

Shri Braj Raj Singh: Unfortunately, the hon. Member belongs to the Congress Party.

Mr. Deputy-Speaker: Order, order.

Pandit G. B. Pant: So, I do not know if you can create a new generation over night for service in the States as Governors. I venture to think that there is no substance in this resolution. I need not pursue the matter further though I could have advanced a few more arguments. I hope the mover will withdraw the resolution.

श्री मोती लाल मालवीय (सजुराहो-रक्षित-अनुसूचित जातियाँ) : माननीय उपाध्यक्ष महोदय, इस संकल्प को इस सदन में प्रस्तुत करने की मेरी मंशा यह थी कि सरकार के सामने, समाज के सामने और राष्ट्र के सामने इस प्रश्न पर विचार किया जाये और हम किसी नतीजे पर पहुँचे। यह बात सही है कि हमारे संविधान में कुछ मौलिक अधिकार हैं और उन मौलिक अधिकारों का हनन नहीं होना चाहिये। यह बात भी सही है कि यदि किसी के पास उत्तम बुद्धि है, तो उसका भी उपयोग हो, लेकिन वह उपयोग इस प्रकार से हो कि समाज का या समाज के ज्यादा लोगों का हित हो सके, क्योंकि एक व्यक्ति बिनाश या किसी छोटे समूह के मौलिक अधिकारों से समुदाय बड़ा होता है और उस के मौलिक अधिकारों की हम ज्यादा देख-भाल करें और ऐसी परम्परा कायम करें, जिससे कि हम जनतंत्र का विकास कर सकें। मैं समझता हूँ कि इस संकल्प के द्वारा इस ओर ध्यान गया है कि हम अपने प्रजातंत्र और जनतंत्र का विकास करने के लिये कोई कानून की रोक न लगाते हुए भी ऐसी स्वस्थ परम्परा कायम करें, जिससे हमारा राष्ट्र स्वस्थ और उन्नत हो सके। इस प्राप्ति के साथ मैं अपने इस संकल्प को वापस लेने की आज्ञा चाहता हूँ।

Mr. Deputy-Speaker: Has the hon. Member permission of the House to withdraw the resolution?—I find

neither 'Yes' nor 'No', I shall put the resolution to the vote of the House. The question is:

"This House is of opinion that suitable steps be taken to prevent persons who had officiated or acted as Governor of a State from accepting any competitive avocations or assignments for profit."

The Resolution was negatived.

Mr. Deputy-Speaker: The resolution is lost. We shall proceed to the next resolution.

RESOLUTION RE: REORIENTATION OF THE SYSTEM OF EXAMINATIONS

Dr. Gohokar (Yeotmal): Mr. Deputy-Speaker, I beg to move:

"This House is of opinion that with a view to raise the standard of education and ensure the pursuit of study more for the sake of knowledge rather than merely for passing examinations and thus to bring in a generation of better-equipped teachers and better-informed pupils, the entire system of holding examinations prevalent in schools and colleges may be re-orientated and new system of assessing progress and merit based on a series of regular monthly tests be introduced."

I bring this resolution with a view to changing the present system of examinations. We have seen for the last so many days that this system of examinations has given rise to a great indiscipline among the students. In fact, we must remind the students as well as the teachers that they are a privileged group and as such they are under a deep obligation to the community and to the country. It is estimated by the University Education Commission's Report—that Commission was under the chairmanship of Dr. Radhakrishnan—that the commu-

[Shri Gohokar]

nity is spending about Rs. 400 per annum on every college student. This is not taking into account the maintenance cost which is about Rs. 600 per annum on every college student. This comes to about Rs. 1,000 for every college student per annum. For a poor country like ours, it is too much. It is a great drain on our national resources. So, I think that the students as well as the teachers must be very honest in their profession and must be able to maintain the discipline which is very much necessary for our country. Our per capita income is not much; it is about Rs. 300 and the amount that we are spending over a college student is about 3 to 4 times greater than the per capita income of our country. The present system has taught them indiscipline and we are hearing practically every day acts of rowdism and indiscipline in different corners of the country.

I would like to go through some of the instances which have occurred during the last 12 days only. The first instance comes from Annamalainagar. I am quoting from the *Statesman* of 1st April:

"All examinations of Annamalai University have been postponed indefinitely and the University has been closed with effect from yesterday, a notification issued by the University Registrar said. Students in the University hostels numbering about 1,760 were asked to vacate their rooms within three hours.

This follows acts of vandalism and rowdism reported to have been committed by the students in the University campus on Sunday morning. It was officially stated that as a result of the disturbances the meeting of the General Council of Associations and Societies of the University had to be cancelled. When Mr. C. Subramaniam, State Education

Minister, who was to have addressed the meeting, declined to do so, about 500 students formed into a procession and demonstrated in front of the Vice-Chancellor's Lodge where the Education Minister was camping. When the Minister's car entered the lodge, the students, it was alleged, threw stones, some of which hit the car."

There is another instance which recently happened in Calcutta. I am reading an editorial article from the *Statesman*:

"By tactics now painfully common in Calcutta, a handful of students on Monday dislocated the School Final examination in history. Having disrupted proceedings at their own centre, they marched on others, and while some stoned buildings from outside, others forced their way in overturned desks, wrecked furniture and assaulted all who tried to resist or plead with them. Girl students were roughly handled and a headmaster who faced them with folded hands was slapped. The excuse for this unforgivable behaviour was also an old and familiar one: the paper was "too stiff". On other occasions and in other years, notably in 1954, such a charge was not always without substance. But this time inquiries suggest, the majority of students did not think the paper unfairly, or even unduly difficult. It would also be seen that those in the van of the protest were much older than the average school student's 15 to 16 years, which may partly explain why they were not more effectively resisted by their fellows who wished to sit for the history paper. Calcutta's outbreak (like that at Annamalai University, to quote only one other recent one) was clearly another

exhibition of student unrest and indiscipline, another demonstration of how the few by organised violence may intimidate the many."

The third instance of indiscipline is from Agra. In this particular instance, students as well as teachers have combined together and they are committing corrupt practices during the examination. I am quoting again from *Statesman*:

"It has been reported that some teachers, either to make easy money or to maintain their position, even pass books to candidates in the examination hall. The result of this is that invigilators have to make the best of a bad job by remaining oblivious of what is going on before their very eyes or be prepared for a broken head. This is the state of affairs today in some higher secondary schools and intermediate colleges here. The situation seems to be growing worse every year."

Sometime back in Aligarh in Baraseni College, the Principal was stabbed and because of such acts by the students, the professors have begun to take defensive action. They have to care for their lives and, in order to satisfy the students, they have to resort to certain practices which are unfair.

There is the fourth instance reported from Bhopal. It is stated that on April 7, when the Education Minister of Madhya Pradesh was invited to lunch with members of the State Board for Technical Education, in the hall of the polytechnic hostel, when the guests were arriving for the lunch, they were booed and jeered by the students of the medical college residing in the hostel. I quote:

"Some members of the staff and students of the polytechnic institute were reported to have taken exception to the behaviour of the students. Later, two students of the institute were reported to have been involved in a wordy

duel with the medical college boys over this incident. Later in the night, a batch of about 150 students of the medical college armed with sticks and carrying torches was stated to have raised the hostel and manhandled the students belonging to the polytechnic institute. They were also reported to have damaged windows, destroyed furniture and set fire to books and clothes belonging to the polytechnic students."

This is the type of indiscipline that we are having among the students. In my opinion, this is mostly due to the present system of examination prevailing in our own country. Unless this system is corrected, we cannot stop all these acts of rowdiness and indiscipline among our student communities. I do not mean to say, when criticising the present system of examinations, that our educational system is not without defects. There are certain defects in the educational system itself. But since the resolution pertains to the system of examinations, I would not deal with the defects in the educational system at present. Even then, in my opinion, the present indiscipline among the students is more due to the examination system rather than due to the educational system prevailing in this country.

We know that according to our present system of examinations, the student is not required to work very hard. With a very small energy spent over work, he passes the examinations. It is but natural that when a man is not required to spend more energy, he would not like to exert himself unnecessarily. It is natural that a person living in a hilly region would like to work harder than a person living in the plains. The person living in the hilly region is more industrious, because he has to earn his livelihood, while a man living in the plains does not have to work very hard.

Mr. Deputy-Speaker: Examinations might continue in the hilly areas?

Shri Gohokar: In my opinion, because of our examination system, the student is not required to work hard. He merely cares for his degree and degree is held in India as a passport for our Government jobs. Because of this supposition, we in India care more for degrees, rather than for knowledge. In India a degree is taken as a sufficient proof of knowledge. In fact, it is not so. When a person prepares for his final examination, that is, the degree examination, it takes him at the most one or two months. For the rest of the year the student is generally free. Here I am not referring to the exceptional students who are very clever and who work very hard. I am speaking of the students in general who are taking up studies in India. Except for those one or two months, for the rest of the year he is completely free. In these 8 or 9 months he commits so many acts which cannot be taken as part of the work in the college. They are irregularities committed by them in the college life.

As they do not study very hard, it is but natural that in the final examination we find very bad results. But this has also got certain limitations. If the examiners are very strict, then we find lot of complaints from the students, from the guardians of the students as well as from the press against the examiners. The examiners and the University authorities are in a very peculiar position. So, in order to avoid this criticism, this trouble, they have to declare a minimum percentage of results, and this again brings a downfall in the standard of knowledge of the students. For the final examination, one month's study is enough, according to our system of examination. So, he prepares himself only at the time of the examination. For the rest of the year he does not care for his lectures in the class. He is not attending the class. Since he is not attending the class he does not follow the lectures. As he has not followed the lectures, he has no doubts to

ask in the class. There is no discussion.

Shri Narayanankutty Menon (Mukandapuram): May I know whether this is happening in each University, college and school?

Dr. Gohokar: This is generally found all over India.

Shri V. P. Nayar (Quilon): Not in our place.

Dr. Gohokar: I do not know about your place. I have visited two or three Universities and I found that this is the position. As I said in the beginning, I am not speaking about the exceptional students. I am speaking about the students in general.

