्रकार की शिक्षा की आवश्यकता नहीं है। भाज देश को प्राचीनतम शिक्षा की आवश्यकता है। भाज हमारा देश संकट काल में से हो कर गुजर रहा है। कुमारों और कुमारियों में ब्रह्मचर्य की भावना आनी चाहिये ताकि शत्रुओं का मुंह कुचलने की उनमें सामर्थ्य पैदा हो सके। लेकिन जिस प्रकार की शिक्षा दी जा रही है, उसके सम्बन्ध में मैं कहना चाहता हूँ कि ये भ्रष्टाचारी लोग, ये आगा पीछा मटकाने वाले लोग बहादुर कभी नहीं हो सकते हैं और सब कुछ हो सकते हैं। सौभाग्य से मुझे पिछले वर्ष सांस्कृतिक विभाग के मंत्री जी से बातें करने का अवसर मिला। मैंने उनसे कहा कि यह नाच किस काम में आएगा और अगर वे नाचेंगे नहीं तो बेकार हो जायेंगे। उन्होंने मुझे इसका बहुत बढ़िया उत्तर दिया और कहा स्वामी जी, इसका महत्व समझिये। मैं कहना चाहता हूँ कि इसका महत्व आप जाकर चीनियों को समझाइये, तब आपका काम चलेगा।

जो शिक्षा है, वह अति-उत्तम होनी चाहिये। स्वास्थ्य बढ़िया होना चाहिये। आपने तो समझ लिया है कि इंग्लिश के बगैर विद्या हो ही नहीं सकती है। आप देखें कि सुष्टि की उत्पत्ति भाज से पीने दो भरब बरस पहले हुई थी और तभी से अंग्रेजी नहीं चली आ रही है। यह तो पीने दो सौ वर्ष से ही यहाँ आई है। जब यहाँ पर इंग्लिश नहीं थी तो क्या विद्या नहीं थी। जब हम मांस नहीं खाते थे, सुरा नहीं पीते थे और कई

प्रकार के भ्रष्टाचार के काम नहीं करते थे नृत्य गृहों में नंगे नाच नहीं करते थे, तो विद्या नाम की क्या कोई चीज नहीं थी? हमारे शास्त्रों में तो इसको अविद्या नाम दिया गया है। यदि इसको भी आप विद्या मान लें, तो अविद्या किसको कहेंगे। मैं समझता हूँ कि आपके अध्यापक तपे हुए होने चाहियें। माता पिता ऐसे होने चाहियें कि जो बालक बालिकाओं के सामने कोई कुचेष्टा न करते हों। माता पिता के चरित्र का प्रभाव बच्चों पर पड़ता है। जिस प्रकार से जैसी सूरत होती है वैसी ही दर्पण में दिखाई देती है, इस तरह से जिस प्रकार के माता पिता होते हैं, वैसे ही बच्चे भी बनते हैं। अगर माता पिता फैशनबल हैं, किसी और दुनिया की है, पिता भी उसी दुनिया का है, तो बालक साया कैसे बन सकता है।

शिक्षा के लिए आपको गुरुकुलीय प्रणाली अपनानी चाहिये। वह सर्वोत्तम प्रणाली है। बहुत प्राचीन प्रणाली है। यदि उस में आपको कोई दोष दिखाई देते हैं तो उनको आप दूर कर दें, हमें कोई आपत्ति नहीं है। वही देश के लिये अति उपयोगी प्रणाली हो सकती है। आश्चर्य की बात है कि इस तृतीय योजना में गुरुकुलों के लिये केवल नौ लाख रुपये आप रख रहे हैं जब कि उनकी संख्या सैकड़ों से अधिक है। यह राशि आप पांच वर्ष में देंगे। यह तो वही बात है जैसे कोई बासक रोता हो तो उसको बन्द करने के लिए माता एक आना दे दे या खिलौना खरीद कर दे दे। हमें आप बेकार न समझें। आपको इधर भी ध्यान देना चाहिये। जब तक आप देश में भारतीयता नहीं ला सकते हैं, इसको भारतीय राज्य नहीं कहा जा सकता है, यह निश्चयपूर्वक कह देना चाहता हूँ।

मेरे हाथ में एक पुस्तक है जो सातवीं श्रेणी में पढ़ाई जाती है। यह संस्कृत की पुस्तक है। एक दूसरी पुस्तक भी है जो अष्टादश पुस्तक है। यह भी उन्होंने ही छापी है। यदि इस पुस्तक को मुझे दे दिया जाए

[श्री रामेश्वरानन्द]

श्रीर कहा जाए कि इसमें भ्रष्टाचारों बताई जायें तो मैं सत्य कहता हूँ कि इस पुस्तक से अधिक इसमें भ्रष्टाचारों में आपकी बता बूंगा। इसका जो मूल्य है वह एक रुपया कुछ पैसे है। आश्चर्य की बात है कि यह पुस्तक एक रुपये से अधिक मूल्य की है। वैसे तो सारी पुस्तकों का मूल्य अधिक होता है। ये मूल्य भी घटने चाहियें। कमजोर विद्यार्थियों को जब मैं देखता हूँ और जब उनके सिरों पर इतनी अधिक पुस्तकों के भार को देखता हूँ तो मुझे ऐसा डर लगता है कि यह दुबला पतला बालक यह लचकदार बालक कहीं इन पुस्तकों के भार से टूट फूट न जाए—

श्री बड़े (खारगोन) : भ्रष्टाचारों की पुस्तक भी है क्या आपके पास ?

श्री रामेश्वरानन्द : दोनों हैं और इन दोनों को मैं माननीय मंत्री जी की सेवा में भेंट कर बूंगा।

मैं चाहता हूँ कि बालकों को भारतीयता की शिक्षा मिले। पुस्तकों की संख्या कम होनी चाहिये और साथ साथ इनकी कीमत भी कम होनी चाहिये। गरीब बालक इतनी पुस्तकें और इतने मूल्य में नहीं खरीद सकते हैं। जब खरीद नहीं सकते हैं तो कैसे वे शिक्षा प्राप्त कर सकेंगे। पुस्तकों को कुछ कम कीजिये, कुछ मौखिक चीज पढ़ा दीजिये। साथ ही उनका मूल्य भी थोड़ा कीजिये। तब तो वे पढ़ सकते हैं नहीं तो मासदारों के लड़के पढ़ सकेंगे, गरीबों के बालक नहीं पढ़ सकेंगे, मध्यम वर्ग के बालक नहीं पढ़ सकेंगे। जब वे पढ़ नहीं सकेंगे तब आप उनकी उन्नति किस तरह से कर सकेंगे। यह निर्बनता जो हमारे देश में है वह सदा बनी रहेगी, उस निर्बनता के उन्मूलन का कोई उपाय नहीं है जब तक कि आप शिक्षा को सस्ती न बनायें। गुरुकुलों में एक ही प्रकार के लड़के रहते हैं और उनको एक ही प्रकार से खान पान दिया जाता है। हो सकता है कि कुछ गुरु-

कुल महंगे हों, आपकी परछाईं उन पर पड़ गई हो, लेकिन मैं जिस गुरुकुल को चला रहा हूँ, मैं विश्वास दिलाता हूँ कि पचास विद्यार्थी मेरे यहां हैं, जिनमें से कोई पांच रुपया देता है, कोई सात रुपया देता है और आपके से भी कम विद्यार्थी देते हैं। इतने ही में हम सब कुछ देते हैं। इसी तरह से और भी बड़े गुरुकुल हैं। मैं कहूंगा कि शिक्षा को आप सस्ती बनायें। जब तक शिक्षा सस्ती नहीं होगी तब तक आप देश की वास्तविक उन्नति नहीं कर सकेंगे।

