

[Mr. Speaker]

necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1959, in respect of 'Salt'".

**DEMAND NO. 4—COMMERCIAL INTELLIGENCE AND STATISTICS**

"That a sum not exceeding Rs. 73,16,000 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, 1959, in respect of 'Commercial Intelligence and Statistics'".

**DEMAND NO. 5—MISCELLANEOUS DEPARTMENTS AND EXPENDITURE UNDER THE MINISTRY OF COMMERCE AND INDUSTRY**

"That a sum not exceeding Rs. 1,74,75,000 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, 1959, in respect of 'Miscellaneous Departments and Expenditure under the Ministry of Commerce and Industry'".

**DEMAND NO. 108—CAPITAL OUTLAY OF THE MINISTRY OF COMMERCE AND INDUSTRY**

"That a sum not exceeding Rs. 11,86,07,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1959, in respect of 'Capital Outlay of the Ministry of Commerce and Industry'".

**MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

Mr. Speaker: The House will now take up discussion on the Demands

for Grants Nos. 13, 14, 15, 16, 17, 18, 19, 20, 21 and 109 relating to the Ministry of Education and Scientific Research. As the House is aware, 5 hours have been allotted for the Demands of this Ministry.

There are a number of cut motions to these Demands. Hon. Members may hand over at the Table within 15 minutes numbers of the selected cut motions which they propose to move. I shall treat them as moved, if the Members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

The time-limit for speeches will, as usual, be 15 minutes for the Members including the Movers of cut motions, and 20 to 30 minutes, if necessary, for leaders of groups.

Even this reading out takes some time. This will be adopted as the formula for all the Demands in future. Of course, I will only refer to the numbers of the Demands. Otherwise, without any ado, we shall start the discussion.

**DEMAND NO. 13—MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 63,81,000 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, 1959, in respect of Ministry of Education and Scientific Research'".

**DEMAND NO. 14—ARCHAEOLOGY**

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 1,00,56,000 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, 1959, in respect of 'Archaeology'".

**DEMAND No. 15—SURVEY OF INDIA**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 1,56,85,000 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, 1959, in respect of 'Survey of India'".

**DEMAND No. 16—BOTANICAL SURVEY**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 11,46,000 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, 1959, in respect of 'Botanical Survey'".

**DEMAND No. 17—ZOOLOGICAL SURVEY**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 10,88,000 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, 1959, in respect of 'Zoological Survey'".

**DEMAND No. 18—SCIENTIFIC RESEARCH**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 5,85,73,000 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, 1959, in respect of 'Scientific Research'".

**DEMAND No. 19—OTHER SCIENTIFIC DEPARTMENTS**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 51,95,000 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, 1959, in respect of 'Other Scientific Departments'".

**DEMAND No. 20—EDUCATION**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 23,25,68,000 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, 1959, in respect of 'Education'".

**DEMAND No. 21—MISCELLANEOUS DEPARTMENTS AND EXPENDITURE UNDER THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 2,21,74,000 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, 1959, in respect of 'Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research'".

**DEMAND No. 109—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 2,00,51,000 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, 1959, in respect of 'Capital Outlay of the Ministry of Education and Scientific Research'".

Shri H. N. Mukerjee.

Shri Tangamani (Madurai): Two cut motions I have given notice of.

**Mr. Speaker:** Let him pass it on.

Shri Tangamani: I asked about them. I understand they have been

[Shri Tangamani]

omitted, and they have not been circulated. I would like to know what their number is and what has happened to them.

Mr. Speaker: Why could he not ask the office? The office is theirs. The office is not mine. The office belongs to the whole Parliament. I shall allow every opportunity to hon. Members to ascertain.

Shri Tangamani They have not so far given me the reason.

Mr. Speaker: May I suggest one thing? Instead of having a discussion on the floor of the House, for all enquiries relating to such matters, hon. Members may adopt this course. I have posted a Superintendent in the Notice Office for this purpose along with a stenographer. Any hon. Member who wants any assistance or any information, in the first instance, may go to him. If he is not satisfied with the answer, then it will be marked to the Speaker, and I shall spend any number of hours over it. Let them go to him in the first instance.

Shri H. N. Mukerjee (Calcutta—Central): Mr. Speaker, Sir, as we discuss the Demands for Grants from the Education Ministry, we remember poignantly that the great and gracious man who presided over that Ministry since Independence is no longer there. We shall never cease to cherish the memory of Maulana Abul Kalam Azad, a hero of our struggle for freedom, one of those rare men who gave out as it were an aura of sweetness and light, whose counsel was wise and generous, whose very presence was an influence. We shall not, I fear, see his like again.

24:12 hrs.

[SHREMATI RENU CHAKRAVARTY in the Chair]

As I represent a city which was the centre of the Maulana's activities during the major part of his life, I feel that the Education Ministry should

make an effort to have a special provision, in order to do something as a memorial to the Maulana and I consider that if classical studies in Sanskrit as well as in Islamic culture are given a special encouragement particularly in the University of Calcutta, which since the days of Sir Ashutosh Mukerjee has had special provision for the study of ancient Indian history and culture and at the same time of Islamic history and culture, I feel that in Calcutta or some other place if Government thinks it better to do so, there should be some kind of a concrete memorial to Maulana Abul Kalam Azad. I say this because our country has had a tradition of absorbing the cultural contributions of different peoples, and as a matter of fact, when Timour attacked this country, he made it a point that it was his religious duty to attack this country because the Muslims who had come to this country were getting absorbed into the Indian soil, were adopting many specifically Indian practices, and that was witness to the tradition of this country, the spirit of this country, which was represented pre-eminently by Maulana Abul Kalam Azad.

As early as 1947, Maulana Azad had said that education should have the highest priority in the budget and should take its place immediately after food and clothing. In 1952, he spoke from his place here in this House, and he told us regretfully that his pocket was empty. जब खाती दे । Those were exactly the words which he used from that place in this House. Even in the Union Territories, which are the Centre's direct responsibility, free and compulsory education for the age group of six to fourteen years, which is enjoined as a directive in the Constitution, remains an empty hope. Even in regard to the age group of six to eleven years, we do not expect that even by 1965, we shall reach the target.

The Estimates Committee has recently given us a very informative

report and we are told that if compulsory and free education for all children between six and fourteen is to be assured by 1965, then the Third Plan must provide only on this count a sum of about Rs. 700 crores, which is not likely to be forthcoming unless there is a sea-change on the Government side.

I wish also to point out that figures have been available to Parliament in regard to the progress of education, which show not only a kind of confusion in the whole situation but also retrogression in certain respects. The percentage of school-going pupils to the total population in the six to eleven year age group has grown. There is no doubt about it. In 1950-51, the figure was 42 per cent., and in 1955-56 the figure was 51.2 per cent. But the major backward States like the U.P., Bihar and Orissa have gone back. For example, in 1950-51, U.P. had the figure of 35.7 per cent. for literacy in the six to eleven year age group. In 1955-56 the percentage was 33.5 U.P.s ranking in India in 1950-51 was fourteenth. In 1955-56, U.P. had slid to the twenty-seventh position. The same thing happens in regard to Bihar and Orissa, but I have not got the time to refer to them in any detail.

The Estimates Committee has called for what it calls a perspective plan. But I fear that lack of a perspective is exactly what Government most often betrays. There is, for example, the muddle in basic education to which lip homage is paid, but which so far has not worked out at all on an all-India basis to any satisfactory degree. I know that my friend Dr. K. L. Shrimali has made a special study of the question of basic education. I know also that Government says that its policy is basic education; Government says that it is going to be introduced all over the place; Government is going to set up a model basic school in Delhi so that the whole country might follow suit. How in the name of might that happens, I do not know. But Government says that basic education is its policy. But as

a matter of fact, the Estimates Committee reports that basic education has so far not only shown slow progress, but at the same time it has produced students who are backward.

On the 17th of December last year, Dr. K. L. Shrimali placed on the Table of the House the report of an expert attached to one or other of the Ministries—not his own—which was very provocative, but which was very suggestive at the same time. In this report it is said:

"A person who would find a place in the list of half a dozen best known Indians says about basic education:

"In basic education, we are practising national hypocrisy on a large scale.".

There are other things which he points out, how many of the champions of basic education never send their children to basic schools. Students who get education in basic schools cannot go further ahead because the gaps are not properly looked after or made up by some kind of an educational process. In this report, it is said very clearly:

"The experts both at the Government of India and the State levels dare not publicly offer opinions counter to the accepted policy."

They are expected to find and publicise its virtues. And adverse official reports such as the Abbas's report in Bihar is suppressed and treated as a top secret document. This was placed before the House on 17th December, 1957.

I have nothing against basic as such, though I do not quite understand how we can go in for basic in the way that Government suggests we should, but at the same time if you are serious about basic, then do something worthwhile, do something concrete about it and do not merely talk about it and do not morally intimidate your officers into accepting a system of education which has not yet been practically

[Shri H. N. Mukerjee]

integrated with the rest of the tires of our educational system.

In regard to the progress on elementary education, everybody knows, and the Estimates Committee has reported, that it is very slow, and yet the grants from the Centre are not utilised. At page 16 of the latest report of the Estimates Committee, it is pointed out that for elementary education, grants were made by the Centre. But Andhra Pradesh, in 1956-57, did not utilise 51 per cent. of it. Bombay which is so very progressive did not utilise 43.3 per cent. Madhya Pradesh did not utilise 65.7 per cent.; Uttar Pradesh did not utilise 29.5 per cent.; Rajasthan did not utilise 45.4 per cent.

Now, what is the Government for if it cannot see its way to persuading these State Governments, most of which are run by their own people, to utilise the grants? What is the point in making paper allocations which cannot be utilised for the purposes for which they are intended?

Then I refer to secondary education which is perhaps the weakest link in the chain of education in this country. The Mudaliar Committee, appointed in 1952, recommended multi-purpose schools and technical schools separately or as a part of multi-purpose schools. It recommended provision of agricultural education facilities in rural schools etc. etc. Towards the end of 1954-55, the Ministry of Education sponsored programmes for setting up 500 multi-purpose schools and assisting 300 schools for science teaching. Since then, the figure has increased almost microscopically, and I know that we are gambling with the lives of our young people. There is no co-ordination worked out between the 11-year course, for example, which should be a 12-year course, properly speaking, leading up to the higher school leaving certificate and the present 10 class schools, which just cannot be upgraded, nor can they be thrown in the scrapheap.

What are you going to do about it? What are the students who are in between like Trishanku—neither here nor there—to do? What are you going to do about these students? Government has no clear-cut plan.

As far as the States are concerned, usually they do not care. For example, I find in answer to a question last July—starred question No. 101—the Minister told us that the State Governments had not submitted proposals regarding subsidy from the Centre to increase secondary school teachers' salaries. Similarly, there are other questions which show how very bad the position is.

In one part of the country, at any rate, in Kerala—I am not going to discuss the Education Bill; right or wrong, it may or may not get the assent of the President—it is the first attempt to give statutory recognition to the rights of some 75,000 teachers in private schools; but in other places, we find that the teachers are driven to such extremity that they go on strike, hunger strike in Calcutta or chalk-down strike in Delhi. Wherever you turn, you will find this kind of thing is happening. It is happening because there is no co-ordination between the Centre and the States, even though the same Party runs the administration in nearly all parts of the country.

Then I shall refer to the University curriculum and the three-year degree course idea. Government has told us—and Shri Deshmukh presided over a committee which has reported—that 25 crores of rupees would have to be spent, and something would be done about it. In the meantime, what happens? The Finance Ministry, as we were told in the Consultative Committee by Dr. K. L. Shrivastava himself, says: 'We cannot give you a guarantee about the money that is likely to be forthcoming'. In the meantime, a University like Bombay says—'We are not going to have the three-year degree course; we cannot work it'. It is very reasonable from

my point of view; I can understand it. A University like Agra, says—'We cannot do it'. Calcutta accepts the idea almost under duress. I have been a member of the Senate of the University of Calcutta and I know very well what the difficulties are in regard to the proper introduction of the three-year degree course. We have not got the money. You cannot be sure of the money. That is exactly what the Finance Ministry tells the Education Ministry, and this happens in a period of planning when there should be co-ordination between the Education Ministry and the Finance Ministry.

There is, again, the question of the University Grants Commission, but later, perhaps, we shall have some opportunity of discussing it; so I won't go into any detail about it. I want only to say that affiliated colleges in States which do require the greatest amount of assistance are not being looked after by the University Grants Commission properly. The University Grants Commission is not even aware of the project of new Universities being set up in the country. The Commission has on its staff as Assistant Secretary, as I was told in answer to a question I asked in this House last year, an officer who is only a matriculate, and he is already superannuated. The Secretary is usually on tour and the Assistant Secretary is the chief officer. But he is a matriculate. Probably, he is a very competent officer; I have nothing to say against him. But if there are people with high academic qualifications who have to work under a matriculate, superannuated officer, I do not know why this kind of set-up persists in the University Grants Commission. I hope its work will be discussed in more detail later on and, therefore, I make no further reference to it.

I wish to emphasise, as I have said earlier, that there is no link-up in our educational schemes, either inter se or with our Plan. Last year, in July, at a meeting of the Planning Commission's Panel on Education, Dr. J. C. Ghosh made this statement:

"5.7 lakhs of matriculates are seeking jobs which do not exist, but they are not trained for jobs which do exist".

This is what comes from a very highly placed member of the Planning Commission, who says that more than 5½ lakhs of matriculates are wandering about the place looking for jobs which they have not got.

The other day, on the 13th March, we were told that 511 trained engineers were on the Employment Exchange lists. This was in answer to starred question No. 945. We have been told by Dr. Shrimali that perhaps some progress has been made in making up the deficiency in the number of engineers and technicians, which was reported on by the Engineering Personnel Committee. But I have my serious doubts whether the deficiency will really be made up. If Dr. Shrimali can tell us something promising about it, we shall all be very happy.