Mr. Deputy-Speaker: That may be the hon. Member's experience. Why should it be objected to?

Shri Narayanankutty Menon: You have given your ruling that nobody should be condemned without being given an opportunity to defend. Now the whole student world is being condemned.

Mr. Deputy-Speaker: I am sure that if they are not present to defend their case, there are others who will certainly defend them.

Dr. Gohokar: Since they do not follow the lectures in the class, they do not understand the subject. Just before the examination, they study for one month. Since they can pass by studying for one month they do not pay attention to the lectures by the class teachers; neither do they try to understand them. There are no discussions with the professors or teachers.

Mr. Deputy-Speaker: Does the hon. Member mean to say that if there are no examinations, they will pay greater attention?

Dr. Gohokar: I am coming to that.

Shri Narayanankutty Menon: The hon. Member was a teacher for some time.

Mr. Deputy-Speaker: Let us hear now as students.

Dr. Gohokar: At the time of the examination they study hard. But during the preparation leave there is nobody to guide them, as their lecturer is not there to help them. This definitely affects their standard of knowledge. When at the time of the examination they are helpless, without any help they become desperate. They do not know what to do.

Shri V. P. Nayar: Commit suicide.

Dr. Gohokar: They read something out of the guide and they prepare for the examination. By preparing in this way, naturally they cannot have adequate knowledge about their subjects. They take the chance. If they are lucky, they can get through the examinations. If they are not lucky, they fail and the result is that they get frustrated over this issue and they commit acts of rowdiness.

Mr. Deputy-Speaker: It is a test of luck and not of knowledge.

Dr. Gohokar: More or less.

Shri Narayanankutty Menon: In some cases, not in all cases.

Dr. Gohokar: When they find that they have not succeeded in the examination, they put the blame on the teachers, lecturers, supervisors, principals and sometimes even on the Vice-Chancellors. They think that these people are responsible for their failure.

Mr. Deputy-Speaker: Should they not blame Almighty for the bad luck?

Dr. Gohokar: They may blame Him also. Sometimes, out of frustration, they commit suicide also.

Shri Narayanankutty Menon: My God.

Shri V. P. Nayar: All the students?

Dr. Gohokar: We have so many instances. As I told you, it is due to the defective system of examination. They are free for about 8 months. They are not active during this period. When they are not active, they engage themselves in irregular activities. The report of the University Commission under the chairmanship of Dr. Radhakrishnan, at page 304, says:

"The major principle in maintaining discipline involves keeping students active and engaged upon worthwhile and constructive lines. Students who carry heavy loads of an academic character with considerable practical work ought to have less temptation to fall into indiscipline than those who are not very busy. Students with light academic loads should be given intra-mural opportunities to keep them active. Student Government provides a valuable medium for this kind of outlet.

Close contact between the staff and students is almost invaluable medium of stimulating good behaviour, character and worthy ideals among students. This can be done in small residential colleges without great difficulty. But it becomes impossible in the mass education that is overwhelming many colleges and Universities."

So, this Report also says that if they are not engaged, if they are not given some work, they will naturally resort to some other activities.

Mr. Deputy-Speaker: Now the hon. Member should try to conclude.

Dr. Gohokar: I will take another ten minutes.

Shri Narayanankutty Menon: That can be said in the reply.

Dr. Gohokar: Some people in India have suggested that the tutorial system is the best remedy to pay enough attention to the students. But, in my opinion, tutorial system has not succeeded in India. The tutorial system is more or less an English system.

[Shri Gohokar]

In England, not only the students but even the teachers are very conscientious. They do their work conscientiously. So, it is successful in England. But, nowadays, even there due to the abnormal increase in the number of students, it has not been very successful recently.

16 hrs.

So far as India is concerned, we have our tutorial classes but in our universities and colleges we have been considering them as leisure periods and hardly any professor or lecturer or the student is honest in these tutorial classes. So, in order to overcome all these difficulties, I am suggesting a practical scheme for eradicating them. Since it is somewhat complicated, I would like to read it out to you.

I am giving a broad outline of the examination scheme in which students will be busy for the whole session. The details may be worked out wherever it is found necessary.

Under the scheme the whole course should be divided into the number of years intended for that course. There should be an annual examination by the Board or the University of the course covered in that year only. This will be the final examination for that year for that course. The whole year will be divided into three terms plus summer vacation. First term will start from July 1 and end by October 10, second term will start from November 1 and will last up to February 10 and third term from March 1 to April 15. At the end of the first and second terms there will be a college examination held by the college authorities or the departmental authorities of the University and the third term examination will be the final annual examination held by the Board or by the University, as the case may be. In college term examinations the examiners should be different from the class-teachers. In each term there will be three monthly examinations. Each monthly examination should be so distributed over a period of one month that in every week there will be an examination of one subject, i.e.

if there are four subjects one subject will be examined in every week. Thus in every term there will be three monthly examinations in each term and a final term examination.

The monthly examination will be conducted by the class-teachers and the course for the examination will be the course covered during that month. The course for the term examination will be the course covered during that term. The term examination will be conducted by the college or departmental authorities and the annual examination will cover the course of the whole year. Thus class-teachers are going to be the examiners of monthly examination. The position of the class-teachers will be elevated by this process and as the term examination will be conducted by the college authorities, this will elevate the position of the college authorities also. Thus in this system students will begin to respect all the teachers in the colleges and the university authorities also. If we study the reasons as to why a student does not pay respect to his teacher, we find that as the teachers do not come anywhere in the picture of the examinations they feel least concerned with them. The annual examination will be conducted by the Board or the University. The final degree examination will again be held by the University at the end of the required number of years. Thus in this scheme there will be an examination practically every month. The system contains self-contained units and a student will be required to pass all these units before he takes the degree examination.

Monthly, term, annual and the final degree examinations will have no importance unless they are valued in some way. So, they should be interwoven together in such a way . . .

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

Dr. Gohokar: I want only three minutes more.

Mr. Deputy-Speaker: When he wanted five minutes more, I gave him five minutes. Now he wants to extend it by another three minutes.

Dr. Gohokar: I want two minutes more.

Shri C. K. Bhattacharyya (West Dinajpur): He is extending the number of examinations.

Dr. Gohokar: In each term there will be three monthly examinations and in one year there will be two term examinations and a final examination. For a degree course there will be the same number of examinations as the degree course will be divided into years. So, in my opinion, if these examinations are interlinked with each other, they will have the desired influence and the students will study for these examinations. It will make the student careful from the very beginning and he will pay attention to his studies and the object that we want discipline among the student class in India will be served to a great extent.

Mr. Deputy-Speaker: Resolution moved:

"This House is of opinion that with a view to raise the standard of education and ensure the pursuit of study more for the sake of knowledge rather than merely for passing examinations and thus to bring in a generation of better-equipped teachers and better-informed pupils, the entire system of holding examinations prevalent in schools and colleges may be re-orientated and new system of assessing progress and merit based on a series of regular monthly tests be introduced."

There are three amendments also. May I know whether they are going to be moved.

Shri Keshava—absent.

Shri Bibhuti Mishra (Bagaha): Sir, I beg to move:

"That for the original resolution, the following be substituted, namely,—

This House is of opinion that a sub-Committee be constituted for devising methods of imparting education in various subjects in the country and for evolving a system for assessing the progress and merit of students as have received education through these methods and to submit its recommendations after fully examining the system of examinations prevalent in different countries of world."

Mr. Deputy-Speaker: Shri Braj Raj Singh—absent.

Shri C. K. Bhattacharyya: Nobody is interested in examinations.

Shri Naushir Bharucha (East Khandesh): Sub-Committee of which Committee?

Mr. Deputy-Speaker: That we will see afterwards.

Perhaps Shri Bibhuti Mishra would be able to tell us when he speaks.

Let us have an examiner first.

Shri D. C. Sharma (Gurdaspur): Mr. Deputy-Speaker, Sir, if you will permit me, I wish to say that I feel I am the most competent person to speak on this subject (*Interruption*) because in the first place I have been a teacher for a pretty long time, in the second place I have also been one of those unfortunate persons, who are blamed, condemned and beaten according to the Mover of the Resolution, i.e., an examiner and now ever since I came to the Lok Sabha I have been a student. I do not know what kind of student I have been, but I have always looked upon myself as a student. Therefore I speak in this three-

[Shri D. C. Sharma]

fold capacity of a teacher, an examiner and a student.

I must say that the Mover of this Resolution cast his net very very widely and he tried to go all over the field of education.

Mr. Deputy-Speaker: I would like to interrupt the hon. Member if he will excuse me.

I am getting a good number of slips indicating that a large number of hon. Members are anxious to speak on this Resolution. Of course, it is an important subject. I can also appreciate that hon. Members would be eager to speak. So there ought to be a limit on speeches if that be the case. Would ten minutes suffice normally?

Some Hon. Members: Yes.

Mr. Deputy-Speaker: So, the limit would be ten minutes normally but it may be extended in some cases.

Shri D. C. Sharma: He dealt with students and taking a few instances from the different States of our country, he thought that students were behaving improperly. He thought that the lecturers and the teachers were not so interesting and that students liked to keep away from the classes. He said that students did not work hard and that they could get through the examination only by working for a month or for two months. He thought that students were like people who lived on the plains and not like the people who lived in the hills. The people who live in the hills work harder than those who live in the plains. And our students do not work hard. I have been to many of the hill stations and I have been to some of the hilly parts of the country, and I admire them and like them. But I should be pardoned for saying that whenever I have gone to these hill stations I have always found that the women work harder than the men.