मैं प्रारम्भिक शिक्षणालयों को देखता हूँ। उनमें एक गुरु या एक अध्यापिका होती है, बिल्कुल कमजोर सी, चलने फिरने लायक। फिर वह रहती कहां है, माती कहां से है, यह भी देखिये। १००, १०० लड़की लड़के पढ़ने आते हैं। वह सब बालकों की तज्जी भी नहीं देख सकती, इतने बालक वहां जमा होते हैं।

मैं जिस क्षेत्र से आया हूँ वहां की बात कर रहा हूँ, सारे देश की बात मैं नहीं कहता, कई हायर सेकेन्डरी स्कूलों की इमारतें जनता ने बना कर खड़ी की हैं, लेकिन पंजाब सरकार के कानों पर जू नहीं रेंगती। मैं कहना चाहूंगा कि आपका ध्यान इस ओर जाना चाहिये। हम लोग पहले भी पीछे थे अब भी पीछे हैं। जब आप हमारी बात को स्वीकार नहीं करते तो हम किस प्रकार से वास्तविक नागरिक बन सकेंगे। मैं तो कहूंगा कि चाहे आप फीस ले लें, लेकिन जल्दी से जल्दी उन स्कूलों को ग्रहण करें।

स्कूलों की हालत यह है कि संस्कृत के अध्यापक नहीं हैं। आप चाहें तो मैं करनाल जिले के उदाहरण दे सकता हूँ। वहां विद्यार्थी हैं लेकिन वे संस्कृत नहीं ले सकते। क्योंकि वहां पर अध्यापक नहीं हैं। वे दूसरे विषय लेते हैं। यह हम संस्कृत के उत्थान के लिये यत्न कर रहे हैं। मैं आशा करता हूँ कि मंत्री

महोदय इस और ध्यान देंगे। प्रथम तो हिन्दी के लिये ऐसा हो रहा है पंजाब में कि उसको गम्भीरता से नहीं लिया जाता। पहले वहाँ पर अध्यापक उर्दू पढ़ा करते थे। एक दम से आपने हिन्दी लागू कर दी। जिन अध्यापकों ने कभी हिन्दी नहीं पढ़ी वे हिन्दी पढ़ा रहे हैं। रात्रि में वे प्रीरों से पढ़ते हैं और सबेरे जाकर अपने विद्यार्थियों को पढ़ाते हैं। फिर यहाँ कहा जाता है कि हिन्दी के कारण बालकों की पढ़ाई का स्तर नीचा हो गया है। जब स्वयं गुरुओं को हिन्दी नहीं आती तो विद्यार्थियों को कैसे प्रायेगी। अभी करनाल में एक संस्कृत यूनिवर्सिटी खोली गई। हम सोच रहे थे कि उसका प्रसार और प्रचार होगा, किन्तु अब वह इंग्लिश यूनिवर्सिटी बन कर रह गई है। मैं नहीं कह सकता कि किस प्रकार उसकी उन्नति हो सकेगी। आपका ध्यान इन बातों की तरफ जानना चाहिये। जब तक आपका इन बातों की तरफ ध्यान नहीं जायेगा तब तक देश उन्नति नहीं कर सकेगा।

भ्राज में किसी भी भाषा का विरोधी नहीं, लेकिन मैं इस बात का अवश्य विरोधी हूँ कि सब जगह इंग्लिश का बोल बाला है। अगर आप को इंग्लिश के पढ़ाने की आवश्यकता है तो आप इंग्लिश पढ़ाइये। आप दिल्ली में एक भाषा कालेज खोल लीजिये और एक भाषा किसी दूसरी जगह पर। जिन लोगों को सरकार दूसरे देशों में भेजना चाहती है उन को इंग्लिश पढ़ा दी जाये। लेकिन क्या सारे विद्यार्थी इंग्लिस्तान जायेंगे? भ्राज सब को इंग्लिश क्यों पढ़ाई जाती है? जब मैं ने उत्तर प्रदेश की स्थिति को पढ़ा तो मैं आश्चर्य चकित रह गया। अंग्रेजों के वक्त में यहाँ पर इंग्लिश पांचवीं या छठवीं कक्षा से पढ़ाई जाती थी, लेकिन अब तीसरी कक्षा से पढ़ाने लगे हैं। जो भी इंग्लिश के पक्षपाती हैं मैं उन से कहना चाहूँगा भ्राज भी देश के अन्दर ऐसे देहात हैं जहाँ के लोग ठीक से हिन्दी नहीं समझ पाते

हैं वे इंग्लिश क्या समझेंगे? सीमाध्य से हमारे डा० श्रीमाली इस पद पर हैं। मैं उन से निम्न निवेदन करूँगा कि वे इस तरह विशेष रूप से ध्यान दें।

मैं कहना चाहता हूँ कि शिक्षा के लिये ज्यादा से ज्यादा धन दिया जाय और इस को सब पास करना चाहिये। सेना और शिक्षा इन दो का मैं बिल्कुल विरोधी नहीं हूँ। इसके लिये जितना धन चाहिये वह दिया जाये जिसमें हम देश की सुरक्षा को रख सकें।

मैं आपके सामने इस किताब को रखना चाहता हूँ कि मिनिस्टर साहब देख लें।

श्री बड़े : उपाध्यक्ष महोदय, यह जो किताब माननीय सदस्य दे रहे हैं उस को मिनिस्टर साहब कम से कम देख लें कि किस तरह से शिक्षा चलती है। एक एक पृष्ठ पर पन्द्रह पन्द्रह मिस्टेक्स हैं।

Mr. Deputy-Speaker: Order, order. You are not speaking. He will pass it on to the hon. Minister. You need not help him. He is strong enough.

Shri G. N. Dixit (Etawah): Mr. Deputy-Speaker, Sir, I thank you for having given me this opportunity to place my views on this problem of problems; and the most important problem, according to me, in this education is the problem of the unemployed educated disgruntled youth.

एक माननीय सदस्य : राष्ट्र भाषा में बोलिये।

श्री श्री० ना० डीक्षित : इस के बाद मैं जो भाषण इस सदन में दूँगा वह हिन्दी में दूँगा। भ्राज के लिये आप मुझे अनुमति दें कि मैं अंग्रेजी में बोलूँ।

On the advent of Freedom there was a very natural desire on the part of the people for education; and all round the country educational insti-

(Shri E. N. Dirit)

tutions, both on the initiative of the States and also on the initiative of private individuals, grew up. In that rush of our yearning we forgot all those twenty or thirty years of our freedom struggle when we were repeatedly saying that this system of education, which was initiated by Macaulay and has continued, should be given up as it was the cause of all our ills. We had become slaves on account of that system. It was said that when you want to enslave a people the best way of doing it is by first destroying their civilization and culture. This was the unanimous view of the freedom fighters of this country led by Mahatma Gandhi.

But when we became free, for all these seventeen years we have not given our attention to this matter, and I draw the attention of the Government to this most important problem.

On the one side the States and the people, the private educational institutions, are spending growing amounts of money on education; and on the other side the unemployed educated youth is multiplying in number in this country, which is creating a problem, both political as well as social in this country. This is a problem which the Education Ministry has to tackle and the Government has to tackle.

My submission is this. I come from Uttar Pradesh. There is a saying

ऐदूस पास हुआ तो खेती से गया, और
बी० ए० पास हुआ तो गांव में गया

That is, a boy who passes the high school cannot take to agriculture; and a person who passes B.A. cannot live in the village, and he goes to the town.