I would refer now to certain other matters, but they are also equally important. There is the question, which is a hardy annual in this House, of the India Office Library, and the British Government, as far as we know, does not stir a little finger, does not even answer the correspondence from the Government of India. And for the last two years, from 1956, Dr. Shrimali has been telling us: 'My dear Sir, there is nothing to report'. Why should this happen? Why does he not take it up with the Minister of External Affairs and see to it that something is done and India's property is restored to us as soon as ever that is possible?

Then there is the question of the History of the Freedom Movement. Why must it remain a still-born project? I do not understand it. I know for a fact that the bibliography was drawn up and books, manuscripts and records were collected, which constitute a good-size library. Why not have a real, compact library on the history of the freedom movement. If

[Shri H. N. Mukerjee]

you cannot produce a book about it, because your ideology is defective, because you do not know what to say and what not to say, at least why not show the books and the records for people to read? You do not do that.

You have your National Archives here. I have been complaining about the rigidity of the working of the National Archives. One instance of rigidity is this: Dr. Shrimali has told us that generously Government has now thrown upon to the public, records which are more than 40 years old. That is to say, records before 1918 can be studied in the National Archives. But if you go and try and find out the records relative to the terrorist movement in Bengal or the Punjab or elsewhere in India prior to 1918, you would be told that the Home Ministry—which pokes its nose unnecessarily into the National Archives—has sent out a circular that nobody should get to know how the terrorist movement in our country operated, because, who knows, those methods might come to be repeated again in the present day. This is fantastic nonsense of a sort which Government should not tolerate, which this House should not tolerate.

You do not write the history of the freedom movement. You do not allow people to know what exactly has happened to the history of the freedom movement. You control the National Archives. You keep them under lock and key, for God knows what reason. But when it comes to fighting Britain, what do you do? They took away the records of the residencies of the Political Department in 1947. They were taken away or burnt with the collaboration of the leaders of our Government. They agreed to it. They burnt all those records. I have an answer to a question here in which Shri Datar admitted that with the agreement of our own leaders and the British Government, many of those records were burnt. The promising records were taken to England—records of the Residencies of the Political Department of the Government of India upto 1947.

And we have been begging for the return of these! But they do not give an answer. This is what happens. You do not allow your people to read these things. But these people come from abroad and they keep these things under lock and key.

Then, Madam, I refer to the question of the transfer, the projected transfer of the Archaeology Department to Nagpur or somewhere. I do not oppose the question of removal of certain offices from Delhi. But, why remove the Directorate General of Archaeology? They have got one of the few really good and compact libraries in this country. The Archaeology Department must function in a centre where there is the National Archives, where there is the National Museum or whatever you are going to put up, where there is a University like the University of Delhi where you are trying to study matters of concern, for example, Buddhist philosophy or South East Asian studies, where there is on the Qutab Minar Road Dr. Raghu Vira's Institute. You want the Archaeology Department to be here. There is no doubt about it. But you do not do that. You push it back to Nagpur. You send a good lot to Nagpur and you compel our scholars to come to Delhi for the National Archives and for the National Museum and for other reasons and make them go to Nagpur because otherwise they cannot consult. That is really a good library, perhaps, one of the very few first class libraries we have not in the country, which is attached to the Directorate General of Archaeology.

I should also say that in regard to the Archaeology Department, Parliament should be told from time to time the progress which is being made in regard to the Nagarjunakonda area and also I should say that greater help should be forthcoming to such organisations as the Ashutosh Museum of the Calcutta University which has lately been conducting very important researches.

I was also given by the Trustees of the Indian Museum a document which was presented to a sub-committee of the Estimates Committee asking for special help for certain reasons. The Indian Museum is the oldest in Asia and the biggest in this country and the Trustees told me—and this was communicated to Government and Dr. Shrimali knows more about it than I do—that a building was being constructed, a fire-proof building inside the Museum premises and it was partly proceeded with by the C.P.W.D. and then it was stopped. The Trustees did not know why it was stopped. Dr. Shrimali told me the other day that nothing would be done to the detriment of the Indian Museum, Calcutta. It is very good. But, why are these projects started and then stopped? This kind of thing happens too often.

Dr. Shrimali knows also a good deal about the Asiatic Society in Calcutta which is the oldest research institution in this part of the world. It has got a very old house, almost a historical building. It is going to ruins. It wants money; but, it does not get it. It wants, for example, to send people to Tibet in order to get a catalogue of the manuscripts in Tibet and in Nepal. But the Government of India—and the External Affairs Ministry possibly—is to blame. Something happens and Nepal says, 'you cannot come now.' That sort of problem crops up in regard to the work of the Asiatic Society. It wants money more than, perhaps, anything else in order to keep going.

In regard to the Indian Museum I would like to point out—Government figures point out—that more than 15 lakhs of people visit the Museum every year. And, this means that every single day, on an average, more people go to the Indian Museum than in a whole year and a bunch of years to Jaipur House. It happens because it is in a very large city and a city of tradition. But, the Indian Museum is coming in for a bad time for reasons which are extra cultural, extra-educational. I want the Edu-

cation Ministry to stand up to that kind of thing.

I would refer again in a very cursory way to certain things which have been told me, about the working of the Council of Scientific and Industrial Research. It is rather disheartening. And, I say this because in the Council of Scientific and Industrial Research, work ought to be done which will really bring about co-ordination between the products of our National Laboratories and the requirements of our Plan. I find, for instance, that the expenses of this organisation have increased on the administrative side even though the total expenditure goes down.

In 1954-55, the total expenditure was Rs. 3,40 lakhs and odd and in 1956-57, it was Rs. 3,35 lakhs and odd. So, there is a decrease but the administrative expenditure rises from Rs. 9,41,000 and odd to Rs. 11,08,000 and odd. Now, there is a top-heavy administration in spite of the recommendations of the Egerton Committee which have been accepted by the Government of India. An Engineer officer has been appointed where there was no such officer at the time when 13 National Laboratories were built in different parts of the country. A Law Officer is appointed when the Law Ministry which has very little work—we know in this House—is there to give whatever advice is necessary.

We see also that the CSIR Secretariat building is fully air-conditioned. Why refrigerated comfort is so necessary for everybody in this country is something which beats me, I do not understand. And, then, we find that the detailed accounts of the Council of Scientific and Industrial Research are not published and placed before Parliament. I will ask Dr. Shrimali to make sure that these details are placed before Parliament. We find all sorts of things are being done and there is a kind of personal glorification of the Directorate General and so on and so forth but the actual jobs are left undone. This



[Shri H. N. Mukerjee]

is a kind of charge which I bring with a full sense of responsibility because I have got figures which I shall later send on, I hope, to Dr. Shrimali and I wish that he takes some adequate steps in this matter.

I refer only to a very few matters and they are in relation to the three Akadamis. It is no secret I am divulging here. The Prime Minister was once good enough to tell me that he would most welcome the idea of a meeting of non-officials interested in the work of the three Akadamis, the Sahitya, Lalit Kala and Sangit Natak Akadamis, so that all of us can sit down together and have some ideas as to how these Akadamis should work in future and what its work so far has been like. I do hope that the Ministry takes up this issue and some kind of conference is held where the work of these Akadamis can be reviewed by people who do not happen to be Akadamicians.

I want also to point out that it was almost a flabbergasting experience for me to find out in answer to a question asked in this House on 12th March, 1958, that the Ministry of Education and C.P., and I do not know what it is, paid in 1956-57, taxi hire—the Devil knows for what reason—to the extent of Rs. 3,07,670, a lot more than the taxi hire paid by all the other Ministries of the Government put together. In 1955-56, it paid taxi hire of Rs. 26,912; for the next year, it was multiplied 10 times, Rs. 3,07,670; more than a thousand rupees per working day was spent on taxi hire according to the answer given. I can hardly believe it. This is unstarred question No. 1209 on the 12th March, 1958. Now, it is also intimated in the answer that the Ministry is the owner of three cars, very sumptuously upholstered, I am sure. In spite of having these three cars, more than Rs. 1000 per working day had to be spent on taxi hire for caring about—whom? I should very much like to know; but this is what

I was told. It is one indication as to how the Ministry is run; how monies are squandered unnecessarily. Where monies are wanted, they are not spent properly. Dr. Das is here.

I will finish in one moment. Equipment is bought for the Indian Technological Institute of Kharagpur which are shown to Members of the Estimates Committee, which are very expensive, which are top-class but which are not utilised. Monies are spent for this sort of taxi hire accounts for more than Rs. 3 lakhs in one year and so much people's money is wasted and so many other good things are not done and the targets laid down in the Constitution are not reached. This is the kind of way in which the Ministry operates. I do not expect this Ministry to operate in this way. It is a legacy. At least the memory of a great name should sustain and enthuse its spirit. And, therefore, I should say that at least in deference to the memory of Maulana Azad—even though he could not do very much concretely, he wanted to do things but he said *mera jeb khali hai*, today when the country is talking about the Plan, put education on the priority list, exactly where it should belong. Then, and then alone shall you be paying that tribute to the memory of Maulana Azad which is more than overdue.

14-30 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

Shri M. R. Masani (Ranchi-East): Sir, I rise to speak in support of my cut motion No. 519 to discuss the functioning of the Lalit Kala Akademy, with reference to the organisation of exhibitions and the grant of awards.

A new Ministry has been born a little late. One would like to welcome a new birth but, in the face of the new Ministry of Culture, one cannot help feeling some misgivings. Ministries of Culture are not known outside the purview of a certain kind of State known as totalitarian. It may

be that they would thrive in a democracy, but there are obvious pitfalls in the path. A very well written article in the *Times of India* of 19th March, 1958 points out that, unless treated with great discretion and restraint, this could be a disastrous development.

"Culture is more a matter of spontaneous growth and encouragement than a hot-house plant of administrative initiative and ideology."

"Taken altogether," says the article, "the new Ministry would at best be unnecessary and at worst dangerous."

I would not like to go as far as this. I am prepared to keep an open mind on the subject. But there can be no question that, in modern life and modern society, the State is so all-pervasive that the dangers of conformism in art and culture are pretty obvious. The old rulers used to give a turban or a shawl to the great artist. We replace it with cash prices and cultural delegations.

The old rulers did not interfere in every aspect of life. They had their whims and fancies. They changed and the dangers of conformity were much less. State patronage, badly exercised can corrupt public taste just as when well exercised, it can encourage it. The State must only be a evaluator and not the creator of artistic values. These general thoughts are provoked by the fact that the running of the Lalit Kala Academy and the way in which these exhibitions have been received by artists and art critics do not justify complacency.

I have been distressed to see the criticism in the Press and the correspondence that has gone on recently after the Fourth National Exhibition of the Academy was held. The consensus of opinion as I could ascertain it was highly critical of the standards of that exhibition. It is true that the Academy is not responsible for the quality of the art but it can be held responsible for the contradictions and inconsistencies that are to be found in the application of criteria for judging art.

Charges have been made. I only mention them, I cannot vouch for their accuracy but I would like to know from the Minister. I am glad, incidentally, that my friend, Dr. Kabir, a very enlightened liberal, is going to be in charge of this Ministry and that mitigates somewhat the apprehensions to which I gave expression earlier.

The charge has been made that, in the guise of preserving indigenous tradition, much good art is being overlooked and discouraged. The traditional school of art has been boosted at the expense of contemporary, modern art. The award or the non-award of the Gold Plaque for plastic arts has been adversely commented on in the Press and one critic went as far as to call it a State lottery in the plastic arts, because of the unpredictability of the judgments that have taken place from year to year.

In 1955, the Plaque was withheld although a well-known, internationally known artist like Mr. Husain had entered for it and he was given another prize. In the following years awards were given to two young painters fresh from art school. They were neotraditionalists. May be that won them favour. But the sad thing is that since they were given these awards these two young painters have stopped pursuing that style of painting. It would appear that the Akademy, therefore, might have backed the wrong horse. The awards of the judges have been fickle and changeable. A painting rejected one year, "Shrine" by Mr. Gujral, was exhibited next time. That is the artist whose painting of Lala Lajpat Rai hangs in our Central Hall. Since two Judges were constant in both years, when it was rejected and when it was accepted, one feels that perhaps majority decisions are taken on the qualities of these paintings. Similarly a painting rejected two years ago was given an award this year. I did not know that, like wine, paintings also improve with age. But evidently they do.

[Shri M. R. Masani]

These are some of the erratic features of the judging of the awards in this exhibition to which attention has been drawn in the Press and in the discussion that has followed. Then again, the Akademy has not sent out a single representative exhibition of the plastic arts in India to foreign countries. Invitations that came from the Venice Biennial Festival and the Government of Brazil have not been responded to. Altogether these are some of the disquieting features to which I think the attention of the Minister and the Ministry needs to be invited.

There are two other parallel institutions to the Akademy: The National Gallery of Modern Art, and the Art Advisory Board. The first of these two is supposed to preserve and perpetuate permanent values in art by acquiring works of art. But judging from the comments in the *Statesman* of 1st February this year, it would appear that not many critics would agree with the kind of purchasing that has been done on behalf of this institution. The Art Advisory Board has the task of bringing art into public buildings and through them into the life of the people. Though this was formed three years back and though many designs of murals had been submitted to the Board, as of this date not a single design has been accepted and no work has been done.

In 1957, the artists were invited by the Akademy to meet in a private conference and at that conference, from which the Press was excluded, even art critics were excluded, 25 artists voted against the Government or the State institution giving cash awards and five voted in favour of cash awards—a rather self sacrificing, self-denying ordinance coming from a category of people who did not enjoy prosperity in the financial sense of the word. But, as far as I can ascertain, that decision has not been given effect to and awards are still being given to a reluctant group of reci-

ipients who evidently feel that their integrity is likely to be affected by this kind of discrimination. As far as I can ascertain, artists do appreciate the opportunity to hang their pictures and show them but they are very doubtful whether Government should go beyond that into monetary awards.

I am glad to say that the world of art, however, is not daunted by all this. Our young artists have put India on the artistic map of the world by a judicious combination of the traditional modes and the impetus that comes from cosmopolitan art, that comes from outside.