Therefore, to say that the people of the hills work harder than the people of the plains is not relevant or correct. What I mean to say is this that his diagnosis of the disease is faulty and his remedy is more faulty still. Instead of trying to reduce the number of examinations he is trying to burden the students with more examinations. It is said about our educational system—and it is said on every platform—that it is an examination-ridden system. Now, my hon. friend is suggesting a scheme of weekly examinations, monthly examinations and annual examinations, and at the end final examination. This kind of plethora of examinations may make the students more disciplined. I do not know; but I am sure that it is something which may also drive them mad, because I think too much of examinations is bad from any point of view. The modern educational theory or the trend of the movement is towards making the examinations fewer than before; it is not towards making the examinations larger in number than before. Therefore I would say that his proposition is bad in theory, worse in practice and, I should say, worst so far as the results are concerned.

But I would agree with him in one thing, and that is this that the examination system, which we inherited from the British, has to undergo some kind of change—of course, not the kind of change which he has suggested. One of his fine ideas was that the tutorial system in India is not good—why?—because we have copied from the West, and the students and teachers in the West are more hardworking than the students and teachers in the East.

Shri C. K. Bhattacharyya: They are more conscientious, that is what he said.

Shri D. C. Sharma: Yes, that they are more conscientious. I do not subscribe to his opinion at all. I

do not think any one has had the temerity to make a statement like that. There are good teachers in India, as there are elsewhere. There are good students here, as everywhere. One swallow does not make a summer, and therefore we are not justified in saying that our students are this and that.

But I would agree with him in this respect that the examination system does need some kind of overhauling. Of course, he has linked up the examination system with the defects of the educational system. That also may be there. But the reform of the educational system should come first and the reform of the examination system should come afterwards. We are trying to reform the education system, and I do not want to go into those details. We are having a new system of elementary education, basic education. We are having higher secondary education, multipurpose schools, three-year degree course. We are trying to give a new look to our educational system. We are doing it as well as anybody else.

But I would say that the examination system should also be reformed, and I would submit respectfully that every attempt is being made to reform the examination system along rational, scientific lines and along lines which would subserve the needs of education, the needs of teachers, the needs of students and also the needs of society. Examinations do not have only an educational context; they also have a social and sociological context. And I believe we are trying to improve our system like that.

For instance, I belong to a University to which, Sir, you also belong and I think you will not mind if I give an instance from my own University, the Punjab University. We are now introducing the Higher Secondary School system there. And to make that system a success, we are introducing what is called the internal assessment system. According to that this is what will happen:—suppose a paper carries 150 marks. Out of that 120 marks will be reserv-

ed for the examination, and about 25 to 30 marks will be reserved for what is called the internal assessment. This is to say, those marks will be awarded to the students on the results of the work that they do in the class or on their results at the terminal examination. If the result of the terminal examinations are on the side of generosity and the results of the University examinations are on the side, I should say, of too much strictness, some kind of balance will be struck, so that the student does not suffer from the over-generosity of the teacher or the over-strictness of the external examiner. That is what will happen. Therefore, we are now trying to make the University examination consequent upon and dependent upon the internal examination system also. So it is going to be a composite approach now; it is not going to be a single-point approach as it used to be before. Of course, as my friend said, formerly the students worked only for two or three months. But according to the new system, if it is going to come into vogue, the students will have to work hard and work all along the line.

At the same time, the system of questions is also going to be improved. In Baroda University, for instance, they have got a system of written papers. Some people say that the written paper is a dreadful thing which is responsible for all the ills of mankind and students I do not think so. It is not a necessary evil, as some educationists say. I say it is a necessary good, it is an indispensable good. It has to be there as long as examinations are there. And examinations should be there as long as human beings are there.

I say that the written paper is also going to change its character, and it is going to be like this. For instance, it will be divided into three parts. There will be the first part containing questions for which essays will have to be written. But there will also be questions to which answers can be given in one single sentence

(Shri D. C. Sharma)

That will train the students in precision of thought and relevancy of expression and all that kind of thing. And then there will be questions to which answers can be given in short paragraphs. So the examination system is undergoing a change in our country, all over the country very slowly and gradually. I believe that that will be welcome not only to the students but also to the teachers and to the parents in general.

But I would say that it is not the examination system that is responsible for the indiscipline of students. If there is some kind of indiscipline—and it is not so much as has been mentioned by the hon. the Mover; he has exaggerated the whole thing—but if our students do not behave according to the rules approved and laid down by the teachers, I would say that the students learn from us, they behave as we do. Therefore, while we blame the students for their indiscipline, we should also blame ourselves, because, after all, we do not always set a good example for the students, whether we are teachers or citizens. What do you think of teachers who go on strike? What do you think of other people who hold demonstrations? What do you think of those people who do all these kinds of things? If we do these things, and do them without losing our face, I do not see any reason why the students should be blamed for doing this thing.

Therefore, while I appreciate the spirit behind the resolution of the Mover, I would say that the arguments that he has given are fallacious and that the new-set-up that he has suggested is entirely out of keeping with our needs and with our social concept.

Shri V. P. Nayar: Mr. Deputy-Speaker, as I heard my venerable friend Shri D. C. Sharma saying that he was the most competent to speak on examinations, I was compelled to

remember a quotation which I just now read in the Library about examinations themselves. I cannot afford to reproduce it in its entire text. It said that examination was meant a real difficulty even to those who were thoroughly prepared because the greatest fools could answer questions which even the wisest cannot answer. I am happy that this Resolution has been brought: not that I agree with the content of it, nor that I agree with the arguments of the Mover.

As I heard the Mover speak, I was wondering whether it was not on account of some possible frustration which he had some years ago that he has taken the opportunity to bring forward a Resolution of this kind. I read from his interesting biographical sketch that till 1952 he was a lecturer and probably finding that the profession was in vain for him, he has chosen agriculture.

Mr. Deputy-Speaker: I do not know why the hon. Member should go into that. What he has said today might be taken up for discussion. What is that due to, why he has brought this Resolution . . .

Shri V. P. Nayar: I was only . . .

Mr. Deputy-Speaker: No, no. It is not fair.

Shri V. P. Nayar: My provocation to participate in this debate was some sentences which I learnt when we were finding out some excuses to boycott examinations during our student days. When there was any question and when we were not quite prepared to take an examination, we found out excuses. There is a common saying—it is common in the south—that an examination is a botheration to the nation whose occupation is cultivation.

I feel that the system of examination, the mode of conduct of the examinations and the way in which a student is examined are, to some extent, out of keeping with the demand to train

our youth to be citizens of future India. We remember, in our school days, how the particular system of examination had prevented some people, really brilliant, from taking their degrees. The combination of subjects has been such that it was not possible for a person who did not have sufficient skill in learning a foreign language, to take a degree. I remember an instance of one of my class fellows who was so very brilliant in science, especially botany, but who could never pass his English. We used to say that his attempts were from Caesar to Caesar. It did not mean season to season. They prescribe Shakespeare's plays. If you have Caesar as Shakespeare's drama for the B.A. this year, it again comes after some time. So, we used to say that he took the examinations from Caesar to Caesar.

An Hon. Member: After eight years.

Shri V. P. Nayar: After 10 years. Till now, he has not passed. He could not master the English language.

I remember, our English Professor, quite as learned as my venerable friend Shri D. C. Sharma who teaches English, I believe, read out some answers. One of the answers of a student who was brilliant in science was this. He was asked to comment on the characterisation of Iago. His first sentence was, Iago is the masterpiece of Shakespeare's villainy. Unfortunately he could not succeed.

I also remember another brilliant Chemistry student. We were having combined classes for English. He wrote that the combined efforts of Byron and Shelley have produced the autobiography of the dead Gibbon. Things like that have been there. I pointed out these instances because the system by which the student is examined does not enable the student to show his prowess in a particular subject, nor entitle him to get through the examination which alone is the stepping stone for further success in life.

I was going through the report of the University Grants Commission. I have figures to show how this neglect in re-shaping the examinations in our country has cost us dear. The Planning Commission says that 7 to 8 lakh students are there in the Universities today. Possibly, it may be one lakh more now. If you take the number of students in the schools in all educational institutions, I can reckon that it will not be anything less than 1.5 to 2 crores. Here is a system in which about 2 crores of students start their educational career and hardly 5 per cent. can pass their S.S.L.C. examination and come to the college. What happens to the rest of the people, who presumably have no qualification through examination? What are we doing to re-shape their destinies? Because, even for a bus conductor's job in the socialist pattern which we envisage today and about which all of us talk, graduation is sometimes essential. I do not know why an Upper division clerk should have secured 80 per cent. in a paper on Shakespeare and Milton. The qualification is there. I ask, what have the Government done.

I have some information; but I cannot possibly give that information because I happened to get this information while functioning as a Member of the Estimates Committee with particular reference to this. But, I heard some one saying that our students do not work, that they do not have the standard and all that. I can tell him that recently when we visited the Kharagpur University, when we talked to the Visiting Professors there, I was very glad and I was really heartened to hear the foreign professors say that from the point of view of intellect, from the point of view of understanding, the Indian student was not inferior either to a student in the U.S.A. or a student in the U.S.S.R. It is not the defect of the student at all; nor do I say that it is the defect of the teacher. Here, our main difficulty in the educational system is that we have grafted the

[Shri V. P. Nayar]

system of examination 40 or 50 years ago and that particular system has not been modified from time to time to suit the growing demand of our country. The University Grants Commission says that all the University Commissions from 1902 have been repeatedly pointing out that this system has become a misfit and in the context each Commission gave a recommendation that it requires some change. I want the Government to tell us what has been the result of all these recommendations.

As we all know, the University Grants Commission, under its most distinguished Chairmanship, has devoted one whole chapter to Examinations. If you read those pages, you will understand how the University Grants Commission as such, has viewed this particular system which is prevailing today. I am neither a professor nor a devoted student as my venerable friend Shri D. C. Sharma is—I have never been one. I cannot suggest alternatives. I can only say that it will be agreed by all sensible people that we have to find out an alternative for the present system of examinations which says that a boy who gets 35 per cent. will get all the advantages of life. But if by some mistake, he could not get over despite the hardest struggle put up by him, despite several hours every midnight which he has spent in preparation for the examination and secures only 34, he is not recommended for a degree or diploma or whatever it is and he has no avenues of life open to him.