Eighty per cent of the people, at any level in this country, have to subsist on agriculture. At the most you can have twenty per cent of people employed in the cities and in industry. As Gandhiji put it, rural civiliza-

tion has to be the civilization of this country. And if rural civilization has to be the civilization of this country, it is essential that we must educate our children in such a manner that they have a desire to live in the village, that they have a desire to take to agriculture, that they have a certain acumen and they get the kind of training for that so that they may be more useful to the family, to the village and to agriculture.

For all this there must be a planned education. Unless there is planning in education and unless you decide what people shall remain in the village, what people shall take to industry, what people are going to the services, what people are going to be engineers, doctors and lawyers, well, our entire system of education will be going haphazard.

The time has come when there must be a planned education. The Education Ministry must devise a scheme for this. It is the duty of the Education Ministry, of the Central Government and the State Governments to see that the brilliant boys go as engineers, rather than that the best boys after finishing their education should be going without employment. I know the case of a boy who after taking doctorate in agriculture had to take up appointment as accountants. All our expenses go in vain in such cases.

My humble submission is this. My first point is that there must be a planned system of education.

There should be free education to every citizen in this country, both primary education and secondary education, but so far as education at the higher level is concerned, it must be in a planned manner, only in a way that you can adjust the economy of this country along with education. This is my first submission.

Secondly, what I feel is that the question of college education and the question of Hindi as the medium of

instruction, which my hon. friend, Dr. Govind Das referred to are inter-mixed. He quoted from what Dr. Kothari has stated. It was not a question of the opinion of Dr. Kothari, because it was the father of the nation, our Mahatma Gandhi, who urged it repeatedly in articles on this point. Not only Gandhiji, every one of us who were fighting for freedom those days, we were all of one view that this country cannot grow so long as our education is through the medium of English. And if the medium of English cannot make us better engineers, cannot make us better doctors, there is no question but that this media must go.

A point also raised that we do not get writers, we have no books in Hindi. Well, that will surely be the responsibility of the leadership. You have to give the initiative to the original writers, great thinkers, great intellectuals, great engineers and artists to write original books in Hindi. Unless they are written in Hindi, it can never be the medium of the country or the national language.

As a practitioner in the Supreme Court, I find that thirteen years after we have adopted the Constitution, thirteen years after article 351 has come into force, under the Supreme Court Rules not even a chit can be looked into by the court unless it is translated into English. Unless there is a change in the language of courts, it cannot be a national language. The attention of the Government of India must be drawn to this aspect. There is not even a single law journal which is printed in Hindi; there are no Codes, no law journals, no authorities, no rulings in Hindi. Unless the Government of India initiates a planned scheme by which Hindi will become the court language, well, there is no hope, not even in hundred years, that we are going to have Hindi as our national language. It is not by putting something into the Constitution, it is by ceaseless effort that we can achieve something.

I must humbly draw the attention of the Government of India to this. And the Minister of Education shall live in history if he takes up this matter, because it goes to the root of the matter; it is fundamental. Because, it is the character of the people, which builds a nation; it is not building, it is not machine, because it is the man who propels the machine, the man who lives in the building. If the people are lazy, nothing can be done. Here, with your permission, I would like to refer to what Gandhiji had stated. If the medium of instruction and the present system of education will thwart our energy, will sap our forces, devoid of progress as we would otherwise be, well, in that event, it is but natural that we cannot progress in this country. If we are lazy, we do not work hard, the nation cannot grow in spite of all our economic plans. In spite of the fact that we have invested more than Rs. 600 crores. in public sector, if we are getting only 93 per cent as profit, there is something wrong somewhere. So, I entirely ditto what our Swamiji stated, that the purpose of education must be the development of character. If that is not in sight, if we pursue the Macaulay system of education, the vicious circle shall never be resolved. This vicious circle must be resolved. That is all that I have to say.

श्री किशन पटनायक (सम्बलपुर) :
उपाध्यक्ष महोदय मैं पहले शिक्षा मंत्री जी से एक बात पूछना चाहता हूँ कि इस रिपोर्ट में बनारस हिन्दू यूनीवर्सिटी के बारे में जो कुछ लिखा है उस में कहीं यह सूचना नहीं है कि बनारस हिन्दू यूनीवर्सिटी को प्राय कब तक मुलाम रखेंगे। उस की छाटानमी को संसर्पेड किया गया है और उसको अभी तक वापस नहीं दिया गया है।

आगे चल कर मैं प्रारम्भिक शिक्षा के बारे में कुछ बातें रखना चाहता हूँ। आज देश में योजना के नाम से बड़ा हल्का है

[श्री किशन पटनायक]

श्रीर प्रायरीटी के नाम से भी बहुत हल्ला हो रहा है, लेकिन यह बात में नहीं जानता कि कहां तक ठीक है, यह नई खबर होगी सदन के लिए, कि पिछले दस सालों के अन्दर देश में निरक्षरों की संख्या बढ़ी है और वह भी तीन करोड़ जितनी । देश में निरक्षरता की तरफकी हुई है साक्षरता की नहीं । इसके कारण योजना पर एक कलक आता है क्योंकि योजना के नाम से इतना डिबोरा पीटा जा रहा है । मैं सौचता हूं कि इस पर शिक्षा मंत्री जी गम्भीरता से विचार करेंगे । या तो इस योजना को खत्म कर देना चाहिये, या शिक्षा मंत्रालय को खत्म कर देना चाहिये या इसका कोई मौलिक, रेडीकब, सोल्युशन होना चाहिये ।

इसको जस्टीफाई करने की भी सरकार कोशिश करती है । मंत्री साहब ने कहीं कहा है, मेरे पास इस समय कोटेशन तो नहीं है, लेकिन यह खबर छपी थी कि मंत्री साहब हवाला देते हैं आबादी बढ़ने का, कि आबादी बढ़ गयी है इस लिए निरक्षरता बढ़ गई है । जो लोग योजना करते हैं और आबादी का हिसाब नहीं रखते हैं तो वे लोग योजना बनाने लायक ही नहीं है । जब सरकार साक्षरता बढ़ाने की योजना बनाती है और निरक्षरता को हटाने की योजना बनाती है तो उसे इस चीज को सामने रख कर योजना बनानी चाहिये कि देश की आबादी इस हिसाब से बढ़ेगी । लेकिन प्रारम्भिक शिक्षा की रिपोर्ट से पता चलता है कि साक्षरता कम हो रही है । मैं तो कहूंगा कि यह योजना नहीं है । यह बुद्धि की योजना नहीं है बल्कि अटोती की योजना है । इस तरफ में सारे सदन का ध्यान खींचना चाहता हूं ।

इस के पीछे क्या मकसद है । निरक्षरता बढ़ाने और साक्षरता कम करने के पीछे क्या मकसद है, उस तरफ भी मैं सदन का