I understand that, in an attempt to show what can be done, we may have an interesting situation. Next January, at the time of the Fifth National Exhibition, fifteen of India's foremost artists plan to hold a parallel exhibition, a fraternal exhibition at the same time as the official one. This may be considered a form of aesthetic satyagraha. Nobody can deny this is very non-violent or pure form. They want the public to be able to judge whether the best that Indian art has to give is really hung in the official exhibitions or whether a better group of paintings can be made available to the public alongside of what the official judges may select.

Now, I have mentioned these criticisms that have been made in public by good artists. I have here, for instance, a letter by three of our best artists which was published in the *Times of India* dated the 18th February, 1958, signed by Messrs. Husain, Gujral and Ram Kumar, where they take issue with the judges of the last exhibition in regard to the criticisms that had been made by newspaper critics earlier.

The whole thing raises the question of the role of the State in the field of art and culture. I would only venture to suggest two broad principles which Government would, I think, be well advised to consider carefully. One is that artistic insti-

tutions, like the Life Insurance Corporation, should be autonomous. Just as a financial or business institution only thrives when bureaucratic strings are removed, the same considerations apply with even greater force where culture and art are involved. And, while Government could certainly encourage and patronise art by giving funds to these autonomous bodies, let their nominees not be executives as they are at present. Let their nominees be advisers, and let these autonomous institutions choose their own executives and run their own affairs. This can be done by the election of Fellows as is done in learned societies and artistic institutions abroad. Once an organisation elects its own Fellows it becomes a self-perpetuating organism and these Fellows who may be people of integrity and character are then left to run the institution even though, as in England and France, the State makes funds available. I suggest, therefore, that the roles be reversed; let the executives be artists and Government be patrons and advisers, and not the other way about as at present.

The second general principle that I would like to suggest to the hon. Minister is that State monetary awards may be reconsidered, that State awards may not be considered acceptable to creative artists desirous of maintaining their integrity, and that other forms of patronage of talent be found, which may not come from Government institutions but from independent and non-controlled bodies.

These are some of the thoughts that come to me on a perusal of the printed material that has appeared in the Press since the last exhibition a few weeks back in the interest of Lalit Kala Akadami itself and the efforts that Government is making with the best of intentions to help talent, let them reconsider the steps. Let us have patronage but, Sir, let us not have control of art

**Shri N. E. Munsamy (Vellore):**  
Mr. Deputy-Speaker, Sir, I have been having a sort of feeling with regard to the existence of the Ministry of Education, and after considerable thought I felt that there should be something like a separate Ministry for that. Originally I was told that there was a Ministry for Education, Health and Land. I was thinking as to why these subjects—health and education—being pre-eminently State subjects should have separate Ministries at the Centre. But, for the purpose of co-ordination and for evolving certain principles and certain directives it is better to have a Ministry. I thought that in that line the Ministry is being established at the Centre.

Now, I find that so far as primary education is concerned, wherein we want to have free and compulsory education, we must have certain formulae or certain points declared very specifically. Up till now no declaration has been made as regards this free and compulsory education, because it does not give us any specific idea as to when the country would have free and compulsory education. Unless something is declared here and now that by the Third Five Year Plan or the Fourth Five Year Plan this will be achieved, I think we will not be in a better position to appreciate the realities. I quite understand that this involves a good deal of money and there is really some sort of connection between the purse and the brain.

We are out for developing the brain, creating some character and the atmosphere must be created for boys to read. But where to find the money? Evidently—as my friend the Professor and the late Maulana Azad have said—there is no money and therefore it could not be done. Therefore, people who are not having money cannot function their brain at all, and a man who has plenty of money though he has no education can walk well in the country and understand the whole situation. If a man has money then

[Shri N. R. Munisamy]

he never exercises properly the education he has obtained and he does not even understand the position. Therefore, with a view to see that we must have free and compulsory education,—never mind the money even if we have to spend Rs. 100 crores or Rs. 200 crores—as has been suggested by previous speakers, we must keep top priority for it.

But there is one thing. At a time when there is paucity of funds we cannot launch upon this programme of free and compulsory education. Therefore, at least we may start from State to State or certain zonal areas must be earmarked for starting free and compulsory education.

I do not find there is any co-ordination or co-operation between the Centre and the States. The same is the case between the States and the Local Boards and Municipalities. Whatever directives are sent by the Central Government, I find that the State Governments are not in a position to implement them properly because they have their own views. We are seeing from day to day that the States are dominating over individual rights more and more and one is not able to have a complete control over oneself. In view of all these difficulties I can only say that we must evolve certain principles as regards co-operation and co-ordination between the Centre, States, Local Boards and Municipalities. Unless these things are settled it will not be possible for us to have any scheme implemented effectively.

The other aspect in which I am interested is the relationship between secondary education and university education. We are aware that three years degree course has recently been introduced. Many universities have adopted it whereas some universities are still against its implementation. They have got their own reasons for their not being able to do it. Therefore, whatever deficiency is being felt or experienced in the State Govern-

ments or in certain universities must be made good by the Central Government in order to have a uniform policy as far as the three years degree course is concerned. We must go to their rescue and fill up the gap. Unless there is this co-ordination between the secondary education and the university education, we cannot expect the university education to be of a higher level.

The University Grants Commission was started with a view to improve the educational facilities for the university students. I find that there is a good deal of running race as regards funds to be taken from the University Grants Commission is concerned. Some universities want more funds. Some affiliated colleges also have got their own grievances. I am told that there are certain officers in the University Grants Commission who are connected with the governing bodies of some colleges and universities. I do not know how far it is true, but in case there are such officers in the Commission who are connected with the governing bodies of colleges or universities surely they will have a soft corner for the governing bodies of those colleges or universities with which they are connected and they will give more money. Therefore, in order to obviate the difficulty the Government can make some sort of an enquiry and find out if there are such officers in the Commission. It is better to make such an enquiry now rather than find out at a later stage that they have given more money to the colleges or universities with which they are connected.

One small matter which I want to press home in this House is with regard to the constitution of the National Committee with reference to child education. It was thought of initially in 1952. It was constituted then and it functioned for some time; I do not know how far it functioned. It is not working now. The object with which the National Committee

was constituted was to create an impression in the mind of children at a formative age before going to primary schools. This may be regarded as a pre-primary school. The object was to give them a proper frame of mind by giving them free education and free food and create an impression in them so that they will have an aptitude to have further studies in primary, secondary and university stages. I find that that Committee has now been altogether abolished. I do not know why it has been abolished. It may be due to financial reasons, it may not have properly worked or there may not have been proper co-ordination between the States and the Centre. I would respectfully submit that the Central Ministry should take upon itself the responsibility of reconstituting it giving full representation to provincial social organisations. I was told that this National Committee was once affiliated to the World Council to create an impression on the children so that they will have better education after some time. It is better that they reconstitute or revitalise it and give a different life to it. In the light of the present circumstances they may decide upon the policy to be adopted.

15 hrs.

The next point I would like to take up is with regard to scholarships. At one stage the amount that was given for distribution by way of scholarships to candidates belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes was very meagre—about Rs. 10 lakhs or Rs. 15 lakhs. I find it has been increased to a crore and odd. There is one small difficulty and that is with regard to renewals. I am not enamoured of giving certain scholarships to certain communities. So far as the scheduled castes and scheduled tribes are concerned, no candidate goes without getting any scholarship. I agree that they must be given scholarships and even if they are not given, we must find the money for

it. But there are other backward classes also and they must be treated alike along with the Scheduled castes and scheduled tribes. When we earmark a certain amount for the scheduled castes and scheduled tribes, we must earmark a certain amount for the other sections also.

With regard to renewals, I was told that the candidates applying for renewals of scholarships are experiencing the following difficulty. For example, a person who passes the S.S. L.C. or Matriculation and who gets a scholarship from the Government after getting 60 or 70 per cent marks, goes on reading for two years for the intermediate, then for two years for the B.A. and then passes the M.A. also. But I am told that when he passes the intermediate and goes to the third university class, i.e. junior B.A., he is said to have broken the education and he has to apply for a fresh scholarship. The difficulty is this. They want the same test to be applied again, namely the test which was applied at the earlier stage of getting 60 or 70 per cent. Supposing he does not get 60 or 70 per cent but only 55 per cent in the intermediate, he is not given this scholarship, although he was asked to apply in the "renewal" form. I am not saying this is causing injustice, but I would say that this is causing a great hardship. Of course, we do not have money and we have to discriminate. But if the candidates who have been thinking all along that they will be getting scholarship are not given the scholarship, you can imagine their plight. I am only submitting that the Ministry should just reconsider this aspect, and a person who passes to some other grade, say from the intermediate to junior B.A. and so on, should not be considered as if he has broken his education and he should not be asked to apply for the scholarship afresh.

Another thing I want to stress is this. If you have a formula that a student must get at least 60 per cent to be eligible for the scholarship, then you must mention in the application

[Shri N. R. Munisamy]

form when you send it that those who have got below 60 per cent need not apply. It must be stated specifically in the application that only students who have secured 60 per cent and above shall apply. At present you simply send the application without mentioning anything about the marks and the candidates are disappointed. It is not fair. Instead of creating this hardship, it is better that the candidates are given an idea before hand and candidates securing below 60 per cent will know that they need not have applied to the Centre and they could have as well applied to the State Governments. When they apply to the State Governments, they need not apply again to the Centre. Therefore, the Ministry should reconsider this aspect also.

The previous speaker referred to the National Archives. Some principles have been evolved there. It seems that the students and research scholars who go there for studying old documents are allowed to pursue only those documents which are before 1915 or 1920—I do not know the exact year—but anything after 1915 should not be touched. I think it is not fair to have this discrimination. If it is open upto a particular year then it must be open thoroughly. If you find that a particular scholar who goes there is not improving his educational aspect, but goes there for some ulterior purpose, then you can ask him not to enter the National Archives at all. You can issue some permits for entry to those scholars who want to go there and improve their knowledge. But having allowed him to enter, it is unfair to say that he should not touch certain documents even within 1915. As long as you have got the National Archives, it must be open to all. If there is anything secret, then it can be sealed and you may say, it is sealed; it is not open and no entry is allowed at all.

As regards the shifting of the Department of Archaeology from Delhi

to Nagpur, I think the principle is not sound. The reason is that Delhi is after all an international city and this is the place where it should be. Of course, I can understand the policy of the Government that some offices have necessarily to be moved from Delhi, but so far as the Department of Archaeology is concerned, this should not be done.

Finally, I come to the All-India Council of Elementary Education, which is intended to achieve compulsory education. Before setting up the All-India Council of Secondary Education, the National Institute of Basic Education and all that, I think elementary education should have been taken up first. If they had appointed an Elementary Education Commission some years ago, say in 1950 or 1952, we could have by this time prepared a sound basis for the future generations.

Literacy in India is only 10 or 15 per cent. Except the State of Kerala, in the other States it is even lower than this. I should say that 10 or 15 per cent of literacy for the whole of India is very low compared to other countries. Education must be given to all persons and this commission should have been appointed much earlier. But in the absence of that, I will only request that this policy as regards giving free and compulsory education must be given priority and we must see that every child is given the required education. Education means not only reading and writing, as you find in the electoral rolls, where it is said that if a person writes his own name, he is a literate. That is not the literacy I want. Literacy means that he must understand, read and write at least up to the fourth or fifth standard. That is the literacy standard which I envisage. I hope Government will take into consideration all the points I have mentioned and take the necessary steps.

श्री श्रीमदारामच दास (बरभंगा) :  
 उपाध्यक्ष महोदय, कृपया इसके कि मैं शिक्षा और वैज्ञानिक अनुसंधान विभाग की मांगों के बारे में अपने कुछ विचार प्रकट करूं, मैं अपना यह कर्तव्य समझता हूँ कि इस कार्य का भार जिस महापुरुष के ऊपर था उसके प्रति अपनी श्रद्धांजलि अर्पित करूँ जिन्होंने अपने जीवन के बहुत बड़े हिस्से में न केवल मंत्रिपद पर रह कर वरन् अपने जीवन में राजनीतिक क्षेत्र के प्रलाभा शिक्षा और सांस्कृतिकक्षेत्र में बहुत बड़ा योगदान दिया है जिसके लिये कि हम सब ही उनके उपकृत हैं और उनके कार्य से अनुप्राणित हैं। उन्होंने इस मंत्रालय का भार भारम्भ से जब से यह राष्ट्रीय सरकार बनी तब से लेकर जिन्यगी के अन्त तक बहुत ही खूबी के साथ और गौरव के साथ चलाया। यद्यपि शिक्षा राज्य का विषय है और उसमें केन्द्र का समावेश बहुत छोटे दायरे में है फिर भी उन्होंने विभिन्न राज्यों में जो शिक्षा की पद्धतियाँ चल रही हैं, शिक्षा की प्रक्रियायें हो रही हैं और जो शिक्षा का काम चल रहा है उसको संयोजित करने के लिए उन्होंने जितनी कार्यवाहियाँ की हैं, मैं समझता हूँ कि वह तारीफ के काबिल हैं। इसलिए आज इस मीके पर जब वे यहाँ पर नहीं हैं, मैं अपना कर्तव्य समझता हूँ कि उनकी स्मृति में अपनी श्रद्धांजलि अर्पित करूँ।

शिक्षा का विषय जैसा कि मैं ने अभी कहा विशेषतया राज्य का विषय है और संविधान की संबंधित धारा के अनुसार उच्च शिक्षा का नियोजन, उच्च शिक्षा जिसमें साहित्यिक, प्रौद्योगिक या प्रौद्योगिक शिक्षा शामिल है उसका नियंत्रण करना केन्द्रीय सरकार का विषय है। मेरा जहाँ तक खयाल है यद्यपि मैं बहुत सी बातों से सहमत नहीं हूँ और बहुत सी ऐसी बातें चाहता हूँ जिन्हें कि केन्द्रीय सरकार को करना चाहिये फिर भी इन दस वर्षों में केन्द्रीय शिक्षा मंत्रालय ने जो काम किये हैं चाहे वह प्राथमरी शिक्षा से सम्बन्ध रखते हों, चाहे वह बुनियादी तालीम से सम्बन्ध रखते