Therefore, I submit that in this context, if the Government are serious in ushering in a socialist pattern of society, they should so mould our lakhs and millions of students in order to fit them in the future that will be ours. We must so re-shape the system so that they may live a prosperous life in the socialist pattern of society which we envisage. I would very earnestly request the hon. Minister to tell us how far the

recommendations of the University Grants Commission have been implemented and by what time he proposes to see that this system is geared to the necessities of the growing needs of our country in the field of science, in the field of technology and in all other fields.

श्री मंगी उमा मेहता (गीतापुर): जनाब डिप्टी स्पीकर साहब, ग्रान्टेबल मूवर ने स्क्रीम आफ एजुकेशन के बारे में रेजोल्यूशन रखा है और उस पर जो कुछ भी कहा है, वह इतने थोड़े समय में बहुत ही कम लोगों को स्क्रीम को समझा पाये हैं। और न इतने थोड़े समय में स्क्रीम को समझाना मुम्किन हो सकता है। उनकी खास धिक्कायत यह थी कि आजकल के विद्यार्थी ज्यादा मेहनत नहीं करते हैं, उनमें निजाम यानी डिडिप्लिन या कायदा नहीं रह गया है। इसके साथ ही साथ उन्होंने यह भी कहा है कि हमारे जो टीचर हैं या जो यूनिवर्सिटी के प्रोफेसर वगैरह हैं उनमें भी कोई निजाम या डिडिप्लिन नहीं है।

हमें पहली चीज जिस पर विचार करना चाहिये वह यह है कि आगिर यह क्या बात है? मगाज को क्या हो गया है? विद्यार्थियों को क्या हो गया है, क्या वजह है कि उनमें कायदों का, निजाम का या जिम्मेदारों का या पढ़ाई का अभाव देखा जाता है और इन सब में क्यों यह खलल पड़ गया है। आज आप अकमर मुनने हैं कि वे मारपीट में, डिसांडर में तथा इसी तरह की दूसरी बातों में लगे रहते हैं। इस सब का कारण क्या है? इसका कारण जब मैं दूङ्गी हूँ तो मुझे यह पता चलता है कि कालेजों और स्कूलों को हमें दोषी नहीं ठहराना चाहिये। असल बात यह है कि सारी समाज ही की ऐसी हालत इस वक्त है कि कोई घर ऐसा नहीं है, कोई होम ऐसा नहीं है, जहाँ पर कुछ भी

डिसिप्लिन रह गया हो। कहीं भी कुछ भी, डिसिप्लिन नहीं रह गया है। माँ बाप तक में डिसिप्लिन नहीं है। जब घर वालों में डिसिप्लिन का अभाव होता है तो हम बच्चों से कैसे उम्मीद कर सकते हैं कि वे डिसिप्लिन का पालन करें, वह कहां की अकलमंदी है, यह समझ में नहीं आता है। जिस तरफ आज दुनिया चल रही है, उसका देखने के बाद मेरी यह राय है कि पहले ती घरों में डिसिप्लिन होना चाहिये और घरों की जो मूरत बनी हुई है—न वे इधर के हैं और न उधर के—उसको हमें ठीक करना चाहिये।

दूसरी बात यह है कि बच्चों में जो डिसिप्लिन है वह शुरू से ही आता है, घर से ही बच्चा डिसिप्लिन सीखता है, स्कूल में तथा कालेज में टीचर या प्रोफेसर से दुनिया भर में कहीं भी कोई बच्चा या लड़का डिसिप्लिन नहीं सीखता है और न वहां डिसिप्लिन सिखाया जाता है। बच्चे आते हैं और मैकनिकली काम करते हैं, पढ़ते हैं, खेलते हैं और चले जाते हैं। घर में ही कायदा और कानून होना चाहिये। बच्चे माँ की गोद में ही डिसिप्लिन सीखते हैं, टीचर से डिसिप्लिन नहीं सीखते हैं। इस वास्ते हम तरफ हमें खास तौर से ध्यान देने की जरूरत है।

दूसरी बात यह है कि आप चाहे प्रोफेसर्स को रखें, चाहे टीचर्स को रखें, लेकिन शुरू शुरू में जब बच्चा प्राइमरी सेक्शन में जाता है, स्कूल में दाखिल होता है, उस वक्त मेरी राय में उसको पढ़ाये जाने के लिए औरतों को रखा जाना चाहिये मर्दों को नहीं। जब तक औरत बच्चे को हंडल नहीं करेगी, वह डिसिप्लिन नहीं सीख पायेगा। पुरुषों से वह कभी भी डिसिप्लिन नहीं सीख सकता है और न पुरुष उसको डिसिप्लिन सिखा ही सकते

हैं, यह मेरी कतई राय है। वह चाहे मानटेसरी में जाये चाहे बैसिक में जो आप इंट्रोड्यूस कर रहे हैं, बैसिक सिस्टम उसके बारे में हमारे शिक्षा मंत्रालयों को यह खयाल करना है कि क्या यह अचूका नहीं होगा कि उस स्टेज पर उसको शिक्षा देने के लिए हम स्त्रियों को, औरतों को, नियुक्त करें? चौदह पंद्रह बरस तक बच्चे को औरतों की देखरेख में ही तालीम पानी चाहिये। जब यहां पर वह औरतों के पास पड़ चुकता है तो उसमें डिसिप्लिन आ जाता है और आगे चल कर निजाम और कायदों का वह पालन करता है। जो मैंने घरों में डिसिप्लिन की बात कही है, वह मैंने अपने अनुभव के आधार पर कही है। आज दिन भी जब कि मेरी इतनी उम्र हो गई है मैं वक्त में उठती हूँ, दिन भर काम करती हूँ, वक्त पर काम करती हूँ। यह जो डिसिप्लिन है वह मैंने स्कूल और कालेज में नहीं सीखा है, यह मुझे घर में ही सिखाया गया है। इस वास्ते पहले तो बच्चों को घर में ही डिसिप्लिन सिखाया जाना चाहिये और उसके बाद जो हम बैसिक एजुकेशन की स्कीम चला रहे हैं, उसमें हमको ज्यादातर स्त्रियों को रखना चाहिये, पुरुषों को नहीं। जब बच्चा चौदह या पंद्रह वर्ष का हो जाए तो फिर वह पुरुषों के हाथ में जाय, तब कोई हरज की बात नहीं है।

इसमें कोई शक की बात नहीं है कि जो एजुकेशनल सिस्टम आज हमारे सामने है इसको बिस्कुल स्ट्राइक आउट कर दिया जाना चाहिये इसको बदलना चाहिये। यह जो सिस्टम चला आ रहा है यह अर्थों के वक्त से चला आ रहा है और इसको उन्होंने इस वास्ते चलाया था कि उनको क्लार्कों की जरूरत थी मुलाजिमों की जरूरत थी। लेकिन आज जो एजुकेशन हम देना चाहते हैं वह सिर्फ इस वास्ते

[श्रीमती: उमा नेहरू]

नहीं देना चाहते कि उनको जाइस मिलें बल्कि इसलिए भी देना चाहते हैं कि आने वाली सोशललिस्टिक पैटर्न आफ सोसाइटी में उनके जो दिल व दिमाग हैं वे विशाल बनें। उनके दिल और दिमाग विशाल बनाने के लिए हमको उन्हें जो एजुकेशन देनी है उसकी तरफ हमारा ध्यान जाना चाहिये। इस वास्ते इस सिस्टम को हमें बदलना होगा। गवर्नमेंट इस सिस्टम को बदल भी रही है। इसके लिए आपको बहुत सी बातें करनी होंगी।

हमको चाइल्ड साइकौलोजी को भी समझने की कोशिश करनी होगी। चाइल्ड साइकौलोजी को औरतें ही ज्यादा समझ सकती हैं पुरुष नहीं समझ सकते हैं। इस वास्ते ट्रेड टीचर्स चाइल्ड साइकौलोजी के होने चाहियें। जब ये सब बातें हो जायेंगी जब सिस्टम बदल जाएगा जब औरतें ज्यादा पढ़ाने के लिए हो जायेंगी तो मुझे पूरा यकीन है कि जो आज शकल है वह बिल्कुल बदल जाएगी और वह दूसरी ही हो जाएगी।

अब सिनेमाज के जो बुरे असर पड़ते हैं उनका जिकर मैं करना चाहती हूँ। बच्चों के लिए मैं चाहती हूँ चिल्डरंस फिल्मस आपको बनवानी चाहियें और बच्चों को दिखलानी चाहियें। बच्चों को ऐसी चीजें दिखलाई जानी चाहियें जिससे उनकी हैल्थ बने जिससे वे अच्छी बातों की तरफ झुकें बुरी की तरफ नहीं। यूनिवर्सिटी स्टुडेंट्स के लिए भी मैं यही बात कहती हूँ। उनको भी इस तरह की फिल्में बना कर दिखाई जानी चाहियें। आजकल जो फिल्में बनती हैं और जिनको वे देखते हैं देखने के बाद वे उनकी उसी तरह से नकल करते हैं एंग्लो इंडियन गल्स को लेकर घूमते हैं और वैसी ही बातें करते हैं जिस तरह की फिल्मों में दिखाई

जाती हैं। यह जरूरी है कि ऐसी फिल्में आवें कि जिससे हमारे जो भारतीय बच्चे हैं उनके दिल और दिमाग पक्के और मजबूत हों और ठीक रास्ते पर वे चलें।