ध्यान खींचना चाहता हूं । अभी हाल में एक प्लानिंग कमीशन के मेम्बर कलकत्ता गए थे और वहां उस ने एक प्रतिनिधि मंडल मिला था । प्रतिनिधि मंडल ने उन से कहा कि कलकत्ते में प्राइमरी एजुकेशन की प्रोग्रेस के लिए कोई भी काम नहीं ही रहा है । गत १५ सालों के अन्दर कलकत्ता नगरी में, जहां कि करीब ६८ लाख आदमी रहते हैं, ज्यादा से ज्यादा गवर्नमेंट द्वारा और कोरपोरेशन्स के द्वारा १५ या २० से ज्यादा प्राइमरी स्कूल नहीं खोले गए होंगे । यह प्राइमरी एजुकेशन की हालत है । इस विषय पर आपत्ति करने के लिये प्रतिनिधि मण्डल गया था । तो उनसे प्लानिंग कमीशन के मेम्बर ने कहा कि अगर हम शिक्षा का प्रसार करेंगे तो देश में एजुकेटेड अनएम्प्लायमेंट बढ़ेगी, तो हम इस चीज को कैसे इनवाइट करेंगे । अगर एजुकेशन बढ़ेगी तो लोगों में असन्तोष बढ़ेगा और सरकार के प्रति विरोध बढ़ेगा । इसको हम कैसे करवायेंगे । हो सकता है कि यह बात मजाक में कही गयी हो । लेकिन मुझे तो ऐसा लगता है कि सरकार का यही मकसद है, और यही कारण है कि प्राइमरी एजुकेशन या किसी भी किस्म की एजुकेशन का ज्यादा प्रसार सरकार नहीं करवा चाहती ।

मैं कलकत्ते की हालत थोड़े और ब्यारे से बता दूं । अभी तक यह नहीं हो सका है—कई सालों से यह झगड़ा चल रहा है—कि कलकत्ते में प्राइमरी एजुकेशन की प्रोग्रेस पश्चिम बंगाल सरकार की जिम्मेदारी है, कारपोरेशन की जिम्मेदारी है या सेंट्रल गवर्नमेंट की जिम्मेदारी है । यह अभी तक तै नहीं हो सका है । हाल में कारपोरेशन ने अपनी एक मीटिंग में यह तै कर दिया है कि

"The Calcutta Corporation has informed the State Government that it is entirely beyond the capacity of the Corporation to provide elementary education to

all the children of the city of Calcutta."

यह कह दिया। बैस्ट बंगाल गवर्नमेंट कहती है कि कलकत्ते की प्राइमरी एजुकेशन की उनकी जिम्मेदारी नहीं है। कारपोरेशन को कहा जाता है तो वह कहती है कि यह हमारी जिम्मेदारी नहीं है। सेंट्रल गवर्नमेंट कहती है कि हम एजुकेशन के लिए जो भी पैसा देते हैं वह सारा स्टेट गवर्नमेंट को देते हैं लेकिन स्टेट गवर्नमेंट कहती है कि यह हमारी जिम्मेदारी नहीं है। अब इस झगड़ेबाजी और गड़बड़पुटाला जो कि स्टेट गवर्नमेंट और कारपोरेशन में कलकत्ते में प्राइमरी एजुकेशन की जिम्मेदारी के बारे में चल रहा है उसको ठीक करने के लिए सेंट्रल गवर्नमेंट ने अभी तक इस बारे में क्या कदम उठाया है? मैं निवेदन करूंगा कि शिक्षा मन्त्री महोदय अपने जवाबी भाषण में इस पर प्रकाश डालें। अभी भी वही गड़बड़ी और झगड़ा चल रहा है। यह कोई नया डेवलपमेंट नहीं है बल्कि यह काफी दिनों से चल रहा है। जब सेंट्रल एजुकेशन मिनिसट्री को एजुकेशन के बारे में कुछ करने के लिए हम लोगों की ओर से कहा जाता है तो जवाब दे दिया जाता है कि एजुकेशन तो स्टेट सबजेक्ट है। यह हम लोगों का सबजेक्ट नहीं है और सेंटर इसमें कुछ नहीं कर सकता है। लेकिन मेरा कहना है कि कम से कम कोओरडिनेशन तो आपका सबजेक्ट है। यह चीज अगर कोओरडिनेशन के जरिए नहीं होगी तो फिर किस के द्वारा होगी? कारपोरेशन कहती है कि यह हमारी जिम्मेदारी नहीं है और स्टेट गवर्नमेंट कहती है कि यह हमारी जिम्मेदारी नहीं है। कारपोरेशन, स्टेट गवर्नमेंट और सेंटर, तीनों में झगड़ा चलता है जिसके कि कारण जनता को नुकसान पहुंचता रहा है। परिणामस्वरूप कलकत्ते जैसे शहर में ५० प्रतिशत से भी अधिक बच्चे प्राइमरी एजुकेशन से वंचित हैं। उनको प्राइमरी एजुकेशन मिलने का कोई तरीका नहीं है।

इसका एक और दूसरा कारण हो सकता है कि कलकत्ते में प्राइमरी एजुकेशन ज्यादातर प्राइवेट लोग चला रहे हैं। लेकिन यह प्राइवेट लोग हैं कौन जो कि इसे चला रहे हैं? इसे बड़े लोग चला रहे हैं। अंग्रेजी माध्यम से रईस बनाने वाली जो शिक्षा होती है उस अंग्रेजी शिक्षा प्रणाली से प्राइमरी एजुकेशन दी जा रही है और यह बड़े लोगों के प्राइवेट हाथ में चली गई है। लेकिन कलकत्ते की आम जनता के जो लाखों बच्चे हैं उनको शिक्षित बनाने के लिए कोई कदम अभी देश में नहीं उठाया गया है। अब कलकत्ते जैसे नगर में अगर ऐसी हालत है तो सारे देश की क्या हालत होगी, इसका अन्दाजा आप भली भांति लगा सकते हैं।

अभी प्राइमरी एजुकेशन फैलाने से क्या फायदा होगा यह तो सब जानते हैं। लेकिन अभी जो शिक्षा प्रणाली चल रही है यह कोई अच्छी प्रणाली नहीं है। इस शिक्षा प्रणाली से आदमी ठीक ढंग से इन्तान नहीं बन सकता है यह बिल्कुल सही बात है लेकिन फिर भी हम जैसे लोग जो शिक्षा का प्रसार चाहते हैं शिक्षा प्रणाली चाहे कुछ भी हो, उसकी खास वजह यही है कि शिक्षा के द्वारा आदमी कम से कम सचेत हो जाता है। आदमी अपने बारे में सचेत हो जाता है और समाज के बारे में सचेत हो जाता है। इसलिए शिक्षा प्रणाली चाहे बुरी और हानिकारक क्यों न हो, पर शिक्षा का जरूर प्रसार हो यह हम चाहते हैं। लेकिन सरकार यह चीज नहीं चाहती है यह उस उदाहरण से साफ हो जाता है जो कि हमने दिया है।

दूसरी बात यह है कि शिक्षा में एक दुहरी नीति चल रही है। यह दुहरी नीति क्यों चल रही है? इसके पीछे मैं सोचता हूँ कि एक खराब मंशा है...