हों, चाहे वह टेक्निकल एजुकेशन के सम्बन्ध रखते हों और चाहे वे विध्वविद्यालय की शिक्षा से सम्बन्ध रखते हों, मैं समझता हूँ कि वे प्रशंसा के पात्र हैं। बावजूद इस बात के कि हमारे देश की वर्तमान प्राथिक अवस्था में रुपये की बहुत उबड़स्त कठिनाई है फिर भी इस मंत्रालय ने जो काम किये हैं वह प्रशंसा के लायक हैं।

उपाध्यक्ष महोदय, अभी कई माननीय सदस्य बोले। उन्होंने जहाँ अभी और पिछले वर्षों में भी बराबर इसकी चर्चा की है कि हमने अपने संविधान में जो यह विद्वान्त मान्य किया है कि संविधान के लागू होने के १० वर्ष के भीतर भीतर हम अपने देश के भीतर निःशुल्क और अनिवार्य शिक्षा को लागू कर देंगे, वह वादर्थ हमारा अभी तक पूरा नहीं हुआ है। हिन्दुस्तान जैसे देश में क्या दूसरे दूसरे देशों के भी उदाहरण मौजूद हैं कि जब उस देश में वहाँ की सरकार कायम हुई या ऐसी सरकार कायम हुई जो सचमुच जनता का हित करने वाली थी तो उन्होंने जल्दी से जल्दी अपने देश के अन्दर जो निरक्षरता का साम्राज्य था उसको नष्ट कर दिया और अधिक से अधिक लोगों को जल्दी से जल्दी साक्षर बना कर उनको सुयोग्य नागरिक बनने में मदद दी।

उपाध्यक्ष महोदय, मेरे पास काफी समय नहीं है लेकिन मैं समझता हूँ कि राज्य के जितने भी कार्य होते हैं उन सब कार्यों को करने के लिये प्रादमियों की जरूरत होती है। उन कार्यों को करने के लिये रुपये और दूसरे साधनों की भी आवश्यकता होती है लेकिन उनका इंतजाम करने वाले अगर अच्छे न हों तो फिर हमारे सारे कार्य हम देखते हैं कि खराब हो जाते हैं। इसलिये जो मरकादी संस्थाओं के चलाने वाले हों अगर हम चाहते हैं कि वे मली प्रकार काम करें तो हर जगह हमें योग्य नागरिकों और योग्य कार्यकर्ताओं की जरूरत है। कहा जाता है कि हीरा जब खान पर चढ़ाया जाता है तब उसकी कीमत होती है। देश में जो करोड़ों जनता बसती है सब योग्य है, सब में पोटेंशिय-



[श्री श्रीनारायण शर्मा]

लिटी है, सब में संभावनाएं भरी हुई हैं और एक योग्य शिक्षक का यह काम है कि मनुष्य के अन्दर जो संभावनाएं छिपी हुई हैं जो पोर्टेबिलिटीज़ भरी हुई हैं, उनको विकसित कर दें ताकि उनका उपयोग देश और समाज की भलाई के लिए हो सके लेकिन मुझे दुःख के साथ यह कहना पड़ता है कि जहां तक मेरा अपना खयाल है, मैं ठीक ठीक तादाद और परसेंटेज तो नहीं बताना सकता क्योंकि मैंने इसके आंकड़े नहीं देखे हैं लेकिन मेरा खयाल है कि हमारे देश में आज साक्षरता १५, १७ प्रतिशत तक ही पहुंच पाई है। अब आप ही सोचिये कि जिस देश में बालिय मताधिकार पर हमने जनता को अपनी सरकार कायम करने का अधिकार दिया हो, उस देश में १०० आदिमियों में ८५ आदिमी अनपढ़ हों, जिनके लिए काला अक्षर मैसे बराबर हो, यह सोच किसी भी सरकार के लिए लज्जा और धर्म की बात हो सकती है। इसीनिये संविधान के निर्माताओं में आने वाली सरकार के आदेश के लिये संविधान में यह लिख दिया कि दस वर्षों के अन्दर अन्दर हम इस देश में निःशुल्क और अनिवार्य शिक्षा जारी करेंगे ताकि इस प्रजातन्त्री देश में योग्य नागरिक तैयार हो सकें जो जन्दी से जन्दी अपने कंधों पर इस महान् राष्ट्र को आगे ले चलने का भार ठीक प्रकार से सम्हाल सकें लेकिन काल का क्रुचक ऐसा है कि देश के सामने दूसरी कठिनाइयां आ जाती हैं जैसे कि देश का विभाजन होना और विभाजन होने के बाद भी आज हम ऐसी शांति की अवस्था में नहीं हैं कि हम अपने प्रतिरक्षा विभाग पर जो अत्यधिक ध्येय हो रहा है उसमें हम कभी कर सकें और इसीनिये आज राष्ट्र का निर्माण करने वाले जो विभाग हैं उनको हम जितनी सहायता से चाहते हैं उतनी वांछित सहायता नहीं दे पाते और यही कारण है कि केन्द्रीय सरकार बावजूद इस बात के कि वह चाहती है कि इस जल्द से जल्द निःशुल्क शिक्षा को जारी

कर दें, अभी तक जारी नहीं कर पायी है। लेकिन इतना मैं अवश्य इस सम्बन्ध में कहना चाहूंगा कि जहां इच्छा होती है वहां रास्ता भी निकल आता है। मेरा खयाल है कि न केवल केन्द्रीय सरकार वरन् राज्य सरकारों ने भी इस समस्या की ओर उतना ध्यान नहीं दिया जितना कि दिया जाना चाहिये था। अगर राज्य सरकारों ने इस पर गम्भीरतापूर्वक विचार किया होता तो आज जैसी अवस्था न होती। हमारे जितने सरकार के विकास के विभाग हैं उनको ठोक से चलाने के लिये अच्छे से अच्छे आदिमियों की जरूरत है और हमको उनके लिये जल्द से जल्द ऐसी शिक्षा प्रणाली जारी करनी चाहिये ताकि हमारे स्कूलों और कॉलेजों से अच्छे से अच्छे विद्यार्थी निकलें। मैं समझता हूँ कि शिक्षा का विषय राज्य सरकारों का जहां तक सम्बन्ध है एक उपेक्षित विषय रहा है और मैं कहूंगा कि शिक्षा एक उपेक्षित विषय कुछ हद तक केन्द्रीय सरकार के अधीन भी है।

मैं यह तो नहीं कह सकता कि सांस्कृतिक कार्यक्रम नहीं होना चाहिये लेकिन यह पर इतना अवश्य कहना चाहूंगा कि सांस्कृतिक काम का जो दायरा है और उसको लेकर जो प्रचार चलता है वह जरूरत से ज्यादा है। मैं इस चीज में इन्कार नहीं करता कि नाच, गाने और नाटक तमाजे आदि का हमारे जीवन में एक स्थान है। मैं समझता हूँ कि नृत्य का भी स्थान है, नाटक का भी स्थान है और अन्य सांस्कृतिक विषयों का भी हमारे जीवन में स्थान है लेकिन यह चीज क्यों भुला दी जाती है कि जिस देश में निरक्षरता का साधाय्य हो, वहां दिल्ली में अगर हम यूथ फेस्टिवल करके हवारों रुपये खर्च करते हैं या डॉस, ड्रामा और म्यूजिक का प्रोत्साहन करते हैं तो वह कुछ असरता सा है और बीसा करके हम जनता के प्रति अन्याय करते हैं। मैं यह नहीं कहता

कि उन सब चीजों की यहां पर ज़रूरत नहीं है। उनकी ज़रूरत अभी नहीं आगे चल कर होगी जब यहां पर साक्षरता होगी। आज जब इस देश में १०० आदमियों में ८५ आदमी निरक्षर भट्टाचार्य बैठे हों तो फिर उनके लिये डांस, ड्रामा और म्यूजिक होता देखकर मुझे दुःख होता है कि हम अपने पैसे का ठीक तरह सदुपयोग नहीं करते हैं। जब हमारे लोग शिक्षित और सम्पन्न हो जायें उस समय अगर यह डांस, ड्रामा और म्यूजिक के समारोह हों तो वह समझ में आ सकता है लेकिन यह एक विडम्बना है कि आज की दुनिया में शो बहुत है और बाहर से जो विदेशी मेहमान यहां पर आते हैं उनको यह दिखाने के लिये कि हम बहुत सुसंस्कृत हैं और उनका एप्रिसियेशन लेने के लिये हम इस तरह के कार्यक्रमों का बड़े पैमाने पर आयोजन करते हैं लेकिन हम उस समय अपने उन ७ लाख गांवों को भूल जाते हैं।

खैर, मेरा कहना यह है कि हमारी सरकार ने तृतीय पंचवर्षीय आयोजन में ६ वर्ष से ११ वर्ष तक के बालकों के लिये अनिवार्य और निःशुल्क शिक्षा देने का कार्यक्रम बनाया है। यह बड़ी खुशी की और स्वागत योग्य चीज है लेकिन मैं समझता हूँ कि यह प्रगति और तेज होनी चाहिये।

दूसरी चीज जिसका कि मैं जिक्र करना चाहता हूँ विह है शिक्षकों के लिये योग्य व्यक्तियों का अभाव। चाहे वे प्राइमरी स्कूल हों अथवा माध्यमिक स्कूल या युनिवर्सिटियां, उनमें योग्य से योग्य व्यक्ति शिक्षक होने चाहिये लेकिन हम देख रहे हैं कि जो अक्वल दर्जे के आदमी होते हैं वे इस प्रोफेशन में नहीं जाना चाहते। विज्ञान पढ़ने वाले और जो बी० एस० सी० होते हैं वे आई० ए० एस० में प्रशासनिक कार्य में जाना चाहते हैं और उनके लिये शिक्षा का क्षेत्र आकर्षक नहीं रह गया है, शिक्षक की जगह तनख्वाह के खयाल से

भी आकर्षक नहीं है और मर्यादा के खयाल से भी आकर्षक नहीं है और यह देखा जाता है कि एक सरकारी नौकर की मर्यादा एक शिक्षक को अपेक्षा अधिक होती है और एक शिक्षक को समाज में उतना आदर प्राप्त नहीं होता है। राष्ट्रपति ने किसी जगह कहा था कि हमको अपने शिक्षक को आदर और मर्यादा दिलवाने की उपयुक्त व्यवस्था करनी चाहिये ताकि राज्य या केन्द्रीय सरकार के कर्मचारी और अगर शिक्षक कहीं जायें तो शिक्षक को सब से पहले आदर देने का प्रयास करना चाहिये। ताकि समाज के लोग समझें कि शिक्षक अगर कम वेतन पाने वाले हैं तो भी सामाजिक उन्नति के आधार हैं। लेकिन नहीं जब कोई उच्च नेता या सरकारी अफसरान देहात में जाते हैं, या एम० एल० ए० अथवा एम० पी० जाते हैं तो उन से इंटरव्यू करने के लिये जो लोग जाते हैं उन में कोई शिक्षक होता है तो उस की उपेक्षा की जाती है। लाइन में वह सब से पीछे रहता है जब कोई मंत्री या सरकारी अफसरान वहां जाते हैं। मैं कहूंगा कि यदि हम शिक्षक को इससे ज्यादा वेतन नहीं दे सकते जो कि वे आज पा रहे हैं तो कम से कम उन को सम्मान तो दें, समाज में आदर तो दें, लेकिन इस तरफ भी हमारा ध्यान नहीं है। युनिवर्सिटी ग्रान्ट्स कमिशन की रिपोर्ट में ने पढ़ी है। युनिवर्सिटी ग्रान्ट्स कमिशन ने, युनिवर्सिटी की शिक्षा के लिये, कालेज की शिक्षा के लिये या सेकेन्डरी एजुकेशन की शिक्षा के लिये जो कमिशन बनाया गया था, उसने कहा है कि शिक्षकों का वेतन बढ़ाना चाहिये। मुझे इस बात की खुशी है कि केन्द्रीय सरकार ने विभिन्न राज्य सरकारों को यह लिखा है कि अगर वे लोग शिक्षकों का जो निश्चित वेतन क्रम रक्खा गया है उस को स्वीकार करेंगी तो केन्द्रीय सरकार उन को मदद देगी, १०० रु० में ५० रु० तक। लेकिन बहुत सी राज्य सरकारों ने अपनी आर्थिक कठिनाइयों की

## [श्री श्रीनारायण दास]

बच्चे से जो स्टैण्डर्ड बनाया गया है उस को नहीं माना है। बहुत बड़े प्रवेशों में माया है। मैं समझता हूँ कि आज हमारे प्रशासन के सर्वे में बहुत बरबादी है और फजूलखर्ची है, उस को रोक कर शिक्षकों का वेतन बढ़ाया जाय तो हमारे इन शिक्षकों का मन भी भरेगा और हमारे विद्यार्थियों की, जो हमारे बच्चे कल के नागरिक बनने वाले हैं, उन की तरक्की भी होगी। इस लिये मैं समझता हूँ कि कानून से नहीं तो केन्द्रीय सरकार को विभिन्न राज्य सरकारों को समझा बुझा कर उन पर जोर देना चाहिये और जल्द से जल्द वे जो युनिवर्सिटी के चान्सेलर हैं या बाइस चान्सेलर हैं, या जिन राज्यों सरकारों पर उस का भ्रसर है उन से लोगों को बुला कर कहें कि युनिवर्सिटी ग्रान्ट्स कमिशन ने जो वेतन मान तय किया है उस को पूरा करें। नीचे प्रारम्भिक शिक्षा से ले कर विश्वविद्यालय की शिक्षा तक के लोगों का वेतन बढ़ाया जान ताकि अच्छे से अच्छे आदमी हमें मिलें। मैं ऐसे आदमियों को जानता हूँ जिन्होंने अपना यह उद्देश्य बनाया था कि वे अपना जीवन वैज्ञानिक अनुसन्धान में व्यतीत करेंगे, लेकिन एम० एस० सी० पास करने के बाद उन्होंने देखा कि शिक्षकों का क्या आदर है, क्या सम्मान है, क्या वेतन है। और उमको देखने के बाद आई० ए० एस० में जाने की कोशिश की। इसलिये मैं चाहूँगा जो वेतन तय किया जाय वह ऐसा हो कि शिक्षक लोग अपने कर्तव्य की तरफ ज्यादा ध्यान दें सकें और इस कार्य की तरफ ज्यादा आकर्षित हों।