इसलिए मुझे इतना ही कहना है कि पहले घरों को सुधारना है जिसका मैं पहले जिक्र कर चुकी हूँ उस पर ध्यान दिया जाना चाहिये। आप कितनी भी स्कीमें बनायें आप मंथली एग्जैमिनेशन जितने भी लें फोर्टनाइटली एग्जैमिनेशन जितने भी रखें इनसे कुछ नहीं होगा तब तक जब तक कि घरों में ही बच्चे को डिसिप्लिन नहीं सिखाया जाएगा जब तक घर पर ही बच्चे को शिक्षा नहीं दी जायेगी और उसके बाद बेसिक एजुकेशन या मानटेसररी एजुकेशन देने के लिए आप औरतों को नहीं रखेंगे और उनके हाथ में इस काम को नहीं सौंपेंगे। चौदह पंद्रह वर्ष तक औरतों के हाथों से शिक्षा पाकर जब बच्चे आगे जायेंगे और उसके बाद पढ़कर निकलेंगे तो आप बिल्कुल ही बदला हुआ नक्शा पायेंगे। मैं समझती हूँ इस तरह काफी जो समस्यायें हैं वे हल हो जायेंगी। आज आप जो यह राउंडीज्म देखते हैं और यह देखते हैं कि बच्चे टीचर के साथ मिल कर मारपीट करते हैं और जिसको देख कर दुख होता है तकलीफ होती है यह सब समाप्त हो जाएगा। अगर आप निजाम व डिसिप्लिन देश में देखना चाहते हैं तब आपका फर्ज यह है कि इस एजुकेशन को आप मिटा दें, दूसरा सिस्टम रायज करें और औरतों को नौकरियां दें ताकि लड़कों और लड़कियों को १४-१५ बरस तक औरतों के हाथ से शिक्षा मिले जो एक माता के समान उनके साथ बर्ताव करेंगी और वही इनको अच्छी तरह से हाथ में रख भी सकती हैं।

उपाध्यक्ष महोदय : श्रीरतों ने जाय-
दाद भी ले ली और बच्चे और नौकरियां भी
ले जायें ।

Shri Khadilkar (Ahmednagar):
Many a time a good case is spoiled
by bad advocacy, and we have an
instance in point here. If we look at
the resolution, broadly speaking the
object of the resolution is quite good,
but looking at the way it was advocat-
ed, I think probably the hon. Member
has not thought about the problem in
its broad perspectives.

Why is examination at all neces-
sary? Let us consider it. Let us try
to understand why examination is
introduced in the educational system.
To my mind it serves one good pur-
pose. It is meant essentially as a sort
of discipline for the intellect, for
the mind, but if this purpose of
discipline is carried further, it would
ultimately result in cramming the
mind. Then certainly something is
wrong somewhere, and a re-examin-
ation of the whole method of examin-
ation is absolutely called for.

As the hon. lady Member rightly
pointed out, really education begins at
home. Today the conditions at home
are in a state of flux, because after
the Second World War the whole
social fabric has been more or less
shattered. We do not really know
what is firm, what is going to last,
what is going to remain and what is
going to disappear. In such a context,
on the one side when we look at the
family life we find that there is hard
economisc struggle; on the other
side, we find that there is a certain
amount of social conflict all round in
the changing phenomena. In such a
situation, the home that used to
provide a certain amount of back-
ground of initial discipline and
initiation into education has been dis-
turbed. Let us understand it perfect-
ly clearly.

Then, we come to the examinations,
one after another as the hon. lady

Member has rightly pointed out. The
whole educational system as it was
envisaged by Lord Macaulay and
others was meant to serve a particular
purpose. After freedom we expected
naturally that the rulers of this coun-
try, our own people, and the repre-
sentatives of our people would take
it into their heads to reform this sys-
tem. But, unfortunately, as they
were brought up in the old atmos-
phere, they thought of piece-meal
changes only, sometimes experiment-
ing with the curriculum, thinking
that boys are raw materials; and they
said, let us introduce basic education
today and give them some *taklis* and
charkhas; I agree that basic education
is very good, but nobody is really
grasping it, and, therefore, it has been
applied very mechanically in regions
where there is no cotton. If you in-
troduce *taklis* and *charkhas* in such
places, they have no meaning for the
student. But such things have been
done, and no proper approach has been
made, and still everything is in a
mess. Let us try to understand the
problem in this context. And I would
like the Education Ministry to take
it up in right earnest, because, if I
may say so without any disrespect to
any hon. Member that we also need
some education here. When we need
an education to develop a new outlook
and we are not conscious of it, natu-
rally, we cannot guide the younger
generation to take up the new tasks.

16.43 hrs.

[SHRI BARMAN *in the Chair*]

What do we find when we go to the
colleges and schools? The examina-
tion becomes a sort of burden, a dead-
weight on the body of the student as
it approaches nearer. Instead of try-
ing to understand and recapitulate
what he has learnt during the course
of the year the boy is worried as to
how he is going to fare at the exami-
nation, because getting through or not
getting through means something very
valuable in his life, because if he does
not get through he becomes a burden
on his parents, but if he gets through,

[Shri Khadilkar]

a new opening is there for him. I would suggest that this obsession must be removed, and the boy must enter the examination hall in a free atmosphere; he must not feel that his fate will be decided by whatever he has crammed or whatever his teacher has taught him. As it is, if he puts on paper whatever has been taught to him by his teacher, then his fate is all right, but if he makes a small mistake, he is finished for life, and failure is stamped on his head. This system is absolutely bad; from the psychological point of view, it is bad; from the sociological point of view, it is bad, and from the point of view of reconstruction which is our ideal, it is absolutely worse. Therefore, I would suggest to the Ministry to examine the problem in this context and see what is necessary.

People talk of indiscipline. Indiscipline is there. I do realise it must be removed. But have we done anything to guide the students who are coming as my hon. friend has pointed out, in large numbers from the rural surroundings? In an adolescent age they come to the cities, and in that particular period, there is nobody to guide them. They go to the cinema shows; they go to the restaurants and so on, because they had not seen this urban life before. The other day, I suggested to my friends in the Poona University 'Why not have a students' guidance centre at this place?', but they said that they had no provision. If there is provision for this at a university centre or an education centre, if there is such a guidance centre where some good citizens and teachers may go and try to understand the difficulties of the students and guide them properly in their day-to-day life, then that would be a good thing. But there is no such thing.

The professor who moved the resolution and who wanted to reform the examination system seems to have been so much obsessed with examination that all that he said was examina-

tion, examination and examination only. I do not know from where he got this idea; this ghost of examination is perhaps haunting him still, and that is why it has been neglected in his speech.

I would like to make one other suggestion. My hon. friend Shri V. P. Nayar suggested that certain literary subjects are unnecessary. But in my opinion, if we are going to build up a society where values have some meaning, liberal values and socialist values, then humanities should not be altogether neglected. Nowadays, there is a tendency to give education just for a particular job, but by giving this type of education making a person fit for a particular job, if we neglect the other side of life, the social aspect or the humanistic aspect, we shall make life more mechanical and meaningless in the final analysis. Even in the Soviet Union, recently when the bifurcation took place, a report was submitted, in which they had laid more emphasis on this; they want to build up a highly technical society, but at the same time, if you read their curriculum, you will find that more than half the subjects are such as to develop the students' outlook on life as a man, so that he will be more fitted to live his life and be affected by the surroundings in such a way that he will be a useful citizen, a better citizen, with a certain set of values which he would consider as dear. This must be clearly understood.

I would like to say a word regarding medical education. Now, we have different aspects of medical education, such as the social hygiene aspect, the rural health aspect and so on. I learn, and I have also read about it, that in China after two years of preliminary medical teaching, the would-be-doctor student is sent to the villages; he goes round about the countryside and sees the country and understands what their needs are and then comes back after a year and pursues his studies further. I wish that such a system

were introduced in our country also. Our doctors today always like to remain only in the urban society and cater to the very rich clientele, and the richer the clientele, the more their reputation and their business. This is the position. It has become the most commercialised profession. This kind of urban approach should change, and the service approach, the approach of rendering medical aid to the people in their own surroundings should develop. If such a change is brought about, it will have a long-term effect.

I understand that in some places, even now, after taking the medical degree, the degree-holder is supposed to serve for six months in a village. But I feel that this is also a mechanical approach. During the course of his education, he must be taught in such a way that he will fit into the society, and serve a useful purpose and a social purpose.

Shri Siva Raj (Chingleput—Reservé—Scheduled Castes): No moral purpose?

Shri Khadilkar: In conclusion, I would like to say this, that, looking to the objective, let us try to build up a new generation, a generation that will not be frustrated, a generation, which, to be very frank, will not be like us, without anything. Formerly, we had the highest regard for our teachers. Even now, I have the highest regard for my teachers. But today, in the present generation, I find that the teacher-student relationship has completely altered. It should not alter in that fashion. The student must be taught properly. If he has regard for his teacher, that has some deeper meaning in his life ultimately.

So if such an approach is made, the new product that would come out of the Universities will not only be not a misfit in our present day atmosphere but will be a good citizen in the new set-up. As they say, if they have real faith in the socialist ideal, he will be a real citizen of a socialist society of

their dream and will discharge his duty in a most effective and most responsible manner.

Therefore, I would urge that the Education Ministry should look into this problem and instead of attaching greater importance to the final examination, they should consider how to alter it, how to remove that burden from his mind and allow him to flower. Let that young mind flower and let his intellect and mind be properly disciplined by our new scheme.