उपाध्यक्ष महोदय : माननीय सदस्य का समय समाप्त हो रहा है।

श्री किशन पटनायक : मैं अपने घुप की तरफ से झकेला बोल रहा हूँ इसलिए मुझे ज्यादा समय मिलना चाहिए ।

उपाध्यक्ष महोदय : केवल एक, दो मिनट और ले लीजिए । इससे ज्यादा समय नहीं मिल सकता है ।

श्री किशन पटनायक : मैं घब भाषा के बारे में आ जाता हूँ । मीडियम के बारे में, यह शिक्षा के मीडियम के बारे में हम लोग कब फैसला करेंगे ? यह कोई नया सवाल नहीं है । यह सवाल बहुत पुराना है और इसका हाल भी बहुत पुराना है । इसके बारे में गांधी जी ने कहा है । इसके बारे में रवीन्द्र-नाथ टैगोर ने कहा है । इसके बारे में शिक्षा के जितने पंडित थे हैं सब लोग कह चुके हैं फिर भी देश के शिक्षा मन्त्री महोदय और शिक्षा मन्त्रालय ने इस के बारे में अभी तक कोई पौबटिव पालिसी क्यों अख्यार नहीं की है, यह समझ में नहीं आता है ? इसका सिर्फ एक ही कारण हो सकता है कि जो अभी सरकार बनी हुई है वह नहीं चाहती है कि देश के लोग ठीक ढंग से शिक्षित हों क्योंकि जब तक अंग्रेजी माध्यम रहेगी तब तक देश के लोग ठीक ढंग से शिक्षित नहीं हो सकते हैं । यह मेरी कोई अपनी राय नहीं है । यह गांधीजी की राय है । यह रवीन्द्र नाथ टैगोर की राय है । इसके बारे में बड़ा अजीब कारण बतलाया जाता है कि क्यों इसे शिक्षा का माध्यम नहीं बनाया जा रहा है । कहते हैं कि टेक्स्ट बुक्स नहीं हैं । लेकिन टेक्स्ट बुक्स आर्येगी कैसे । अंग्रेजी को कायम रखने वाले ऐसा हवाला देंगे यह रवि ठाकुर की मालूम था और इस के बारे में सन १९१९ में उन्होंने जो कहा था उस को मैं आप के सामने कोट करता हूँ । उन्होंने कहा था :—

“I know what the counter-argument will be.”

That is, the counter-argument from people like Shri Shrimali and Shri Nehru.

“You want to give higher education through Indian languages but where are the books? That will be the first thing.”

उस के जवाब में रवि ठाकुर ने कहा है :—

“I am aware that there are none—no textbooks, but unless higher education is given in our own languages, how are textbooks to come into existence? We cannot expect to go on minting if coins are refused circulation.”

जिन मुद्राओं को आप बाजार में ग्रहण नहीं करेंगे वैसी मुद्रा को कोई प्रिंट नहीं करता । जिन टेक्स्ट बुक्स को पढ़ाया नहीं जायेगा और जिनकी कि कोई आवश्यकता कालिजों व विषयविद्यालयों में नहीं है उन को लिखेगा कौन और क्यों लिखेगा ? क्यों उन पर कोई पैसा और अपना दिमाग व शक्ति खर्च करेगा ? यह ऐसा सवाल है जिसको या तो आप तत्काल हल करें या अगर शिक्षा के बारे में कुछ करना नहीं है तो सब से अच्छा यह होगा कि शिक्षा मन्त्रालय को खाली केन्द्र में से ही नहीं स्टेडस से भी खत्म कर देना चाहिए । अगर अपनी भाषा के मीडियम में शिक्षा होने वाली नहीं है तो फिर इस देश में शिक्षा की कोई जरूरत नहीं है ।

Shri M. L. Jadhav (Malegaon): Mr. Deputy-Speaker, Sir, I rise to support the Demands that are before the House. I would like to make certain suggestions with regard to technical education.

We are in an age which is a nuclear one and in this nuclear age I find that we, in India, are having a number of projects with foreign collaboration, with foreign help and with foreign technicians. That is not a happy state of affairs. I feel that we

should extend technical education which is the need of the hour. I would like to suggest to the hon. Minister of Education that more technical institutions, either polytechnics or colleges, should be started in India so that we can have more and better technicians. Our technicians are in no way inferior to the foreigners, if they are given a chance. They are equally intelligent, they are equally laborious and they are equally prudent; but they should be given a chance. I find that a number of arts and other colleges are coming up. I would like that technical colleges or colleges having a technical and trade bias should come up. They should be opened more and more. A provision should be made and incentive should be given for technical education in the country which is the need of the hour.

The world is changing and it is changing very fast. When the world is changing and modern science is coming up, we should try to keep pace with the times and change ourselves and our educational system.

Another suggestion that I would like to make is with regard to the syllabus. I find the syllabus differs from one State to another. Even in the same State, we find that the syllabus is different in the various institutions. It is not a happy state of affairs. There are some Central schools where provision is made for the children of Government servants or of military personnel. But when Government servants or other citizens move from one State to another they find that the syllabus is completely changed. They find something new. This is not a happy state of affairs. I feel that the Centre should intervene in the matter. The training may be in the regional language, but the syllabus in all the States, or in the whole of India, should be the same. The subject-matter should be the same. In that light, I would suggest that the Centre should take an interest in it and should try

to see that the syllabus in all the States is the same.

§

15 hrs.

When we are saying that we want to have a welfare State, we want to have a socialistic State, I find that so much disparity is there in the field of learning. I find that equal opportunities are not there. One day I had been to Gwalior. I saw one public school there. I could see that a middle-class man or a common man could not have his child trained or educated in that school. There are a number of other types of schools which are prohibitive for a common man or a middle-class man because he cannot afford to pay the fees and naturally the man who is well-to-do, who is in a better position, can train his children in a modern school or in a private school and the children of other people cannot compete with these children and they are denied the opportunities of selection, service or training which is possible for only the wealthy people. This state of affairs should be changed and I feel that an equal opportunity should be provided to all the people.

The third suggestion that I would like to make is about guidance to students. I find that there is no proper guidance to students after matriculation or S.S.L.C. I find that they are quite in the dark. Either in the university or at the Government level enough material should be provided, enough guidance should be provided as to which career the students should select. There is a complaint that so many third class people enter colleges and there is a waste of time, waste of money and waste of energy. In that light, I would like to suggest, if we have to avoid that waste, proper guidance should be given to the students and sufficient data should be made available for the guidance of students so that they can have the career of their choice and they can be successful in that.

[Shri M. L. Jadhav]

Now, I would like to draw the attention of the hon. Minister to text-books. I find that text-books are changed every year or every alternate year. That is a cost to the nation, that is a burden to the nation, that is a burden to the parents. This state of affairs is not happy. Text-books should not be changed at least for five or ten years. If these text-books are not changed, if the same text-books are kept, in that case the cost of training to the poor parents will be less because old books can be used by the students. I would like to draw the attention of the hon. Minister to that aspect of the matter.

Then, some reference was made to the national discipline scheme or the institute at Sariska near Alwar. I would like to commend the work of the institute and I would like to say that such institutes or its branches should be in every State and that may help us to maintain discipline. We find that there is a lot of indiscipline in a number of States. There is student trouble. You can overcome that trouble by introducing discipline in these schools. The work that is being done by Gen. Bhonsle is a commendable work and his work should be given more incentive and more help. That should be introduced in various schools.

I would like to draw the attention of the hon. Minister to the fact that he should give more attention to the rural areas and to backward economic classes other than the scheduled castes and scheduled tribes. I find that the backward classes which are economically backward are not in a position to have education. They should be given preference. I find that scholarships that were given to these people have been stopped and that is a very unhappy state of affairs. I feel that the colleges in rural areas should be given more help. On the contrary, I find so many requirements are to be met with and that is not possible for a person, for an educationist, who is running a college in a rural area. I

feel that rural areas should be given more incentive, should be given more attention which may help the rural population. They can have better benefit of education. In that case, more help, more incentive should be given to the people who are living in the villages.

Finally, I would like to draw the attention of the Government to basic education. With regard to basic education, I would like to say that the trades which are more popular should be introduced and the general feeling with regard to basic education should be examined and studied and more popular things should be introduced in that direction.

With these words, I support the demands that are before the House.