एक विषय जिस का मैं बिक करूँगा यह है कि हिन्दुस्तान के अन्दर जो पुस्तकालय का आन्दोलन है वह पुराना आन्दोलन है। स्वराज्य से पहले लोगों ने अपने सब से या संयुक्त शक्ति से जहाँ तहाँ पुस्तकालय खोलें थे। आज केन्द्रीय सरकार की तरफ

से कुछ सहायता इस में अवर की जाती है लेकिन वह पर्याप्त नहीं है। हिन्दुस्तान में शिक्षा के लिये स्कूल, कालेज और युनिवर्सिटी ही आवश्यक नहीं है, युनिवर्सिटी और कालेजों से जो लोग पढ़ कर निकलें उन की शिक्षा कायम रहे, इस के लिये पुस्तकालयों का कायम होना भी आवश्यक है। आज पुस्तकालय कायम होते हैं, और मैं चाहूँगा कि जैसा झाल इंडिया लाइब्रेरीज एसोसियेशन ने सजेसन दिया था, एक कानून सरकार द्वारा बने जिस के द्वारा एक बार्ड हो, उस की शाखायें विभिन्न राज्यों में हों, जो सरकार की सहायता से स्वतन्त्र रूप से पुस्तकालय आन्दोलन को ऐसे ढंग से चलायें कि सचमुच पुस्तकालय गांव गांव में ज्ञान के मन्दिर हो जायें और वे अच्छी तरह से संगठित रूप में चलने लगें।

एक सवाल जिस के बारे में मैं कहना चाहूँगा वह पब्लिक स्कूल का है। हमारे यहाँ कुछ पब्लिक स्कूल चलते हैं। पब्लिक स्कूलों की सरकार सहायता भी देती है। जहाँ तक मुझे मालूम है, पब्लिक स्कूलों की जो सीवी ग्रान्ट दी जाती है वह बन्द होने वाली है। लेकिन मैं ध्यान खींचना चाहूँगा कि पब्लिक स्कूलों में पढ़ने वाले बच्चों का एक कम्पटीटिव एग्जामिनेशन होता है जिस में जो बच्चे मेरिट्स में आ जाते हैं उन को उन : गार्डियन की आर्थिक हालत से अनुसार १०० या १२५ रुपये की सहायता दी जाती है। यह एक पछपात है। जब हम ने बैसिक एजुकेशन का प्रायर्षक अपने लिये मान लिया है तो हमें चाहिये कि बिना किसी बात की परवाह किये, चाहे बच्चा बैसिक एजुकेशन में पढ़ता हो, चाहे किसी प्राइमरी स्कूल में पढ़ता हो, जो सब से अच्छा बच्चा हो, हीनहार हो उस को आर्थिक सहायता दें। हिन्दुस्तान जैसे देश में, जहाँ हम ने बाहर किया था

इस बात का कि हम सब को बराबर का मौका देंगे, शिक्षा का क्षेत्र ऐसा है जहाँ हमें इसे प्रबल देना चाहिये। स्कूल में किसी की फील माफ करना या कम करना ही बराबरी का मौका नहीं है, इस से काम चलने वाला नहीं है। इस लिये जब हम शिक्षा के क्षेत्र में बराबरी का मौका देने का सिद्धान्त मानते हैं तो खाली पब्लिक स्कूलों के सिर्फ अच्छे अच्छे लड़कों और बच्चों का वर्गीकरण करना ठीक नहीं है। उन का ढंग ढाँचा देखिये तो वह हिन्दुस्तान की जनता के जीवन में कोई मेल नहीं खाता। इस लिये मैं अनुरोध करूँगा कि पब्लिक स्कूल ही नहीं, हर प्राइमरी स्कूल में जो होनहार लड़का हो उस के बारे में शुरू से जांच पड़ताल कर के उस को अच्छी से अच्छी छात्र वृत्ति देनी चाहिये और उस को पब्लिक स्कूल में पढ़ने का मौका देना चाहिये। यह अच्छा उपाय होगा।

बुनियादी स्कूलों के बारे में इस सदन में कई तरह की ऐसी समालोचनाएँ हुई हैं जिन में मान्य होता है कि लोग उस के खिलाफ हैं। जहाँ तक मैं समझता हूँ जो हिन्दुस्तान के बड़े बड़े शिक्षा विशेषज्ञ हैं, गांधी जी के जीवन से लेकर अब तक उन्होंने सरकार को भी सिफारिश की है और अपने विचार भी प्रकट किये हैं कि आज कल को दुनिया में सभी बातों को ध्यान में रखते हुये बुनियादी शिक्षा ही एक अच्छी पद्धति है जो वैज्ञानिक ढंग की है, जिस में केवल किताब का रटाना ही एक धारणा नहीं है। किताब पढ़ाने के साथ साथ दुनिया भर के कामों के जरिये से किताब पढ़ाना अनुभव के जरिये से पढ़ाना, यह धारणा माना गया है। जहाँ तक मैं समझता हूँ मैं ने और देशों की शिक्षा पद्धतियों का भी अध्ययन किया है मास्टेरी और किन्डर गार्टन सिस्टम (२२) का जहाँ समावेश है वहाँ शिक्ष विधियों में जो कुछ खिंचे होते हैं उन्हें प्रकटित करने का मौका दिया जाता

है। वही प्रसंगी शिक्षा है। मैं समझता हूँ कि बुनियादी शिक्षा में जहाँ तरह तरह के कामों की शिक्षा दी जाती है उस से बढ़ कर अच्छी और वैज्ञानिक शिक्षा और नहीं हो सकती है। लेकिन हिन्दुस्तान जैसे देश में जो संकड़ों वर्षों तक गुलाम रखा लोगों ने अंग्रेजी शिक्षा पद्धति को देखा उन के तौर तरीके को देखा उन को और हमारे जो बड़े से बड़े नेता हैं उन को बुनियादी शिक्षा पर विश्वास नहीं होता है और इम सदन में इस पद्धति की समालोचनाएँ की जाती हैं। हो सकता है कि इस पद्धति को चलाने के लिये जिस प्रकार के शिक्षकों की जरूरत है वे न मिलते हों और जो प्रणाली है उसे ठीक से हम न चला सकते हों लेकिन इम बात में कोई शक नहीं है कि सरकार ने आज इस पद्धति को अपनी राष्ट्रीय नीति माना है और प्रारम्भिक शिक्षा में हम बुनियादी तालीम को अपना धारणा मानते हैं। मैं समझना हूँ कि यह प्रशंसनीय है और बावजूद इम बात के कि जिन लोगों को अनुभव नहीं है जिन की पूर्व धारणायें बनी हुई हैं प्रेजुडिसेज हैं जो अंग्रेजी शिक्षा के पुराने ढंग को पसन्द करते हैं वे इस की समालोचना करते हैं, बुनियादी तालीम को हर तरीके से आगे बढ़ाने का आवश्यकता है। हिन्दुस्तान जैसे देश में जिस में सात लाख गाँव हैं और ८२ प्रतिशत लोग गाँवों में रहने वाले हैं बुनियादी तालीम के अभाव कोई और अच्छी तालीम नहीं हो सकती। यह कहा जाना है कि बड़े बड़े नेता कहते हैं बुनियादी तालीम की बात लेकिन वे अपने बच्चों को उस के अभाव नहीं पड़ते हैं। यह हो सकता है कि आज सब अपहू उस का इन्तजाम न हो वह हो चाय तो वे अपने बच्चों को बुनियादी तालीम के द्वारा ही पढ़ा सकते हैं। इस सिबे मैं समझता हूँ कि इस की समालोचना न करके उस में सुधार करने की कोशिश करनी चाहिये। केन्द्रीय सरकार ने बहुत सी कमेटियाँ बिठा कर, बड़े बड़े विशेषज्ञों को बुला कर, बड़े

[श्री श्रीनारायण दास]

बड़े सेमिनार कर के, इस के बारे में जो सभ्य निकाले हैं, वे प्रथम ही अध्ययन के माध्यक हैं और उन का अध्ययन कर के अगर सरकारी स्कूलों में या जो संस्थायें शिक्षा के काम में लगी हुई हैं, उन में हम इस को चलायेंगे तो इस में बहुत सुधार हो जायगा।

Shri Harish Chandra Mathur (Pali): Mr. Deputy-Speaker, it is not only from the ethical, moral or constitutional view-point that I think we must give top priority to education, but it is, I believe, the practical necessity which compels us to think in that direction, and it is why I feel that the Education Ministry in the Centre must be strengthened.

My first difficulty is that I have not been able even to understand the new governmental set up in the Education Ministry. We are told that we are going to have two Ministers of State in the Education Ministry, possibly one in charge of scientific research and technical education and the other in charge of other departments. These two fields are almost inseparable and the activities so overlap each other that I do not know how they are going to function in that manner. The two Ministers of State, I believe, are going to be independent of each other. There is already a lot of confusion and lack of co-ordination. This dual arrangement which, I am afraid, is due to certain reasons other than those dictated by the necessity of the situation, appears to me to be almost unworkable. I hope some light will be thrown as to how the Ministry propose to function and co-ordinate the efforts to bring together all aspects of education and to march together hand in hand.

The Ministry of Education is already faced with great difficulties. We have to realise and recognize that they have to work under serious handicaps, because, as we already

know, they have to deal with a subject in which there is the autonomy of the States as well as the autonomy of the Universities which gives rise many a time to a very difficult or very delicate situation. This, if I understand the Education Minister rightly, is one of the reasons why we have not been able to make the progress which we so much desire.

What we find is that with the change in the demands of the society and our dynamic developmental activities there is a much greater burden on the Education Ministry than on any other Ministry. Therefore it is very necessary that this Ministry is given more vitality and vigour and the wherewithal to achieve the targets which it will have to put before itself now. I think its mind is not already clear about it.

Only the other day the hon. Prime Minister laid on the Table of the House a Policy Resolution regarding scientific advancement. It is not yet clear to me as to who is responsible to give a practical effect to that Resolution—whether it is the hon. Prime Minister himself; Is he in any way associated with the implementation of that Resolution?—or it is the Ministry of Education. We do not know whom to hold responsible for the advancement of scientific research as well as to give implementation to a policy statement which was made on the floor of the House. That policy statement has very important characteristics. In the last para of that statement it has been stated:

“The Government of India have decided to pursue and accomplish these aims—the aims have been stated above—by offering good conditions of service to scientists and according them an honoured position by associating scientists with the formulation of policies and by taking such other measures as may be deemed necessary from time to time.”

I should like the hon. Minister to state whether this matter had previously received any consideration by them, whether they have got any plan or programmes in respect of this particular clause of the statement and whether these Demands, which are before us and which we are supposed to vote, make any provision to enable the Ministry to implement this policy resolution which was laid on the Table of this House. I think it should have been made clear in the Demands which are before us—it should have been made clear even in the Budget—as to how the changed emphasis, which the Ministry is going to lend to scientific advancement, is to be implemented.

I was just reading today's papers and I found that the calculations, which had been made by a special committee appointed by the Ministry of Education to give us an idea of the scientific personnel, has become already out of date. It was after a lot of enquiry and investigation that they told us as to what would be the requirement of the scientific personnel to fulfil the Second Five-Year Plan targets. Their original calculation was about 31,000 graduates and 41,000 diploma holders. Now, I understand, this committee, the Ministry of Education and the Planning Commission—all put together—have given further thought and consideration to this matter and they feel that the requirement is much more. I think, now they feel that it should be 26,500 engineering graduates and 55,000 diploma holders. Now our present institutions, which have been very much stepped up, are capable of producing only 15,000 graduates and 30,000 diploma holders. I would like the hon. Minister to throw some definite light on this subject and tell us as to how he is going to do this. What arrangements does he envisage and what provision does he make in these Demands to meet not only the original demand, which was laid before the Ministry by that committee, but this increased demand which has now come before the Ministry as a result

of consultation with the Planning Commission and others? In this connection, I wish further to invite the attention of the Chair and the House that even this estimate appears to me to be very conservative. There was another committee appointed by the Ministry of Commerce and Industry—their Small Scale Industries Wing—and they did go into the matter and submitted a certain report and the members of that committee had some practical experience. They had pitched the demand at a much higher rate. I do not know if there is any real co-ordination between the Ministry of Education and the Ministry of Commerce and Industry and whether the Planning Commission, in coming to these conclusions, had consulted the Ministry of Commerce and Industry or not and whether they had taken into consideration the requirements of the expanding private sector or not because these are matters of vital importance.

Everybody in this House will remember the ringing words of the hon. Prime Minister while he was replying to the debate on the General Budget when he referred with fervour to the developmental changes under which this country is going. Those ringing words were only in respect of industrialisation to which we are wedded. But industrialisation depends upon personnel and technical know-how and the technology which we could make available to the country. They are much more important. I was afforded an opportunity to speak on the Ministry of Commerce and Industry. I consider the Ministry of Commerce and Industry to be one of the most important—almost the second most important—Ministry in the present context of things, but I consider the Education Ministry much more important than even the Ministry of Commerce and Industry for one reason because the Ministry of Commerce and Industry is much easier to handle. Here you have got far greater difficulties and it is only when the required personnel is provided by the Ministry of Educa-

[Shri Harish Chandra Mathur]

tion that we will be able to go ahead in our plans and programmes.