श्री विश्वनाथ मिश्र : सभापति महोदय, शिक्षा के बारे में जो अभी मैंने एक सुझाव पेश किया है और जिसके कि बारे में हमारे सोशलिस्ट भाइयों ने कहा है वह संशोधन मैंने हिन्दी में लिखा है और चूँकि उसका जो अंग्रेजी अनुबाद हुआ है वह ठीक नहीं हुआ है और उसमें कुछ गड़बड़ हो गई है इसलिए मैं अपने संशोधन को यहां हाउस में पढ़े देता हूँ :

“इस सभा की यह राय है कि सरकार किन-किन विषयों की शिक्षा किन-किन विधियों से दी जाय और इनके द्वारा शिक्षा प्राप्त किये हुए विद्यार्थियों की योग्यता की जांच कौन सी विधि से की जाय, इस हेतु एक उपसमिति का गठन करे जो संसार के विभिन्न देशों की परीक्षा प्रणालियों की देखभाल और पूर्ण जांच के बाद अपनी सिफारिश करे कि यहां क्या हो।”

भाज असल बात यह है कि लोगों ने शिक्षा किस लिए प्राप्त की जाती है उसके असली ध्येय को भुला दिया है और भाजकल लोग शिक्षा सिर्फ इम्तिहान पास करने, डिग्री हासिल करने और नौकरी करने के उद्देश्य से ही हासिल करते हैं। पहले हमारे देश में जो शिक्षा दी जाती थी और जो लोग गुब्बनों, छात्रायों और उस्तादों

[श्री विश्रुति मिश्र]

के चरणों में बैठ कर शिक्षा प्राप्त करते में वे ज्ञानोपार्जन के लिए पढ़ते थे। यही कारण है कि पुराने जमाने में शिक्षा का स्तर बहुत ऊंचा था और मीलवी, पंडित और आचार्य लोग मन से शिष्यों को पढ़ाते थे और उनका ज्ञान बढ़ाते थे। गुरु के, चरणों में बैठ कर वह विद्याध्ययन करते थे। और जब गुरु यह देख लेते थे कि अब उनके शिष्यों में जरूरी योग्यता आगई है तो वह उनको छुट्टी दे देते थे और कह देते थे कि अब तुम जा सकते हो। उस शिक्षा प्रणाली में और आज की प्रणाली में, बड़ा अन्तर है। मुझे यह खंड के साथ कहना पड़ता है कि शिक्षा पद्धति पर हमारी सरकार ने अभी तक कोई एक निश्चित धारणा नहीं बनाई है और कोई एक निश्चित नीति निर्धारित नहीं की है। डा० राधाकृष्णन् की अध्यक्षता में इस शिक्षा प्रणाली के सम्बन्ध में विचार करने के हेतु सरकार ने एक कमेटी बिठाई थी और सन् १९०४ से ही हमारे देश में इस सम्बन्ध में विचार चल रहा है और चर्चा होती रही है कि किस तरह से परीक्षाएं ली जायें और किस तरीके से शिक्षा दी जाये लेकिन अभी तक कोई इस सम्बन्ध में एक निश्चित प्रणाली तय नहीं हो पाई है।

सन् १९४८ की उस कमेटी की रिपोर्ट है और अब उसको दस वर्ष हो गये हैं। इसलिए इन दस वर्षों में दुनिया के किन किन देशों में शिक्षा प्रणाली में क्या क्या तब्दीलियां हुई हैं उन सबके बारे में अच्छी तरह जांच करवा करके सरकार इस सम्बन्ध में कोई नीति निर्धारित करे और यहां की शिक्षा प्रणाली और विधि में परिवर्तन करे।

सभापति महोदय, आजकल तो विद्यार्थियों का ध्यान किसी तरह से नोटस, गैस पेपर्स वगैरह रट कर

इम्तिहान पास करने की ओर रहता है और हम आये दिन देखते हैं कि अगर उनके इम्तिहान में उन गैस पेपर्स में से प्रश्न आ जाते हैं तो वे उनको उगल देते हैं वरना अगर कोई उनके बाहर का प्रश्न आ जाता है तो वे मुंह बा देते हैं और उस हालत में फेल हो जाते हैं। आज विद्यार्थियों के सामने मुख्य समस्या यही रहती है कि जैसे भी हो रट कर, नकल करके या अन्य तरीके से इम्तिहान पास कर लें और कहीं नौकर हो जाय और यही कारण है कि शिक्षा के द्वारा जो उनमें ज्ञान की अभिवृद्धि होनी चाहिए वह नहीं हो पाती है। शिक्षा का वास्तविक उद्देश्य तो विद्यार्थी के ज्ञान में अभिवृद्धि करना और उसके गुणों का विकास करना होना चाहिए। हमारे श्री विनोबा जी कहते हैं कि शिक्षा की पद्धति जो चलाई जाय वह गैर सरकारी लोगों के हाथों से देकर चलाई जाय, यह सरकार के हाथ में नहीं रहनी चाहिए।

चूंकि शिक्षा की प्रणाली और विधि आज ठीक नहीं है इसलिए हम देखते हैं कि हालांकि संस्कृत के आपके यहां इतने सारे विद्यालय हैं लेकिन ताहम हमारे मिथिला प्रदेश में हालांकि वहां जो संस्कृत के जानने वाले हैं उन्होंने बाकायदा किसी भी विश्वविद्यालय में शिक्षा नहीं पाई है, अपने घर पर ही संस्कृत की शिक्षा पाई है तो भी उनकी विद्वत्ता उन विश्वविद्यालयों के विद्यार्थियों से ज्यादा है। किसी भी युनिवर्सिटी के पंडित से हमारे मिथिला के पंडितों की विद्वत्ता ज्यादा है।

अब जहां तक मौजूदा परीक्षा की प्रणाली का सम्बन्ध है वह दोषपूर्ण तो अवश्य है लेकिन यह तो ही नहीं सकता कि हम बिस्कुल परीक्षा को हटा दें किसी न किसी तरह की परीक्षा प्रणाली तो हमें

रखनी ही होगी। पहले जमाने में भी जब लोग आचार्यों के पास जाकर शिक्षा ग्रहण करते थे तब भी आचार्य लोग इस तरह का सर्टिफिकेट देते ही थे कि धमुक धमुक शिष्य में बहुरी योग्यता आ गई है और यह सर्टिफिकेट आखिर वह किसी आधार पर ही तो देते थे और अपने शिष्यों की योग्यता की जांच करने के बाद ही वह ऐसा सर्टिफिकेट देते थे। अब उस योग्यता की जांच करने के लिए हमें कोई न कोई परीक्षा प्रणाली तो रखनी ही होगी। इस सम्बन्ध में डा० राधाकृष्णन् कमेटी ने भी लिखा है कि हम ऐसा बिलकुल नहीं कह सकते कि शिक्षा में से परीक्षाएं बिलकुल हटा दी जायें। आजकल की मौजूदा परीक्षा प्रणाली के खिलाफ भी उसने लिखा है। इसके अतिरिक्त उस कमेटी ने यह भी सिफारिश की है कि युनिवर्सिटीज को चाहिये कि वे इस सम्बन्ध में अपनी कोई एक निश्चित धारणा और राय कायम करें। उसने यह भी लिखा है कि यहां से कुछ शिक्षक अमरीका की शिक्षा प्रणाली के अन्तर्गत ट्रेनिंग प्राप्त करें और उसके बाद यहां उस रीति में पढ़ायें। असल बात यह है कि हमारे देश में शिक्षकों की कमी है, शिक्षकों से मेरा मतलब सही और आदर्श शिक्षकों से है। मैं आपको बताऊं कि श्री बीरबल सिंह और श्री राम शरण जो कि मेरे आचार्य रह चुके हैं उनके प्रति मेरे मन में आज भी श्रद्धा और भक्ति का भाव है। लेकिन आज हम लोग क्या देखते हैं। आज विद्यार्थियों के मन में अपने शिक्षकों के प्रति इस तरह का कोई श्रद्धा का भाव या आदर भाव नहीं होता और आज तो प्रोफेसरों और कालिज के विद्यार्थी दोनों साथ २ बैठ कर सिगरेट पीते हैं, एक जगह बैठकर काफी पीते हैं और आपस से ताश खेलते हैं। आज इस तरह का विद्यार्थियों और प्रोफेसरों में सम्बन्ध रहने से बहुत सराब परिणाम निकल रहा है। आज विद्यार्थी समझता है

कि प्रोफेसर अगर उसे पढ़ा रहा है तो कोई विशेष बात नहीं है क्योंकि वह उसको उसका पारिश्रमिक दे देता है और उसके साथ ही आज शिक्षकों में भी अपने विद्यार्थियों को पढ़ाने की वह लगन नहीं है जो कि पहले हुआ करती थी। आज विद्यार्थियों के दिलों में अपने शिक्षकों के प्रति इस तरह की भावना रहने से आप समझ सकते हैं कि उनके मन में अपने गुरुओं के लिए कैसे श्रद्धा का या आदर भाव हो सकता है क्योंकि वे तो ऐसा समझते हैं कि हम उनको पैसा देते हैं और वे हमें उसके बदले में पढ़ाते हैं। डा० राधाकृष्णन् कमेटी ने भी अपनी रिपोर्ट में लिखा है कि हिन्दुस्तान में सरस्वती की पूजा होती थी, मुसलमानों के मबरसों में पूजा होती थी लेकिन आज वह सब खत्म हो गयी है। मैं चाहता हूँ कि सबसे पहले शिक्षा की क्या विधि हो और शिक्षा किस लिए हम देते हैं इसके बारे में हमारी सरकार निश्चय करे और परीक्षाओं के लिए भी उसे कोई न कोई तरीका रखना ही पड़ेगा। एक तरीका तो उन्होंने वह बतलाया है जो कि बड़ीदा युनिवर्सिटी में चलता है जिसके कि अनुसार विद्यार्थियों की बराबर परीक्षा होती रहती है, बराबर जांच पड़ताल होती रहती है और जांच पड़ताल होने के बाद जैसे वह नम्बर पाता है उसके हिसाब से उसे पास अथवा फेल किया जाता है। यह भी एक तरीका है। इसके अतिरिक्त विद्यार्थियों से लेख लिखवा कर परीक्षा लेने का भी एक तरीका है और इसके आधार पर उनको पास अथवा फेल किया जाता है। शिक्षक और विद्यार्थी में इस तरह का सम्बन्ध स्थापित होने की आवश्यकता है जिसमें विद्यार्थी अपने गुरु के प्रति श्रद्धा भाव रखता हुआ मन लगा कर अध्ययन करे और गुरु मन लगा कर उसको पूरा ज्ञान प्राप्त कराने की चेष्टा करे। इसके अतिरिक्त यह भी देखना चाहिए कि किस विद्यार्थी की किस विषय में दिलचस्पी है कौन विद्यार्थी किस विषय में पारंगत होना

[श्री विनूति मिश्र]