Dr. Sarojini Mahishi (Dharwar North): Sir, democracy cannot be a success in any country unless the adult population, unless all the citizens participate and take an intelligent interest in the deliberations on the development of the country. For this purpose it is quite essential that adequate educational facilities should be provided to the child from the very beginning so that a child can develop its personality and take an intelligent interest in the development of the country and be a responsible citizen. But I find that due to the emergency, there have been certain reductions in the expenditure of different sections of the different Ministries and primary education also has suffered on account of that. Many States have reduced the amount for different sections of the different Ministries. But I am sorry to note that primary education also has been a victim to this reduction. That being the most important part of education, and that being the most important period in the life of an individual—childhood being the most important part—I do not know why this particular section, I mean primary education, has become a victim to this.

Now, primary education has been paid much attention, as the report says. The number of children attending schools in the age group of 6—11 during 1961-62 was to the tune of 61.3. That is about boys—I cannot compare it with that of girls—girls are very much low in number. And it is proposed to be 76.4 during the Third Five Year Plan. It will be exceeding the target in the Third Plan also. But as regards the education of girls, I think adequate attention has not been paid and the result is that the total percentage that is expected to be in the schools in the age group of 6—11 is 61.6 during the whole of the Third Five Year Plan and in the middle schools, in the age group of 11—14, it is only 16.5 and in the secondary stage it is 6.9 or so.

There was a special programme, as the Report of the Education Ministry itself shows, to accelerate girls education, especially during the Third Five Year Plan. I find that the amount sanctioned by each State and the assistance given by the Central Government also to the different States to this special programme for accelerating women's and girls' education has suffered a reduction. I may here give certain figures also. Gujarat, Jammu and Kashmir, Kerala, Maharashtra, Mysore, Orissa, and Punjab have not allotted any amount for the special programme of women's education, during 1963-64 whereas Madras and U.P. have given some amount. Madras has given Rs. 32.78 lakhs and the U.P. has given 24.65 lakhs. The other States, West Bengal, Andhra Pradesh and Assam have given very little amounts for this special programme. This being the most important part of education, I do not know why the State Governments have neglected it and the Central Government is not insisting on the implementation of this particular programme.

Coming to primary education, unless special care is taken to see that both boys and girls attend schools, I think the percentage of illiteracy can-

not go down to the extent to which we expect it to go down. Naturally, to make primary education more attractive, there are scholarships, scholarships in the form of kind, the school meal programme and the School health services. But may I know how far these things are being implemented, how far the school meal programme is a success throughout the country, which are the States that have implemented the school meal programme? The cost per meal varies from State to State. In Madras, it is 10 N.P. and in Kerala it is 6 N.P. In spite of this, we find that for want of public contribution, the school meal programme has not been a success in so many States, and it has not been properly implemented. Out of the 44 million children that are going to be covered by the school meal programme, to the extent of 25 million children are being covered. We have to see that the school meal is there to supplement the meal that is given to the children at their homes, and it should be able to remove any nutritional deficiency if it is existing, that would help the physical growth and mental growth of the child. That should be an integrated part of the school programme of the child as a whole. We see that sufficient attention has not been paid to this school meal programme, and also to the School health services, in spite of the fact that the School Health committees appointed year after year, have gone deep into the matter, have conducted surveys in different States and have recommended the School health programmes for different schools.

At the primary level, as the report of the different councils shows, the present position as regards health and nutritional standards is extremely unsatisfactory in the whole country. Extensive surveys are being conducted in different parts of the country and they show that children suffer on account of malnutrition and mortality and sickness rate is the highest among children in India. Malnutrition occurs in 40 per cent

[Shri Sarjoni Mahishi]

and it is followed by blindness which can be prevented in childhood. Recently, I read in the papers that preventable blindness among children is growing at a very great speed. That is due to vitamin A deficiency as has been reported by the Indian Council of Medical Research. There is also the joint report given by two committees of the Indian Council of Medical Research and Health. The sorrowful thing is that Medical inspection in the schools has been given up in many States. The recommendations in the School health committee report, particularly the rural health scheme for different schools in a particular tehsil or taluk must be implemented. It does not cost more than Rs. 4 crores for the whole country for the first stage of the programme which covers the period 1961-66. The next stage covers 1966-72. We notice that the total cost of the two stages of the programme comes to something like Rs. 14 plus 4, that is 18 crores. That is a very fine programme, I learn. Around a primary health centre in a Community development block, a few primary schools can be taken and they may be given full medical help and school health service easily. Ultimately, there should be the District programme also. That is the report of the committee. Irrespective of differences in the political ideologies of the Government, we notice that this is the most essential programme that has to be implemented, as has been embodied in the Directive Principles of State Policy in the Constitution that all children between 6 and 14 should be given free primary education. There should also be this School health service and the school meal to give the children proper nutritional food. The Ministry has done so much service and I do appreciate the service rendered by the Ministry. Especially it has risen to the occasion during the emergency. I think the Ministry will take note of these things and see that these programmes are implemented, so that primary education is made attractive and the parents of the children are free from their anxiety. The school meal programme serves two purposes.

One is, for the poor parents who are not able to give a full food to the children, that would be a supplement. Secondly, that would add to the physical growth of the child. I hope these two things will be taken into consideration.

The second point that I wish to deal with is the education of the handicapped. I was in Dehra Dun the other day, where the Central institute for the blind men and women is situated. I see there is no follow up programme. After the training received by these blind men and women, they do not know where to go. The training period is the most pleasant period. When they go there, they feel that they are independent during that period. When they come out, they feel as if they are a liability to society. They do not know where to go. Again, Sir, just as there is one institute in Dehra Dun, I think, there should be one institute in South India also. Because, statistical information collected shows that from South India, the handicapped go all the way to Dehra Dun. Many of them are not in a position to go also. There should be facilities for the handicapped people to get proper education in their place.

The third point that I wish to deal with is a positive point. There are 337 co-ordinated welfare extension projects in the whole country catering to the needs of women. There are women welfare centres and child welfare centres. I do appreciate the integrated scheme for child welfare which may now be taken up by the Child welfare council of India. At the same time, these programmes of women's welfare centres and Socio-economic units give employment chances to thousands of women. If these things go together, it will be a very desirable thing. Because, after the winding up of the 337 projects, the voluntary institutions that are going to be formed, will be able to get 50 per cent grant. The result is, they may not be able to get public contribution and the work done till now may not be of much use and the

expenditure incurred also may not be of much use.

The second point is, the Socio-economic units are giving training to so many people. Then, there are training centres also that have been conducted by the different Ministries. The Home Ministry is having its own Socio-economic units which are conducting cottage industry classes and others. The Community Development Ministry is having its own training courses. The Education Ministry is having its own courses. The Food and Agriculture Ministry is having its own courses. The Defence Ministry is recruiting nurses and midwives. I think there is no co-ordination among these different Ministries. The result is, the programmes overlap. If co-ordination is brought about among these different Ministries, that would be very desirable, and I hope the will be properly used.