I find that there is very little co-ordination between this Ministry and the other Ministries, which are vitally interested in the problems which face the country today in the practical sphere. If you will just make a reference to the Annual Report, which is before us, you will find—I also found it while discussing in some of the meetings of the Consultative Committees—that they have certain Vigyan Mandirs or, what they call, certain extension areas in some of the districts throughout the country. I never knew of the existence of such places till I learnt about it in the Ministry itself in one of the Consultative Committee's meetings and I found that one of these Vigyan Mandirs was right in my constituency at a place which I had visited at least three times. I never knew about it. So, I made it a point to go to that place immediately after that meeting. I visited the Vigyan Mandir. I do not mean to say that I am deprecating the attempt which is being made by the Ministry. It is a laudable scheme, but I found that it is absolutely infructuous and ineffective in the practical sphere. It was not working at all. It cannot work. The gentleman there is not properly equipped and has no co-ordination with the other activities there. He has to deal primarily, so far as I learnt from him and his activities, with agriculture. He is directly connected with the Centre. He has no co-ordination with the States. He does not know anything about the local conditions of that place. In that very sphere, there is another Agricultural Extension Officer working. The Agricultural Extension Officer is doing almost the same work. There is no co-ordination whatsoever between the officials of the Vigyan Mandir and the Agricultural Extension Officer. The work of the Agricultural Extension Officer is identically the same. If these two could have co-ordinated, if they had

taken advantage of the local conditions, of the Ministry of Agriculture and Directorate and the research work which is being done for the local purposes from the State Government, they would have done much better work.

I will not refer to the University Grants Commission because I have tabled a motion which has been admitted and I will get some other time to discuss that. What I definitely want to state is that the University Grants Commission should drive out politics from its fold. The Government of India itself in consultation with the University Grants Commission should have a clear conception of their working. The report makes very disappointing reading. Very little has been done. I am not going into it. What I wish is, at least the policy matters should be decided. What are the policy matters so far as the University Grants Commission is concerned? How are the Universities going to be run? What is going to be the medium of education in these Universities? I very much wish that we are not carried away by politics and sentiment in this matter. If it is necessary, we may retain English as the medium of education. But, I understand that regional languages are being adopted as the medium of education in certain Universities. It will give rise to various complications in the future. It is really unfortunate that we have not been able to sustain the tempo; it is really unfortunate that we have not been able to make an earlier decision; it is really unfortunate that very little has been done in this direction.

I would further urge one more point and that is about the Central Institutes which are directly in charge of the Central Government. If you just look at the list of the Institutes, you will find that they are concentrated only in certain areas. The Central Government, at the present moment, is making grants available in a far increasing percentage to Universities and to

Engineering institutions. I would wish that they adopt as a matter of policy to have certain technological Central institutes in almost all the States, giving first preference to the under-developed States. One reason for my saying this is that the States which are industrially developed have, of necessity, to create certain educational, technological institutions. The industry itself gives birth to such institutions. So, they have got to give a fillip to those areas where there is lack of these technological institutes. I may not be misunderstood as pleading the cause of Rajasthan. Particularly in my home town we have already got a first class Engineering college. I wish they adopt this as a matter of policy. These institutions grow in certain places. Take Roorkee. You will find in the U.P. ten of them. If you look at certain places, there is hardly one Engineering college. These Central institutions for technology should be established in these under-developed areas.

Nowadays we talk of discipline and all these things. It is impossible for me in the short time at my disposal to go into. But, the spurt of extra-curricular activities has grown so much that the other side is now completely being neglected. Hardly out of 360 days, there are regular classes for 120 days. That is most disturbing. If the boys read only for 120 days out of 360 days, you can just consider what a great waste of our resources is there. I think immediate attention should be paid to this matter and there should be a curtailment of these holidays and extra-curricular activities should be properly balanced and adjusted. They have their importance. They are very necessary for personality development. But, they must find their proper place and the thing must be balanced.

श्री श्रीराम (पटियाला) : माननीय उपाध्यक्ष जी, जैसा कि पहले वक्तार्यों ने कहा था हमको मोलाना साहब की याद आ रही है। इस मुहकमे को उन्होंने बहुत बढ़ाया था। घाम तीर पर एजुकेशन को बहुत महत्व

नहीं दिया जाता लेकिन मोलाना साहब ने अपने व्यक्तिगत के जरिये इसको बहुत ऊंचा स्थान दिलाया और सब ने उनकी इज्जत की। यह खुशी की बात है। भाषा जो हमारे मिनिस्टर साहिबान हैं उनको इस बात का एडवांटेज मिलेगा कि जिस स्थान पर वह बैठे हैं उसको मोलाना साहब ने बढ़ा दिया था। मुझे आशा है कि यह इसका एडवांटेज उठावेंगे।

दूसरी बात में यह समझता हूँ कि मोलाना साहब का यह बड़ा भारी कंट्रीब्यूशन है कि उन्होंने दुनिया के साथ हिन्दुस्तान को को-एक्सटेंसिव बना दिया। उन्होंने तमाम दुनिया के साथ कल्चरल टाल्कुलात जोड़ने की कोशिश की। दूसरे मुल्कों से यहां डेवेलोपेशन आये यहां में उन मुल्कों को डेवेलोपेशन गये, उन्होंने दूसरे मुल्कों के साथ पैक्ट बनाये, स्कालरशिप दिये। यानी उन्होंने कोई मौका नहीं छोड़ा। उन्होंने इस देश को सारी दुनिया के साथ को-एक्सटेंसिव बनाने की पूरी कोशिश की ताकि जो लोग यहां से बाहर जायें उनको दूसरे मुल्कों का प्रेम मिले और जो लोग बाहर से हमारे यहां आयें वे होमली फील करें। यह उनका बहुत बड़ा कंट्रीब्यूशन था। मुझे आशा है कि यह काम बवस्तूर जारी रहेगा और इसमें जो भी कमी होगी उसको पूरा किया जायेंगा।

दूसरी बात में मोलाना साहब के बारे में यह कहना चाहता हूँ कि वह हर मामले को चुन होकर चुन लेते थे। कोई लम्बी चौड़ी तकरीर नहीं करने थे और एक मिनट में मामले को हल कर देते थे। मैं एक छोटी सी मिसाल देना चाहता हूँ। यहां पर पंजाब यूनिवर्सिटी के कैम्प कानिज का मामला था। इसके लिए बहुत एजीटेशन हुआ था क्योंकि यह कहा गया था कि इसको बन्द करने वाले हैं। वह मामला यहां पार्लियामेंट के अन्दर आया।



[श्री: प्रसन्न राम]

उन्होंने दो लफ्ज कहे और उसके बाद ठंडक पड़ गयी। उन्होंने कहा कि हमारी पालिसी लाचीम को बढ़ाने की है बन्द करने की नहीं है (We do not want to stop the progress of running institutions) उनमें इन दो मॉटेसैज के ठंडक पड़ गयी। आज फिर कोई तकरीर नहीं की। यह मसला हलके हलके सामने आ रहा है। मुझे मालूम हुआ है कि एक दो कदम मंत्रालय इस बारे में उठा भी चुका है। मैं आज उसमें सम्बन्ध में कुछ प्रश्न करना चाहता हूँ। मौलाना भाहब ने जो पालिसी हमारे सामने रखी थी उसमें उम नीति के विरुद्ध कहीं न चले जायें। आप ऐसा कदम न उठा लें कि यह जो कालिज चल रहा है इसको रोक दें कहा जाता है कि चार और कालिज खोले जायेंगे। आप उनको खोलें। इस कालिज के अन्दर ६००० लड़के दाखिल होने को हर साल आते हैं, उनमें में चार हजार का दाखिला रुक जाता है, सिर्फ दो हजार लड़के ही इसमें लिए जाते हैं। इन चार हजार लड़कों के लिए कोई इन्तिजाम करना और मुनासिब बात नहीं मालूम पड़ती। लेकिन इन नये कालिजों को खोलने का यह मतलब न समझा जाये कि इस कालिज को बन्द कर दिया जाय। आप एक कालिज खोलें, दो कालिज खोलें, चार कालिज खोलें, पचास कालिज खोलें। लेकिन मेरी राय में अगर आप इस कालिज को बन्द कर देंगे तो यह गलत कदम होगा। इस लिए मैं चाहता हूँ कि आप ऐसा कदम न उठायें कि आपको बाद में अपनी गलती महसूस हो जैसा कि कभी कभी होता है। इस वक्त कैम्प कालिज में ३५०० लड़के पढ़ रहे हैं और दिल्ली यूनीवर्सिटी में ४००० लड़के पढ़ रहे हैं। मैं आज देखेंगे कि यह कैम्प कालिज भी एक यूनिवर्सिटी ही है। अगर आप एक चलती हुई यूनिवर्सिटी को बन्द कर देंगे तो यह अच्छा कदम नहीं होगा। आपने इस कालिज को कोई पया नहीं दिया, आपने केवल इसकी अपना आशीर्वाद दिया है और वह चल

रहा है। आज इतने बरस बाद इसकी बन्द करने का कदम उठाना मैं अपने कर्ना कोई अच्छी बात नहीं होगी।

आप को मालूम होगा कि दिल्ली में चार ऐसे कालिज हैं जिन के विद्यार्थियों की संख्या कैम्प कालिज से चौथाई है लेकिन उन को सरकार दो दो लाख की ग्रांट देती है। अगर आप इस कालिज को बन्द कर देंगे तो आप को इस कालिज के लड़कों को प्रोवाइड करने के लिये घाट लाख खर्च करना पड़ेगा। तो आप एक तरफ तो कहते हैं कि हमारी जेब में पैसा नहीं है और दूसरी तरफ आप ऐसे कदम उठायें कि आप का खर्च बढ़े यह बात मुझे ठीक नहीं मालूम पड़ती।

इस के अलावा आप देखें कि पहले दिल्ली की आबादी पांच, छः सात आठ लाख होती थी। लेकिन रिफ्यूजीज वगैरह के आने से इस की आबादी २० लाख हो गयी। यहां पर दस लाख के करीब रिफ्यूजी आ गये। उन लोगों को दूसरी यूनीवर्सिटी में तबादला करने में बहुत दिक्कत होती। इस कैम्प कालिज की वजह से उन को यह नहीं करना पड़ता। इस में बंगला वगैरह पढ़ाने का भी इन्तिजाम है। तो इस में लड़कों को सहूलियत रहती है। आप जो नये कालिज खोलेंगे वे कौन से होंगे? आप का इरादा है कि जो मौजूदा कालिजेज हैं उन के साथ ही ईवनिंग कालिज खोल दिये जायें। और फरमाइये कि इस का यह नतीजा होगा कि जो लड़के उन कालिजों से पास करेंगे उन के लिये कहा जायेगा कि इन्होंने इंटर-पेडेंट कालिज से डिग्री नहीं हासिल की है। वे कालिज दूसरे कालिजों के एग्जेंज समझे जायेंगे। तो मेरा खयाल है कि यह चीज गलत होगी। इसलिये मैं समझता हूँ कि कैम्प कालिज को बन्द करने का कदम उठाने के पहले सरकार को सौ मर्तबा सोचना चाहिये। ऐसा कर के वे अपने को मुसीबत में डाल लेंगे और अपना खर्च भी बढ़ा लेंगे।

दूसरा सवाल यह आता है कि दिल्ली में तो दिल्ली यूनीवर्सिटी ऐक्ट लागू होता है। लेकिन मैं पूछता हूँ कि उस ऐक्ट को किस ने बनाया है? आप ने उस में कुछ एक्सेप्शन्स किये हैं कि यहाँ पर दिल्ली और पंजाब दोनों यूनीवर्सिटियों के कालिज चल सकते हैं। अगर ऐसा ही रहे तो क्या हर्ज है। पलीगढ़ के अन्दर दूसरे कालिज चलते हैं। फिर दिल्ली तो देश में एक ही है। यहाँ को प्राबादी लगातार बढ़ रही है। अगर यहाँ पर दूसरी यूनीवर्सिटी का भी कालिज चलता है तो उस में कौन सी बुरी बात है। आप पंजाब यूनीवर्सिटी से बात करें कि वह इस कालिज को चला सकती है या नहीं। वह यह कहें कि वह नहीं चला सकता तो आप उभय सतम करने का मौक़ा। अगर आप इस के बख़िलाफ़ कर्म तो न.५ समझें कि मौलाना साहब के वक्त में तो यह काम चलता रहा लेकिन बाद में मामला विगड़ ही गया। लोग यह कहेंगे कि मौलाना साहब लोगों को मरजी की कद्र करते थे। अब वैसा नहीं है। तो मैं समझता हूँ कि मंत्री साहब इन बातों का ध्यान रखते हुए इस कालिज को जारी रहने देंगे।

दूसरी बात मैं बेसिक एजुकेशन के बारे में कहना चाहता हूँ। मैं इस के बारे में चन्द बातें कहना चाहता हूँ जोकि साफ़ है। महात्मा गांधी ने इस तरीके को मुल्क की आर्थिक, सामाजिक और सांस्कृतिक अवस्था की देख कर पेश किया था। आज बेसिक एजुकेशन में किसी तरह की कामयाबी नहीं हुई है। कोई ऐसा इंस्टीट्यूशन बतलाये कि जहाँ यह कामयाबी हुई हो, जहाँ पर एक तिहाई, चौथाई या आधे हिस्से के खर्च के लिये कोई इंस्टीट्यूशन सेल्फ़ सपोर्टिंग हुआ हो। ऐसा नहीं हुआ है। यह बात साफ़ है। अगर यह बात साफ़ है तो हम क्या करें। करीब बीस बरस हो गये। आप पांच बरस और ले लें। लेकिन मैं चाहता हूँ कि सरकार इस पर ध्यान करे कि इस को किस