चाहता है और यह बीज शिक्षक बतला सकता है और सरकार को उसके अनुसार उस विषय में उसको विशेष योग्यता दिलाने की व्यवस्था करनी चाहिए। हमारे विनोबा जी कहते हैं कि शिक्षा का कार्य गैर-सरकारी लोगों के हाथों में दिया जाये और सरकार चाहती है कि नहीं यह कार्य हमारे हाथ में रहे। सरकार को इस बात पर गम्भीरता से सोचना चाहिए कि घोष साहब ने शिक्षा के सम्बन्ध में क्या कहा है। घोष साहब ने कहा है कि १०० विद्यार्थी अगर सक्केडरो में जाते हैं तो ५० कॉलेज में जाते हैं और वहाँ से निकलने के बाद करीब १० परसट पास होते हैं। ६० फीसदी विद्यार्थी हमारा देश के अन्दर बेकार हो जाते हैं। उनके अन्दर ज्ञान नहीं पैदा हो पाता है और उनके अन्दर ह्युमन बल्यूज का विकास नहीं हो पाता है। इसलिए आज जो हमारी शिक्षा पद्धति है उसमें सरकार सुधार करे और उसके लिए मैं कहूंगा कि हमारे श्रीमाली जी दुनिया के और देशों की शिक्षा प्रणालियों की जांच कराये और जांच करवाने के बाद देखें कि कौन सी शिक्षा प्रणाली हमारे लिए उत्तम और उपयुक्त है और वही शिक्षा प्रणाली इस देश के लिए अपनाई जाय। परीक्षा को हम बिलकुल हटा नहीं सकते हैं अलबत्ता उसमें कुछ परिवर्तन कर सकते हैं। इम्तिहान किसी न किसी रूप में हमें अपने वहाँ रखना होगा। मैं इसको मानता हूँ कि आज के इम्तिहानों का तरीका दोषपूर्ण है लेकिन इसका यह मतलब नहीं है कि इम्तिहान बिलकुल हटा दिये जायें। हमारे बिहार से पहले मिडिल स्कूलों के इम्तिहान होते थे और प्रश्न आते थे और लड़कों के इम्तिहानों की कापियों की जांच होती थी और उनको उनके पत्रों के हिसाब से फेल पास किया जाता था और मिडिल स्कूल के अध्यापकों को इसका अधिकार प्राप्त था। अब वह अधिकार हैडमास्टर्स को दिया गया है और बहुत तरह का दबाव और प्रभाव पड़ने

इम्तिहान के सिस्टम में खराबी है। लेकिन जो खराबी है उसको देखिये और जो मिडिल स्कूल के हैडमास्टर्स को अधिकार दे दिया गया है और जिस तरह से वे पास करते हैं उसको भी देखिये। वे इस तरह से पास करते हैं कि पास और नापास बराबर है। इसलिए मैं चाहता हूँ कि सब से पहले आप टाचर्स को दुस्त कीजिये। उनके तनक्वाह भाविक के बहुत से सवाल हैं। टीचर को यह सोचना चाहिए कि वह अपने शिष्य को ज्ञान प्रदान करता है। वह यह सोचे कि मेरे अन्दर जितना ज्ञान है वह मुझे विद्यार्थी को प्रदान करना चाहिए। तो आप शिक्षक को दुस्त कीजिये। और यह सुधार तभी हो सकता है जब कि ऊपर से नीचे तक सुधार हो। सबसे पहले जो मिनिस्टर हैं उनका जीवन बँसा होना चाहिए, फिर चांसलर का, वाइस चांसलर का, प्रिंसिपल का, प्रोफेसर का, हैडमास्टर का जीवन अनुकूल होना चाहिए तब शिक्षक पर भी उनके आचरण का प्रभाव पड़ेगा और उसके आचरण में सुधार होगा।

17.00 hrs.

एक और बात है। हमारी श्रीमती उमा जी ने कहा है कि बच्चों के मामले में मां बाप की भी जिम्मेदारी है क्योंकि उनके सम्पर्क में बच्चा ज्यादातर रहता है और उनके आचरण का उस पर प्रभाव पड़ता है। सलिए उनकी भी जवाबदेही है। यह बात भी ठीक है।

यह मैं मानता हूँ कि हो सकता है कि परीक्षा की पद्धति में कुछ खराबी हो, लेकिन मैं कहना चाहता हूँ कि अगर आज आप इम्तिहान को हटा देंगे तो जो आज आप खराबी देखते हैं उससे बहुत ज्यादा खराबी बढ़ जायेगी! सरकार को चाहिए कि इस विषय में पहले दूसरे देशों की पद्धति की जांच पड़ताल कराये और फिर यहाँ कदम उठावे। राधाकृष्णन

में बहुत बदल अभी है। हमारे प्रधानमंत्री जी तो कहते हैं कि जो कल था वह आज नहीं है। तो हमको अपनी परीक्षा की पद्धति को बदलते समय स बात का भी ध्यान रखना चाहिए कि आज की परिस्थिति में किस प्रकार की पद्धति उपयोगी होगी।

एक बात में और कहना चाहता कि आजकल बाजार में नोट्स हर किताब के बहुत बिकते हैं जिनको किक्स और कैम्स भी कहा जाता है। उनको ही विद्यार्थी रट लेते हैं और मूल पुस्तकों को नहीं पढ़ते। अगर जो प्रश्न उनमें दिया हुआ है वह आ गया तो पास हो गये नहीं अगर बाहर से आ गया तो फेल हो जाते हैं। इसलिए मेरा सुझाव है कि जिन दुकानों पर ये पुस्तकें बिकती हैं उन दुकानदारों को जेल कर दी जाये या वे पुस्तकें जप्त कर ली जायें। मेरे एक मित्र है उनका लड़का पिछले साल आई० एस० सी० की परीक्षा में फेल हो गया। नतीजा यह हुआ कि उसने इस साल बहुत पढ़ाई की। मैं समझता हूँ कि वह २४ घंटे में बीस घंटे पढ़ता होगा। उसका नतीजा यह हुआ कि इम्तिहान के समय उसकी आंख खराब हो गयी और अब उसको इम्तिहान देने में बहुत मुश्किल हो रही है। तो इस बात का जो खयाल रखना चाहिए कि परीक्षा प्रणाली ऐसी हो कि बच्चों को इस तरह का परिश्रम न करना पड़े।

कहा जाता है कि विद्यार्थियों की संख्या आजकल बहुत ज्यादा है। हमारे यहां बिहार में ही पिछले साल ३०,००० विद्यार्थी मैट्रिकुलेशन की परीक्षा में बैठे थे। कहा जाता है कि तीस हजार का इन्तिजाम करना कठिन है।

तो मैं यह कहना चाहता हूँ कि यदि सरकार इस परीक्षा पद्धति को हटा कर कोई दूसरी पद्धति रखना चाहती है उसको पहले

दूसरे देशों की परीक्षा पद्धतियों की जांच करने के लिये एक कमेटी बनानी चाहिए और उसके द्वारा पूरी तरह से जांच पड़ताल करवा कर तब कोई नई पद्धति लागू करनी चाहिए।

Shri Kaswara Iyer (Trivandrum):
Mr. Chairman, Sir, probably about tens of thousands of years ago people used to look at the moon and wonder what. With the advanced knowledge we possess of interplanetary travel and other things, we are now able to say that the moon is a rocky world.

Looking at this Resolution, I must confess to a certain amount of bewilderment with the argument that has been advanced in favour of this Resolution, because I thought the Mover of the Resolution was speaking against the examinations. But, listening to what he has been putting forward, I found it was not a case of poor advocacy as my hon. friend Shri Khadilkar would put that, but it was presenting no case at all. He was speaking exactly the opposite. In fact, the scheme he has presented is full of examinations. If we want to do away with examinations as my hon. friend would advocate—and he has suggested an alternative method of having monthly tests instead of examinations and testing the progress of students—certainly, we can agree with his intention so far as the Resolution is concerned. But, I cannot see eye to eye with the argument that he has put forward in support of his Resolution.

He has been giving a catalogue of indiscipline on the part of the students, rowdyism of the students in Annamalai Nagar or Bhopal or some other place. What connection has that with examinations? I fail to understand that. Of course, the Mover of the Resolution would say that it has got some direct connection with the examinations. Because the paper was stiff the students were prone to indulge in acts of rowdyism or violence. If the monthly tests are to be had and if other systems of assessing the progress have to be adopted, where is the

[Shri Easwara Iyer]

guarantee that the rowdies will not behave like rowdies? So, that is no argument to say that indiscipline is the result of examinations. Indiscipline is there because you have not got proper discipline.

The hon. Mover told us that he had some experience in teaching. I have also some experience of teaching, though a bit short. But I would say that if there is a sort of *quid pro quo* between the student and the teacher, there is absolutely no room for indiscipline or rowdyism. Even in the present day, if you make the class interesting and human, or your lectures interesting, there is no need for insisting even on attendance or that there should not be proxies in the class as we find more often than not, if you make your classes more interesting and if you make your lectures more informative—I am not saying that I have been making my lectures interesting—my general experience as a teacher is that the students do listen to you and do behave themselves and there has always been discipline among them. But if you do your job as a teacher for the mere pecuniary consideration that is flowing from the University or the Government as your monthly salary and you put forward the rather usual type of lectures which you have learnt some years ago and if you are only repeating that year after year, or if you are prone to giving notes and in taking the entire time of the class in dictation, what is there so far as the student is concerned? One student slips out, the other is sleeping and some others indulge in a little boozing. That, I submit before the House, is the cause of rowdyism. Rowdyism or indiscipline has nothing to do with the examination. It is an entirely different thing.

I am of the view that there should be no indiscipline so far as students are concerned. I would certainly agree with the hon. Mover of this Resolution if you want to scrap examinations altogether. I would also agree with him that there should be a

complete reorientation of our educational system. But, in the latter part of the Resolution he would say that there should be monthly tests and so on and so forth and burden the students with other examinations. I would certainly not agree with him on that. I would suggest that more anxious thoughts be bestowed upon this matter of the entire system that has been handed over to us from generation to generation. It should be examined by educational experts—not that we are posing ourselves to be educational experts—and the educational experts must sit in a committee or as a Commission, examine the entire system and find out what are the progressive measures that should be adopted and put our system on some solid basis in order that the socialistic pattern of society that we claim may progress.