श्री विश्वास साह (लालगंज) : उपाध्यक्ष महोदय, आज सदन के सामने शिक्षा विभाग का एक बड़ा बजट पेश है जो कि १९,७७,७५,००० रु० का है। इस के अलावा गृह मंत्रालय भी २,६५,००० रु० के लगभग खर्च करेगा। विश्वविद्यालय अनुदान आयोग के लिये भी ७,३०,००,००० रु० है। दिल्ली विश्वविद्यालय से अफिलिएटेड जो कालेज हैं उन के लिये २,९४,००,००० रु० रकबा गया है। इस तरह से हम देखते हैं कि शिक्षा का बजट काफी बड़ा है। उसे बढ़ा होना भी चाहिये, इस में कोई दो राय नहीं है। देश में शिक्षा की बहुत कमी है। लेकिन प्रश्न यह उठता है कि जो रुपया शिक्षा पर खर्च हो रहा है, उस के हिसाब से योजना के अन्तर्गत हम ने जो लक्ष्य बना रखे हैं उस में हम कितने आगे बढ़े हैं। पहली बात है कि प्राथिक क्षेत्र में कितना विकास हुआ है, दूसरे टैकनालाजी के क्षेत्र में कितने आगे बढ़े हैं, तीसरे स्वतंत्रता, सामाजिक न्याय और समान अवसर के सिद्धान्त पर आधारित समाज

व्यवस्था की स्थापना में कितना कदम बढ़ा है, चौथे नागरिकता के बन्धनों के दूढ़ करने, लोगों की शक्ति का पूरा पूरा सहयोग करना और देश के हर क्षेत्र के प्राकृतिक और मानवीय साधनों के विकास करने के प्रयत्नों की कहां तक नींव पड़ी है।

अगर आप सन १९५१ की सेंसस रिपोर्ट देखें तो उसके अनुसार २८ करोड़ ३९ लाख उस समय इस देश के अन्दर अशिक्षित थे और आज का फिगर १९६१ के अनुसार ३३ करोड़ ३९ लाख का है। इसका मतलब यह है कि हमारे देश में जिस हिसाब से आबादी बढ़ी है उस हिसाब से शिक्षा में बढ़ोतरी नहीं हुई है। जहां तक योजना का सवाल है, उसमें आपको शिक्षा में बढ़ती करने का लक्ष्य होना चाहिए था। जहां तक मैं समझ सका हूँ प्राथिक क्षेत्र में कुछ प्रगति हुई है, और मर्दानों में प्रगति कम हुई है, हां फैशन की जरूर बढ़ोतरी हुई है और शिक्षा का स्तर पहले से और नीचे चला गया है।

आप कहेंगे कि भारत सरकार की जिम्मेदारी सिर्फ कोआर्डिनेशन की है। उच्चतर शिक्षा संस्थाओं के मानकों के समन्वय और निर्धारण के विषय में मंत्रालय का दायित्व विश्वविद्यालय अनुदान आयोग संभालता है। देश के अन्य भागों में शिक्षा का दायित्व राज्य सरकारों पर है। लेकिन मैं पूछना चाहता हूँ कि अगर देश की उच्च शिक्षा का ही दायित्व भारत सरकार पर है और नीचे की शिक्षा अगर खराब हुई, नीचे की जड़ मजबूत न हुई, तो उच्च शिक्षा अच्छी कहां से हो सकती है। अगर देश की नैतिक और सामाजिक और प्राथिक उन्नति करनी है तो देश की शिक्षा का स्तर ऊंचा करना होगा।

प्राथमिक शिक्षा का बितार। सन् १९६१ में ३४४.२ लाख बच्चे ६ से ११ साल की आयु के भरती हुए जो कि कुल बच्चों का ६१.२ प्रति शत था। सन् १९६२ में इससे चालीस लाख बच्चे ज्यादा भरती हुए जब कि

[श्री विद्याम प्रसाद]

अनुमान २२.५ लाख ज्यादा भरती होने का था। और तीसरी योजना में अनुमान है कि ८० फीसदी बच्चे भरती हो जायेंगे। लेकिन साथ साथ यह भी प्राप्त देखें कि ८० हजार शिक्षकों की कमी है और वह कमी कैसे पूरी होगी मैं नहीं जानता।

इसके अलावा प्राप्त स्कूलों को देखें। बहुत से स्कूलों में न बैठने की जगह है, न इमारतें हैं, पेड़ों के नीचे बच्चे बैठते हैं। अगर उन बच्चों का मुकाबला मिनिस्ट्रों या बड़े आदमियों के बच्चों से किया जाये तो प्राप्त को नरक और स्वर्ग जैसा अन्तर दिखायी देगा। अध्यापकों को दस दस महीने तक बेतन नहीं मिलता। चार या पांच महीने तक बेतन न मिलना तो साधारण बात है। प्राइमरी स्कूलों के अध्यापकों का बेतन सेंट्रल गवर्नमेंट के चपरासियों से भी कम है। जब कि उनको "जगत गुरु" के नाम से पुकारा जाता है, उनकी पेंशन और बेतन की बढ़ोतरी की बात दूर है।

तीसरी पंच वर्षीय योजना में लड़कियों की शिक्षा पर विशेष ध्यान देने की बात कही गयी है। हो सकता है कि शहरों में लड़कियों की शिक्षा में प्रगति हुई हो मगर वेहताओं में अभी भी वह बहुत कम है और मैं समझता हूँ कि वहाँ तो कोई प्रगति नहीं हुई है। एक गाड़ी के दो पहिए हैं, एक तेज रफ्तार से चले और दूसरा धीमी रफ्तार से चले तो यह कोई न्यायसंगत बात नहीं होगी।

अब मैं माननीय मंत्री जी का ध्यान हाई स्कूल और इंटरमीडिएट शिक्षा की ओर दिलाना चाहता हूँ। प्राप्त करेंगे कि यह हमारी जिम्मेदारी नहीं है, लेकिन भारत सरकार पर इस देश की पूरी जिम्मेदारी है, अगर नहीं है तो प्राप्त को भारत डिनेशन कर सकते हैं। आज प्राप्त हाई स्कूल और इंटरमीडिएट स्कूलों का रिजल्ट उठाकर देखें तो प्राप्त देखेंगे कि

रिजल्ट ५० फीसदी से ज्यादा नहीं होता। कितना स्तर गिर गया है। और इस ५० फीसदी में भी प्राप्त देखेंगे कि ज्यादा लड़के अंग्रेजी में फेल हैं। यह बहुत ग्रहण प्रश्न है। गरीब का बच्चा शिक्षा का स्तर ऊँचा न होने के कारण फेल हो जाता है। अगर प्राप्त एक लड़के का १२ महीने का पढ़ाई का खर्चा १० रुपए माहवार भी लगाने तो इतने लड़कों के फेल होने से देश का कितना नुकसान होता है। केवल देश को इससे नुकसान ही नहीं होता साथ साथ बेकारी की समस्या भी बढ़ रही है।

आज शिक्षा का ध्येय नौकरी हो गया है। जब तक यह भावना खत्म नहीं होती तब तक शिक्षा में सुधार नहीं हो सकता। आज यह हो रहा है कि पढ़े लिखे लोग न तो घर का काम कर सकते हैं, न बाहर का काम कर सकते हैं, नौकरी उनको मिलती नहीं। इस कारण वे कमी कमी आराम हल्का भी कर लेते हैं, चोरी भी करते हैं, और जेब कटी भी करते हैं और डकैती भी करते हैं।

एक माननीय सदस्य : न घर का न घाट का ।

श्री विद्याम प्रसाद : हमारे स्टडी ग्रुप में एक आक्सफोर्ड यूनीवरसिटी के बड़े विशेषज्ञ आए, वे चाहना ही कर आए थे। उन्होंने कहा कि चीन में बच्चों को इस प्रकार की शिक्षा दी जाती है वे ऐसी छोटी मोटी चीज अपने प्राप्त बना लेते हैं जैसे ट्रांसमिटर, और बिजली के पंखे, रेडियो आदि। अगर यहाँ भी लोगोंको ऐसी शिक्षा दी जाए तो वे उसके द्वारा अपना जीविकोपार्जन कर सकें और किसी उद्योग में लग सकें।