तरह से कामयाब बनाया जा सकता है। आप इस वक्त गांधी में चल कर देखिये कि इस का क्या हाल है। जो बच्चे इन स्कूलों में गांधी में पढ़ते हैं उन पर किस तरह का असर पड़ता है। वे अपने टीचर की देखते हैं और इंस्पेक्टर की देखते हैं और दोनों का मुकाबला करते हैं। टीचर की गरीबी को वह देखते हैं। उस को तनख्वाह कम मिलती है, वह स्ट्राइक करने को तैयार रहता है। इस तरह की अपने टीचर की हालत को देख कर बच्चों के ऊपर इस का अच्छा असर नहीं पड़ता। फिर जब बाहर से इंस्पेक्टर आते हैं तो बच्चे उस को देखते हैं। वह अच्छे कपड़े पहन कर आता है, अंग्रेजी बोलता है। उस का आदर होता है। तो यह देख कर बच्चों के दिल में यह खयाल पैदा होता है कि समाज में उन्हीं लोगों को इज्जत होती है जोकि अंग्रेजी बोलते हैं, ज्यादा तनख्वाह लेते हैं और काम कम करते हैं। मैं यह कहूँगा कि यह आपसे लिये सोचने की बात हो जाती है। आपको सोचना चाहिये कि किस तरह से जो टीचर हैं वह स्ट्राइक का खयाल न करे, किस तरह से वह सैटिसफाइड रहें और किस तरह से वह अपने आप में दिलचस्पी लें। इससे वास्ते में एक दो बातें आपकी निवदम में अर्ज करना चाहता हूँ। सब से पहली बात तो यह है कि आपको यह जो सारे का सारा ढांचा है, इसको बदलने की कोशिश करनी चाहिये। आप टीचर्स को तनख्वाह पर न रखें। उसकी जो भी जरूरतें हैं, उस की जो मांगें हैं, उसकी जाँ गंदम की जरूरत है, दूध की जरूरत है, मच्छी की जरूरत है, उन सब को पूरा करना होगा। आप इस तरह से कर सकते हैं कि जो गांव वाले हैं वे सब मिलकर इन सब जरूरतों की पूरा करें। आप उसको गंदम, गाय और साम ही साथ एक दो एकड़ जमीन जिस में वह काम कर सके, प्रोवाइड कर सकते हैं। जब ऐसा आपने कर दिया तो फिर गंदम का भाव चाहे ५० रुपया मन या पांच ६० मन हो जाये और

[श्री अशित राम]

चीजें चाहे जितनी मंहगी हो जायें, आपको भिन्ना करने की जरूरत नहीं रह जायेगी और वह भी स्ट्राइक करने की बात को नहीं सोचेगा। जो लोकल प्राइमी हैं, जो गांव वाले हैं, वे ही उसकी तमाम की तमाम जरूरतों को मुहैया कर सकते हैं।

इस वास्ते जो बुनियादी चीज है वह यह है कि आप अपने छांचे में परिवर्तन करें। मैं ने पंजाब के अन्दर देखा है कि गवर्नमेंट में प्राइमरी एजुकेशन को अपने हाथ में ले लिया है और इससे नुकसान ही हुआ है। आपको एजुकेशन को अपने हाथ में नहीं रखना चाहिये। इस तरह से करने से प्रोग्र नहीं हो सकती है। मैं चाहता हूं कि आप इसमें लिये कोई एक्सपर्ट कमेटी बिठायें जो आपको यह बतलायें कि किस तरह से आप तालीम को ट्रांसफर कर सकते हैं और किस तरह से इसको ट्रांसफर किया जाना चाहिये। यह तालीम का जो मामला है वह जनता के हाथ में जाना चाहिये। आज नहीं तो आहिस्ता आहिस्ता, दो साल में, चार साल में या पांच साल में जब तक आप इसको जनता के हाथ में नही सोंपेंगे आपका काम ठीक तरह से नहीं चल सकता है।

आप टीचर्स को बाहर से इम्पोर्ट करते हैं। वह वहां पर बच्चों की तालीम में इंटरिस्ट नहीं लेता है। वह बच्चों को वहां जा कर अच्छी तरह से नहीं पढ़ाता है, मुहब्बत के साथ नहीं पढ़ाता है। अगर गांव वाला ही वहां पढ़ाना शुरू कर दे तो वह मुहब्बत के साथ, प्यार के साथ और दिन लगा कर पढ़ायेंगा। इस वास्ते मैं चाहता हूं कि आप इस और भी ध्यान दें। इसमें साथ ही साथ आप यह देखें कि यह जो एजुकेशन है यह जनता के हाथ में आये। जब तक ऐसा नहीं होगा, कुछ भी नहीं बनेगा। आप इंस्पेक्टरों की तादाद बढ़ा लें, टीचर्स की तनश्वाह बढ़ा दें, कुछ नहीं हो सकता है। आज होता

यह है कि इंस्पेक्टर गांव में जाता है और देखभाल करने आ जाता है। वह अपने हाथ से काम नहीं करता है। इस तरह से तो बेसिक एजुकेशन नहीं चल सकती है।

जब मैं हिन्दी के बारे में एक दो बातें कहता हूं। यह फैसला हो चुका है कि हिन्दी अंग्रेजी को रिप्लेस करेगी। अब हिन्दी के बारे में एक कंट्रावर्सी चल रही है। मेरा उस से कोई ताल्लुक नहीं है। हिन्दी चाहे सन् १९६५ में आये, १९७० में आये या १९९० में आये यह कोई बड़ी बात नहीं है। आज जो लोग अंग्रेजी की हिमायत कर रहे हैं, उनमें दिल में यह बात नहीं है कि उनकी अंग्रेजी के साथ मुहब्बत है, लव है। इसका मैं समझता हूं सब से बड़ा कारण यह है कि उनका यह खयाल है कि जो हिन्दी हमारे हाथ में है, वह जितनी डिवेलेप हुई है, वह काफी नहीं है। इस ने हमारे सब काम नहीं चल सकते हैं। हम दूसरी कुर्मी को तभी ग्रहण कर सकते हैं जब कि जो हमारी पहली कुर्मी है, उससे वह बेहतर हो, ऐसा नांगों का खयाल है। जितनी आज हिन्दी डिवेलेप हुई है, वह सफिसेंट नहीं है, काफी नहीं है, उसमें हमारा कारोबार नहीं चल सकता है। ऐसा क्यों है, इसका जवाब मैं समझता हूं गवर्नमेंट ही दे सकती है।

मैं ने आप की रिपोर्ट देखी है, उस में कहा गया है कि हिन्दी को तरक्की देने के लिये, जो हमारे नान-हिन्दी स्पीकिंग प्रोविंसिम हैं, उन को चार लाख रुपये की ग्रांट दी गई है। इस के अलावा यह भी कहा गया है कि नी मजमूनों के अन्दर टरमिनीलोजी को या १६ मजमूनों के अन्दर टरमिनीलोजी को तैयार किया गया है। यह सब अच्छी बातें हैं। लेकिन जो आज इतनी ज्यादा तरक्की नहीं हुई है, जितनी हम चाहते थे, उस की जिम्मेदारी किस पर है। चाहे पचास बरस लग जायें और

चाहे अंग्रेजी इसी तरह से चलती रहे लेकिन किसी आदमी को यह कहने का मौका नहीं मिलना चाहिये कि हिन्दी इस काबिल नहीं है कि इस से काम चल सके। इस की तमाम जो जिम्मेवारी है, वह आप के ऊपर है, गवर्नमेंट के ऊपर है। आप को चाहिये कि आप इस को बढ़ावा दें। यहाँ पर सब लोग ही अंग्रेजी में बोलते हैं, अच्छी तरह से बोलते हैं, इस से उन की लियाकत की मूलक भी मिलती है। हर मजमून में किताबें छपती हैं और हर भाषा में छपती हैं। आप को चाहिये कि आप कोई ऐसी योजना बनायें, जिस से जो योग्य आदमी हैं, जो काम करना चाहते हैं, उन को सहायता दी जा सके। आप को चाहिये कि आप ऐसे योग्य आदमियों को एनकरेज करें। उन को किसी किस्म की बरी नहीं रहनी चाहिये, किसी किस्म का फिऊ नहीं रहना चाहिये और उन को यह फिऊ नहीं होना चाहिये कि उन की किताब बाजार में नहीं चलेगी, या उन को कुछ पैसे नहीं मिलेंगे। जो आदमी अपनी टैलेंट लगाना चाहते हैं, उन को आप को बढ़ावा देना चाहिये, उन के लिये आप को दरबजि खोल देने चाहिये। मैं चाहता हूँ आप इन सम्भावनाओं पर तथा दूसरी सम्भावनाओं पर विचार करें।

अब मैं आप के सामने आप ने जो नेशनल डिस्प्लिन स्कीम जारी की है, उस के बारे में दो एक बातें कहना चाहता हूँ। इस स्कीम को चालू करने के लिये मैं आप को बधाई देता हूँ। गांवों के अन्दर काफी लैबार्जी गई जाती है, लोग ताश खेलने में अपना समय नष्ट किया करते हैं, दातरंज खेलने में अपना वक्त जाया करते हैं। अगर आप ने इस स्कीम को गांवों के अन्दर चालू किया तो लोगों की कमर खड़ी हो जायगी। यह एक बहुत ही अच्छी चीज है। आप को एक काबिल आदमी मिल गया है, जिस ने इस चीज को चला दिया है। आप के पास और भी काबिल आदमी हो सकते हैं और वे इस को अच्छी

तरह से भी चला सकते हैं। लेकिन आप इस स्कीम को चलाने के लिये जितना रुपया दे रहे हैं, वह में समझता हूँ, बहुत कम है। आप पहले पहले एक्सपेरिमेंट करना चाहते थे और वह एक्सपेरिमेंट आप का-हो चुका है और यह स्कीम कामयाब साबित हुई है। पहले पहल इस को रिफ्यूजीज के लिये चलाया गया था लेकिन अब वक्त आ गया है जबकि इस को सारे देश में लागू कर दिया जाना चाहिये। मैं चाहता हूँ आप इस तजुबे को मीरियसली लें, ज्यादा रुपया इस पर खर्च करें, ज्यादा इंस्पेक्टर और काबिल इंस्पेक्टर रखें और हर एक को यह अनुभव करना चाहिये कि मैं जो काम इस स्कीम के अन्तर्गत कर रहा हूँ, वह गौरव का काम है, इज्जत का काम है, देश को प्राय ले जाने वाला काम है, मान को बढ़ाने वाला काम है दूसरों को भी चाहिये कि वे उन लोगों की जो इस काम को करते हैं, इज्जत करें। अगर आप ने इस काम को सीरियसली अपने जिम्मे लिया और इस को प्राय बढ़ाया तो मैं समझता हूँ कि जो आने वाली जेनरेशंस हैं, उन की कमर सीधी होगी और हम प्राय चल सकेंगे।

**Shri Hem Barua (Gauhati):** The reforms so far made in our educational system, I feel, are only piecemeal arrangements, with a reform here and a reform there. This type of scissors and paste work, cutting out a thing here and putting it somewhere else does not create the necessary climate of enthusiasm in the country, and that is what we find today so far as our educational policy is concerned.

16 hrs.

For instance, in a democracy like ours, the first thing that we should have done since attaining Independence was that we should have put our attention primarily on the elementary type of education. It was the Sargent Commission which said that there should be free, universal and

[Shri Hem Barua]

compulsory education for all children in this country, and they also quoted a target, and that target was 'within forty years'. This was put into our Constitution also, and according to article 35, we have put a target before ourselves that we want to achieve this within a period of ten years. But somehow or other, this has been cold-stored.

It is, of course, a fact that the number of schools has risen. I have the figures before me here. By the end of the First Five Year Plan the number of primary schools has risen to 2,78,056, and in the same way, the number of school-going children in the age group of six to eleven has also risen from 30 per cent. in 1947 to 53 per cent. in 1955-56. These are the results that are generally advanced in order to adduce arguments in favour of the fact that Government is doing everything possible in its power to develop educational facilities in this country. At the same time, these are statistics only; and statistics are often utterly deceptive; they only half-reveal the truth and at the same time half-conceal the real state of things. Here also we find that they only reveal half of it, while at the same time they conceal the rest of it. We do not find the attention or the urgency that should have been given to a problem like education. Because we were yoked to a foreign power, there was the lack of education, but since we have become free, freedom has released new forces, new urges, and new aspirations to grow and develop. And it is quite natural for a country like ours. Everybody today wants that the lamp of knowledge be lit in every corner of this vast country. This is the natural urge on the part of our people. While we have made promises and expressed pious wishes, at the same time we have failed to put in that sense of urgency and we have not studied this problem as a problem that needs to be looked into with speed.

I would just point out one thing. It is only recently that the All India

Council for Elementary Education has been constituted. The purpose of this Council is to study the administrative, financial and pedagogic problems that face elementary education today. After so many years of the adoption of our Constitution, a Constitution that enjoins in article 45 that elementary education must be free and compulsory up to the age of fourteen, it is only during last January that we have constituted a council to examine the financial, administrative and pedagogic problems of elementary education. This alone is sufficient to show that we are neglecting elementary education for our children.

At the same time, so far as elementary education is concerned, there are tiers in it. For instance, there is the primary education that obtains in our country, and that used to obtain in our country when the British power ruled. Then, there is the basic education which Gandhiji conceived and evolved. Then, there are the public schools which the British authorities have left behind as their legacy. And what do we find? In the primary education that obtains today, we find the old pattern of education still obtaining in this country. At the same time, Government have reported that there are defects in the elementary or the primary system of education as it obtains in our country today, and there is a pious wish in the report that these defects should be removed when the primary system of education is converted into the basic system of education. I quote from the report:

"While basic education has been introduced into all elementary schools, many of the defects that mar the existing system of elementary education will have disappeared."

We live to see that prosperous state where the defects in the elementary system of education in our country are removed.

It is a fact, of course, that Gandhiji evolved this, and theoretically it is all right, because it seeks to provide a vocational bias for education. At the same time, as far as my own experience goes, and I have had the proud privilege of visiting some of these basic schools and centres, I find that they produce a sort of dissipating influence on the young boys and girls; there is no joy in it. Unless and until there is joy in education, unless and until there is a fountain of inspiration in education, boys and girls would not be attracted towards it. But somehow or other, I find that the atmosphere in these schools is one that is sapped of all vitality, it is an atmosphere that produces a dissipating influence on the minds of the boys and girls.

That is why we have to examine first whether the basic education as it is applied today, or as it is prevalent today in our country, is the right type of education to solve the problems with which primary education as it is beset.

Then, there are the public schools. These public schools are very costly. At the same time, the differences between the tiers of income, and the different income groups are maintained. In the same set-up, the elementary set-up, you find a basic school on the one side, and you find a primary school on the other side, and you also find a public school on the other. I want a co-ordinated plan for the whole of elementary education. When I said that we were only doing scissors and paste work, cutting a thing here and putting in a thing there, it applied to the entire avenue of education. Now, I want to apply the same criticism to this particular avenue of education, namely the elementary type of education for which a council has been recently constituted but that council has only advisory power.