I would only, once again, say that I am certainly in agreement with the spirit of the Resolution as moved. But the case that he has been putting forward has stifled the entire issue. I would respectfully say to this House that though the examinations should not be scrapped, any recommendation must be made after bestowing anxious consideration upon the matter.

श्री स० ल० बनर्जी (कानपुर): चेरमैन महोदय, इस प्रस्ताव के सम्बन्ध में इस सदन में यह कहा गया है कि विद्यार्थियों में बढ़ती हुई अनुशासनहीनता को रोकने का एक उपाय यह है कि उनके इम्तिहानात की तादाद बढ़ा दी जाये, जिससे उनका ध्यान पढ़ाई की तरफ ज्यादा लगे और इस तरह शायद उनका नैतिक और शिक्षा का स्तर ऊँच हो सके। विद्यार्थी जीवन में हम और आप और संसद् के तमाम माननीय सदस्य एक न एक दिन रहे हैं और हम सब यह महसूस करते हैं कि यह जरूरी है कि विद्यार्थियों का स्तर ऊँचा किया जाय देश के कल्याण के लिए, और शिक्षा की पद्धति को भी बदला जाय देश के उत्थान के लिए। लेकिन हमारे सामने

इस सम्बन्ध में एक सवाल यह आता है कि आखिर "नालेज फार नालेज्ज सेक" का सिद्धान्त क्यों नहीं रहा है, "घाट फार घाट्स सेक" की भावना क्यों नहीं रह गई है। मैं समझता हूँ कि पहले जो भी लोग घाट की शिक्षा पाते थे, वे टू. घाटिस्ट्स होते थे। उस वक्त भाज की तरह का कामशियल घाट नहीं था। पहले "घाट फार घाट्स सेक" होता था, जब कि भाज "घाट फार लाइफ्स सेक" का सिद्धान्त प्रचलित है। पहले "नालेज फार नालेज्ज सेक" होता था, भाज "नालेज फार एम्प्लायमेंट्स सेक—हैड्ज सेक" है। भाज हम देखते हैं कि विद्यार्थी पेपर जानने के लिए और परीक्षा में अपने नम्बर बढ़वाने के लिए कोशिश करते हैं और इसके लिए तरह-तरह के अप्रतिजनक कार्य करते हैं। आखिर क्यों? अगर इस बारे में सोचा जाय, तो पता चलता है कि इसका कारण है हमारे देश की आर्थिक दशा—हमारे विद्यार्थियों के गार्जियन्स की आर्थिक भ्रष्टाचार। अगर एक साल जाया हो जाय, तो मुमकिन है कि विद्यार्थी को एम्प्लायमेंट एक्सचेंज के फेरे लगाने पड़ें और शायद वह अपनी तालीम को जारी न रख सके। आर्थिक कारणों से हमारे यहां वह नहीं हो रहा है, जो कि वास्तव में होना चाहिए। जो इस रेजोल्यूशन के मूबर हैं, वह मुझ से बहुत ज्यादा शिक्षा पाए हुए हैं, वह मेरे गुरू हो सकते हैं, लेकिन मैं उनसे यह कहना चाहूंगा कि अगर हम इन मन्थली टेस्ट्स और इस प्रकार के दूसरे उपायों से शिक्षा की पद्धति को बदलना चाहें और विद्यार्थियों के स्तर को ऊंचा उठाना चाहें, तो मेरे स्थान में वह मुमकिन नहीं होगा।

जहां तक इस रेजोल्यूशन के पहले पोर्शन का सम्बन्ध है, उस को मैं मानता हूँ, लेकिन इम्तिहानात ज्यादा लिए जायें और स्टूडेंट को पीट पीट कर इन्सान बनाया जाय, इससे मैं सहमत नहीं हूँ और मैं विचवास दिलाता हूँ कि इस तरह वह इन्सान बनेगा नहीं। मुझे इस सम्बन्ध में बचपन की एक कहानी याद

है। एक टीचर साहब बच्चों को पढ़ा रहे थे और कहते जा रहे थे कि "तुम गधे थे, हमने पीट पीट कर तुम को इन्सान बना दिया"। बगल से ही एक घोबी अपना गधा लिए जा रहा था और उससे बड़ा परेशान था। यह बात सुन कर वह खड़ा हो गया। उसने सोचा कि इन्होंने इतने गधों को पीट पीट कर इन्सान बना दिया है, शायद यह मेरी भी तकलीफ दूर कर दें। वह जा कर मास्टर साहब के कदमों पर गिर पड़ा और कहने लगा कि "मैं इस गधे से बड़ा तंग हूँ, इसको भी इन्सान बना दीजिए।" मास्टर साहब ने कहा कि "मैं तो इनको समझा रहा हूँ, गधा इन्सान नहीं बन सकता है, इनको जो मैंने कहा है, वह असल में मेरा मतलब नहीं था।" लेकिन वह घोबी न माना और अपने गधे को मास्टर साहब की कुर्सी के साथ बांध कर चला गया। साल भर बाद वह घोबी वापस मास्टर साहब के पास पहुंचा। उस को उम्मीद थी कि अब तक उस का गधा इन्सान बन गया होगा और उसकी मदद करेगा। उस मास्टर साहब से पूछा कि "कहां है मेरा गधा?" मास्टर साहब ने उसका समझाया कि गधा इन्सान नहीं बन सकता है, लेकिन वह घोबी न माना। तब तंग आ कर मास्टर साहब ने उसको हैडमास्टर का कमरा दिखा कर कहा कि "तुम्हारा गधा इन्सान बन कर वहां बैठा है।" वह घोबी हैडमास्टर के कमरे में गया और हैडमास्टर को कुर्सी पर बैठे देख कर बोला "जब इन्सान बन गए हो, किस खूबसूरती से मास्टर साहब में तुम्हें इन्सान बना दिया है।" हैडमास्टर साहब बड़े नाराज हुए और कहने लगे कि "क्या कह रहे हो, मैं तो हमेशा से इन्सान हूँ।" घोबी ने कहा कि "नहीं, तुम तो गधे थे, बोझ ढोते थे, मास्टर साहब ने तुम को मार मार कर इन्सान बना दिया है।" हैडमास्टर साहब ने गुस्से से आ कर उस को ठोकर मारी। तब वह घोबी बोला "गधा इन्सान तो बन गया, मास्टर साहब ने इतना पीट पीट कर इन्सान बनाया, लेकिन सात मारने की तुम्हारी धावत नहीं गई।"

[श्री स० म० बनर्जी]

में धरने करना चाहता हूँ कि अगर एग्जामिनेशन्स के बोर्ड से स्टुडेंट्स की कमर तोड़ दी जाये, तो इससे न उन की जहनियत बचनेगी, न उनका दिल बचलेगा, और न उनका दिमाग बदलेगा। बल्कि अगर ज्यादा एग्जामिनेशन होंगे, तो वह इस बात की कोशिश करेगा कि किसी न किसी तरह उनसे बचा जाय। मुझे इस बात की बड़ी खुशी है कि हमारे मुख्यमन्त्रि मिनिस्टर डा० श्रीमाली की सामान्य प्राबलम्ब के बारे में एक ह्यूमन एपरोच है। वह सोचते हैं कि किस तरह से विद्यार्थियों और टीचर्स का स्तर ऊंचा किया जाय। मेरी मुख्यमन्त्रि माता, श्रीमती उमा नेहरू ने कहा कि हमारी भाषा की शिक्षा पद्धति अंग्रेजों की देन है। अंग्रेज चाहते हैं कि किसी तरह से अच्छे बाबू पैदा किए जायें। इस लिए अगर इस शिक्षा पद्धति में परिवर्तन किया जाय, तो बाबुओं की तादाद कम हो सकती है और विद्यार्थियों का स्तर ऊंचा हो सकता है।

शान्ति निकेतन में इस प्रकार की बंदियों नहीं हैं। शान्ति निकेतन के बारे में हमारे कुछ भाई मजाक करते हैं, लेकिन यह सही है कि वहाँ पर जिस तरीके से शिक्षा दी जाती है, उससे विद्यार्थी के दिल और दिमाग दोनों का विकास होता है और तरक्की होती है। वहाँ पर एक ऐसा एटमॉस्फियर है, जहाँ कागजी बोधे नहीं दीड़ते हैं, सिर्फ किताबों में ही वे लोग नहीं रह जाते हैं, बल्कि उन विद्यार्थियों को इण्टेलिक्चुअल फूड मिलता है। इसलिए मैं

यह कहना चाहता हूँ कि हमारे सामने मुख्य प्रश्न शिक्षा पद्धति को बदलने का है। मन्वली टेस्ट्स से हिन्दुस्तान का कल्याण नहीं होने वाला है। इम्तिहान चाहे साल में एक ही, लेकिन आवश्यकता इस बात की है कि शिक्षा पद्धति में परिवर्तन किया जाय, विद्यार्थियों के दृष्टिकोण को बदला जाय, वह यह न समझें कि हम नीकरी के लिए इम्तिहान देते हैं। इस समस्या में आर्थिक परिस्थिति का भी बड़ा सम्बन्ध है, इसलिए उस बिधा में भी काम करने की जरूरत है। हमारे सामने लक्ष्य यह होना चाहिए कि हम एक ऐसी शिक्षा प्रणाली निकालें, जिसमें विद्यार्थी और शिक्षक दोनों खुश हों, जिसके द्वारा हमारे नीजवान हिन्दुस्तान के सपूत बन कर हिन्दुस्तान को आगे ले जा सकें, जिससे इस देश की उन्नति हो और हमारे समाज का उत्थान हो।

Shri Braj Raj Singh: Sir, let me begin and then continue the next day.

Mr. Chairman: I don't think it will be proper. The time is already over.

Shri Braj Raj Singh: Sir, I will take only half a minute.

Mr. Chairman: I don't think it will be a proper procedure.

17:19 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Monday, the 14th April, 1958.