भारत सरकार के अधीन चार विश्व-विद्यालय हैं, अलीगढ़, बनारस, दिल्ली और विश्व भारती। लेकिन इनकी शिक्षा का स्तर भी बहुत गिर चुका है।

मेरा सुझाव है कि विश्वविद्यालयों की शिक्षा का स्तर बढ़ना चाहिए और उसमें यूनीफार्मिटी आनी चाहिए। शिक्षा का स्तर इतना गिर गया है कि अगर एक बी० ए० पाम लड़के से कहा जाए कि एक एप्लीकेशन लिख दो तो वह उसमें सौ गलतियाँ करेगा। यह शिक्षा का स्तर है। तो यह स्तर बढ़ना चाहिए। चाहे वह विश्वविद्यालय केन्द्रीय सरकार चलाती हो या राज्य सरकारें चलाती हों, शिक्षा का स्तर सारे हिन्दुस्तान में कम हो गया है। हमारा प्रेजुएट विदेशो प्रेजुएट का मुकाबला नहीं कर सकता।

यूनीफार्मिटी के विषय में मुझे यह कहना है कि जिस तरह का सिलेबस भारत सरकार के विश्वविद्यालयों में हो उसी तरह का सिलेबस राज्य सरकारों के विश्वविद्यालयों में होना चाहिए। जब तक इनमें समानता नहीं आएगी तब तक कालिजों से निकले हुए विद्यार्थी ईकवल अपार्चुनिटी नहीं प्राप्त कर सकेंगे। इस स्तर की असमानता का यह परिणाम होता है कि बड़ी बड़ी एडमिनिस्ट्रेटिव सरविसेज में जैसे आई० ए० एस० या आई० पी० एम० या इंडियन फारन सरविस, में केवल कुछ विश्वविद्यालयों के लड़के ही सिलेक्ट किए जाते हैं दूसरों के नहीं। इसमें उन बच्चों का दोष नहीं है। इसमें सरकार का दोष है। यह कह देना कि इसमें हमारी जिम्मेदारी नहीं राज्य सरकार की जिम्मेदारी है, इससे मैं सहमत नहीं हूँ।

आप दिल्ली में देखें कि एक तरफ बड़े लोगों के लड़के कानवेंट स्कूलों में पढ़ते हैं। और दूसरी तरफ गरीबों के लड़के मामूली स्कूलों में पढ़ते हैं। इसलिए बड़े आदमी का बच्चा जो अच्छी तरह भंगेजी बोल लेता है, उसका सिलेक्शन मिलिटरी आदि सरविसेजों में हो जाता है और गरीब आदमी के लड़के का नहीं होता। यह बात नहीं है कि गरीब के लड़के का दिमाग अमीर के लड़के से कुछ कम है, अगर गरीब को सुविधाएं दी जाएं तो वह

भी उसके समान या उससे ज्यादा अच्छा परिणाम दिखा सकता है।

एक आननीय सदस्य : दिमाग तो बड़ों का ही खराब है।

श्री विश्वाम प्रसाद : इसके बाद मैं आपका ध्यान पब्लिक सरविसेज कमीशन की रिपोर्ट की ओर दिखाना चाहता हूँ। उनका कोटा पूरा नहीं हो सका क्योंकि उनको उचित योग्यता के लड़के नहीं मिल सके और उन्होंने अपनी सलाह में लिखा है कि जिस तरह के लड़के चाहिए नौकरियों के लिए उसी के अनुसार सिलेबस बनाया जाए और स्टैंडर्ड ऊंचा किया जाए।

मुझे याद है कि सन् १९५५ में पंडित जवाहर लाल जी मिर्जापुर गए थे, तो लोगों ने उनको मानपत्र देते समय कहा था कि हमको डिप्टी कालिज दिया जाए। उस समय उन्होंने कहा था कि आप चाहें तो मैं सब को एम० ए० और बी० ए० की डिग्रियाँ दे दूँ लेकिन इससे इस देश का कल्याण नहीं हो सकता। उन्होंने कहा था कि हमको टैकनीशियन चाहिए, प्रोफेसियर चाहिए और इंजिनियर चाहिए। उन्होंने कहा कि अगर इस तरह के एक हजार बच्चे मुझे मिल जाएं तो मैं कल उनको नौकरी दे सकता हूँ। तो हमको सबसे ज्यादा इंजिनियरों की जरूरत है और उनमें बढ़ोतरी करनी चाहिए तभी देश की आवश्यकता पूरी हो सकती है। अभी हमको बाहर से इंजिनियर और मैशिनरी मंत्रानी पड़ती है जिस से फारिन एक्सचेंज का नुकसान होता है।

उपाध्यक्ष महोदय : आपका समय हो गया अब खरम कोजिए।

श्री विश्वाम प्रसाद : अभी तो खरम नहीं कर सकता। आपने अन्य मेम्बरों को दो दो मिनट और दिए हैं।

उपाध्यक्ष महोदय : आपको भी मिला है।

[Mr. Deputy-Speaker]

The hon. Member may continue tomorrow. He will have two minutes tomorrow.

श्री रामसेवक यादव (बाराबंकी) :
उपाध्यक्ष महोदय, मैं एक सूचना देना चाहता हूँ। उत्तर प्रदेश की विधान सभा को वहाँ की पुलिस ने बेर लिया है। ५० विधायकों को निकाल कर बाहर फेंक दिया गया है। वहाँ कास्टीट्यूशन टूट गया है, जनतंत्र मिट सा गया है। इस गम्भीर स्थिति पर सदन को विचार करना चाहिए।

उपाध्यक्ष महोदय : यह उत्तर प्रदेश का सदन नहीं है।

Shri Sonavane: His remarks are irrelevant.

15.31 hrs.

COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS

SIXTEENTH REPORT

Shri Hem Raj (Kangra): I beg to move:

"That this House agrees with the Sixteenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 20th March 1963".

Mr. Deputy-Speaker: The question is:

"That this House agrees with the Sixteenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 20th March 1963".

The motion was adopted.

WORKING JOURNALISTS CONDITIONS OF SERVICE) AND MISCELLANEOUS PROVISIONS (AMENDMENT) BILL—(Insertion of new Section 7A) by Shri C. K. Bhattacharyya—contd.

Mr. Deputy-Speaker: The House will proceed with further consideration of the following motion moved by Shri C.K. Bhattacharyya on the 8th March 1963:—

"That the Bill further to amend the Working Journalists (Conditions of Service) and Miscellaneous Provisions Act, 1955, be taken into consideration."

The time allotted is 2 hours, out of which one minute has been taken, leaving 1 hour and 59 minutes. Shri C. K. Bhattacharyya may continue his speech.

Shri C. K. Bhattacharyya (Raiganj): Mr. Deputy-Speaker, Sir, let me make my position clear at the very outset. It is not my intention to impose or inflict anything upon the Government. What I want to do by giving notice of this Bill is to draw their attention to something which has been left undone and which they should do. That is the whole purpose of my giving notice of this Bill.

Shri D. C. Sharma (Gurdaspur): Where is the Bill? Let me have a copy.

Shri C. K. Bhattacharyya: In fact, I want to carry the Government with me. I want the age of retirement to be fixed. That is all. I shall be happy if Government come forward with their own proposal or if they suggest any other way or form in which they are prepared to accept or agree to it. That is the whole purpose behind the Bill.

I only remind them at the beginning that if they agree to have the age of working journalists statutorily fixed under the Working Journalists Act of 1955, that would settle an all-