So, then, what type of education do we want for the elementary stages? That is a huge problem. At the same time, can we have good education

with the teachers that we have, with the conditions that prevail in the country today. I have thought of those conditions, and I have thought of the teachers, and I am one of those, who think that the human spirit is not nurtured in palatial buildings; I know that the human spirit can be nurtured in mud-huts. At the same time, what do we find when we go to any village, when we go to the rural side and see these schools. They are called school buildings. But they are in a dilapidated condition, tattered, battered and broken. During monsoons, you get the rain getting into the floors of the school buildings. And the boys and girls get drenched to the bones. During the summer, the scorching rays of the sun kiss them in the school buildings in whatever corner they might be. That is the type of schools you have. That is the type of buildings you have. I agree with you when you say that the human spirit is nurtured in mud-huts, but I want the mud-huts also to be protective; they must have the power to protect people from the onslaughts of the climate from outside.

Now, what about teachers also? We talk of the loss of efficiency so far as teachers are concerned. I am myself a teacher, and that is why I say it. On most occasions after we have become free, we employ teachers not because they have the intellectual ability to teach or the eager desire to teach, but because of so many extraneous reasons, because of political affiliations, because of the power to flatter, because of the power to paint rosy pictures for budding politicians!

I remember Leonardo wrote a letter to the Duke of Milan asking for a job. Leonardo was clever. He wrote a very long letter. There he narrated all his capacities, how he has improved a method of fortifications and all that. And only in the last sentence did he write: 'I can also paint a bit'. And the Duke of Milan took him in, not because Leonardo could paint, but because he had so many other virtues which the Duke liked!

[Shri Hem Barua]

In the same way, a man is taken not because he has the capacity to teach, but because he has the capacity to flatter, the capacity to practise so many virtues on the would-be employer. That is one thing—extraneous reasons.

About secondary education, the figures there also are flattering. The total number of secondary schools in 1948 was 12,693 and by 1956, it became 35,647. There was an increase of 102 per cent. That is all right. I say statistics are utterly deceptive things. I don't say like what, but they are deceptive.

At the same time, what about secondary education? Have you been able to conceive a pattern for secondary education in our country? We constituted a Secondary Education Commission. The Secondary Education Commission has submitted a report. It has made very valuable recommendations and suggestions. But that report of the Commission is still in cold storage. We do not have a plan. We do not have a direction. As far as I know, as a humble teacher, education needs a pole star like a ship in the sea. But here our ship is drifting in the current of the sea of our national life without a pole star to guide her on. That is what we have found in this country.

That is why the standard of secondary education, according to the University Commission Report, is deteriorating, and that is why Dr. Radhakrishnan says in his Report that the standard of education in the Universities is also deteriorating. This is a fact.

At the same time, so far as secondary education is concerned, I want it not to be regarded or accepted as an appendage to University education. So far we have accepted secondary education as an appendage to University education. Secondary education is a passport to higher education. I want it to be terminal. I want it to be

self-contained as it is in other countries. It must be so organised that secondary education can equip a man or woman to face the battle of life. That, I think, is the purpose of education; it equips a man or woman to face the battle of life. That is why I say that secondary education must be self-contained.

Now, there is in the University Grants Commission's report, an argument somewhat like this: there is a rush so far as University education is concerned, and annually we find at least 50,000 young men and women running into the portals of Universities, and that is why University education is deteriorating. If we had considered a proposal to make secondary education self-contained, to equip every man and woman to face the battle of life—intellectually, physically, spiritually and morally—possibly there would not have been any rush in Universities as it is today. In the West, we find after the secondary stage, there is a diversified course. There are technological institutes, technical institutes, telegraphic institutes and so on, and according to the aptitudes of the students who pass out of the secondary schools, they can get into these different types of schools. And that is why there is less pressure on Universities there than what we have in our country.

Now, there is a proposal to reduce quantity in order to increase or enhance quality. But I think quality and quantity are not mutually exclusive things. There can be quality within the framework of quantity as well and there can be no quality without quantity as well. Since quality and quantity are not mutually exclusive terms, I think this emphasis on reducing or limiting quantity by force must itself be reduced to the minimum. That is what I find. But in our country, University education means a passport to so many things, and here we put the emphasis only on that type of education known as the general

type of education. That is a mystique in this country; in other countries, emphasis is put on the technological and scientific side of education.

Now, in our country, we are a growing nation, a growing people. Our economy is expanding. We are fast developing our industries and all that, and this means that education has to be trimmed according to the needs of the time. If education is to be trimmed according to the needs of the time, we have to put more emphasis on scientific and technological education than we are putting on the general type of education.

I have recently read about President Eisenhower making a proposal in the United States of America. They are a highly industrialised people. At the same time, since the invention of the sputnik, in order to meet the challenge of the sputnik—I do not say that we should ditto them or walk or toe the line chalked out by them—I see how emphasis is laid on this type of education. They are now offering 10,000 scholarships at the State level and 5500 on the federal government level to students for the promotion of science and technology.

I would like to apply this argument to our country as well. We are developing our economy. We are developing our industries. More and more emphasis is to be laid on scientific and technological education than on the general type of education. This is the time when we should switch our attention from the one to the other.

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

**Shri Hem Barua:** I am the only speaker from my Party.

**Shri Surendranath Dwivedy (Kendrapara):** He is the main spokesman from our Party.

**Mr. Deputy-Speaker:** He started with primary education and passed on to University education. There is nothing left behind.

**An Hon. Member:** He has got throat trouble.

**Shri Hem Barua:** That is the trouble, of course.

**Shri Surendranath Dwivedy:** We start from elementary education.

**Shri Hem Barua:** At the same time, there is a tendency in this country, there is an extraordinary love in this country, for foreign education. When we were under the British, I could understand that love because the polish—I mean an English polish—used to give a man or woman a greater glitter for our countrymen here. That I could understand. But so far as the craze for foreign education is concerned in our country, today there is that craze. People who are the supporters of this craze, say that since the standard in our Universities is lower than what obtains in the Universities of the West, there is a reason for that. They say like that. But I would then say that if that is true—I doubt very much if it is true—we have to raise the standard of our Universities as well, so that our Universities might cope with the standard that obtains in the Universities of the West, and there should be less and less urge for foreign education. In that case alone we shall be spared of the criticism made in some rather unwholesome quarters against this country.

At the same time, according to the UGC's report, Rs. 27 crores are allotted in the Second Plan period. This amount, considering the magnitude of the problem that faces the country today, is too meagre and too poor. We must pay greater attention, and as Maulana Azad said, next to food, education must have top priority. I say the allocation of Rs. 27 crores for Education during the entire Plan period is doing dishonour to the sacred memory of the late Maulana.



[Shri Hem Barua]

There is a complaint that there is no co-operation between the State Governments and the University Grants Commission. This is a fact and I am one of the sufferers of this non-co-operative spirit exhibited by our State Governments. The University Grants Commission has truly realised that the pay-scales of the college teachers of the non-government affiliated colleges must be enhanced in order to ensure better standards in these institutions. And, that is why the University Grants Commission made a proposal to the State Governments that the University Grants Commission was ready to contribute 50 per cent. towards the enhancement of the salary of the teachers of the affiliated colleges, and asked the State Governments to make a similar contribution of 50 per cent.

This offer was made I think on the first April, 1956 and it has been there. The governing bodies of these colleges approached the State Governments. But, it was revealed on the floor of the House the other day that except the West Bengal Government—and that too because of the threatened strike—no State Government in India has indicated its willingness to make this contribution. They are chary of the University Grants Commission; they are not co-operative; they do not feel for the teachers. And that is why I asked what steps have this Government taken to whip up the State Governments to their senses. I said like that because I felt that hardship in me, and the need in me.

The University Grants Commission is making this contribution but the State Governments are not making the contribution. I had the proud privilege of approaching some of the people in our State Government and they have put this proposal of the University Grants Commission in cold storage. In the Assam Assembly they adopted and passed a supplementary Budget and voted Rs. 50,000 because that money was paid as rent for holding

stalls of the Government at the Exhibition during the Congress session at Gauhati. This is the amount which the State Government paid to the Congress funds for allowing a plot of land to be used for holding the State Government's stall and this is an indirect contribution. They contributed indirectly like this to the coffers of a political party; but they cannot think of the conditions of the college teachers. That is why one feels that the University Grants Commission must be given greater power or else all the wailings of the University Grants Commission will be only an old wives' tale and nothing more than that.

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

Shri Hem Barua: Already I am concluding. I had many things to say but.....

Mr. Deputy-Speaker: That is my fear.

Shri Hem Barua: About the Council of Scientific and Industrial Research. Prof. Mukerjee had made certain observations, how that has expanded, how the expenditure on the administrative side has gone up, how between 1953-54 and 1956-57, the total of expenditure has gone up, by 16 per cent. whereas the administrative expenditure of the central office during this period has gone up by 35 per cent. He has pointed out the unnecessary appointment of an engineering officer, the unnecessary appointment of a law officer and all that. At the same time, it is my knowledge that the expenses incurred during the UNESCO Conference are still to be audited. Money has been probably wasted and that is why possibly it is not yet audited. That should be audited. Though it may be an autonomous body in a certain sense, this autonomy does not mean that they should indulge in frittering away government money or people's money.

I hear that the Director General of this Council is a B. Sc. in Electrical Engineering. If that is so, can we not have a research scholar who really has a reputation all through the country who can really inspire? My information is that the Secretary is a man who does not know anything of the ABC of science, but then, he represented the Institute at Jamshedpur and participated in a symposium called 'Recent Developments in Foundry Technology'. All these are points to be noted.

There are so many things like the history of the freedom movement. The question is whether it is going to be a catalogued history or a narrative history, whether it is going to contain only the dry points of history or going to be a snapshot of the freedom movement so that it may inspire our people. I have also so many things about the Archaeology Department and all that. I have not gone into them. I thank you very much Sir, for you have been very kind to me.

Mr. Deputy-Speaker: The following are 69 selected cut motions relating to various Demands under the Ministry of Education and Scientific Research which may be moved provided they are otherwise in order:—

Demand No.	No. of cut motions
13	679 to 682, 684, 420, 421, 489, 646 to 648, 685, 686.
14	422, 657.
16	146.
17	147, 423.
18	148, 149, 424, 508, 509.
19	510.
20	478.
	150 to 154, 425 to 440, 460, 511 to 519, 598, 625, to 629, 665, 687, 688.
21	441, 520, 521, 630.

*Need to give top priority to scientific education*

**Shri S. L. Saksena:** I beg to move:

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

*Need to give compulsory primary education to every child by 1960*

**Shri S. L. Saksena:** I beg to move:

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

*Failure to increase emoluments of teachers all over the country*

**Shri S. L. Saksena:** I beg to move:

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

*Slow progress in adopting Hindi to replace English*

**Shri S. L. Saksena:** I beg to move:

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

*Need to provide an Engineering College in Gorakhpur*

**Shri S. L. Saksena:** I beg to move:

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

*Revision and compilation of the District Gazetteer of the Purulia District*

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

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

*Failure to provide necessary technical education to the rural population*

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

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

*Need to close down the Nilokheri training centre*

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

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

*Failure to recognise Survey of India Class IV Karamachari Union, Dehra Dun*

**Shri S. M. Banerjee:** I beg to move:

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

*Service conditions of the staff under the Director of Map Publication*

**Shri S. M. Banerjee:** I beg to move:

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

*Need for recognition of Council of Scientific and Industrial Research Workers Union, New Delhi.*

**Shri S. M. Banerjee:** I beg to move:

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

*Need to increase Engineering Colleges to turn out the additional 50,000 engineers and overseers needed for fulfilling the Second Five Year Plan*

**Shri S. L. Saksena:** I beg to move:

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

*Need to increase Engineering Colleges to turn out the personnel needed for fulfilling the Third Five Year Plan*

**Shri S. L. Saksena:** I beg to move:

"That the demand under the head Ministry of Education and

Scientific Research be reduced by Rs. 100."

*Need to provide protection to the archaeological remains recently found in Joyda in the Singhbhum District, Bihar*

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

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

*Desirability of opening a circle of the Archaeological department in Orissa*

**Shri P. K. Deo:** I beg to move:

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

*Failure to maintain the up-keep of Indian Museum of Calcutta*

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

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

*Failure to conduct a zoological survey on a scientific basis and in a comprehensive manner*

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

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

*Need to make zoological survey in Chotanagpur and the Purulia District*

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

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

*Failure to provide sufficient grants to scientific Societies and Institutions*

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

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

*Failure to provide adequate amount for promoting scientific research*

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

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

*Inadequate amount provided for scholarships for scientific research*

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

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

*Failure to establish co-ordination in the field of Scientific researches*

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

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

*Failure to participate in the celebration of Geophysical Year*

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

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

*Need to popularise Government Art Gallery in West Bengal*

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

"That the demand under the head other Scientific Departments be reduced by Rs. 100."

*Present educational system in India*

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

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

*Irregularities in the distribution of stipends*

**Shri Hem Barua:** I beg to move:

"That the Demand under the

head Education be reduced by Rs. 100."

*Progress of propagation of Hindi in non-Hindi areas*

**Shri Hem Barua:** I beg to move:

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

*Failure to upgrade present Secondary Schools into Higher Secondary in a planned way*

**Shri Hem Barua:** I beg to move:

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

*Discontent amongst teachers for non-fulfilment of their demands*

**Shri Hem Barua:** I beg to move:

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

*Failure to improve the conditions of teachers*

**Shri Hem Barua:** I beg to move:

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

*Failure to provide free and compulsory primary education in terms of article 45 of the Constitution*

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

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

*Rising cost of education*

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

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

*Scholarship to students of Backward Classes*

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

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

*Spread of education amongst Scheduled Tribes*

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

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

*Medium of education in the Bengali-speaking areas of Bihar*

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

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

*Discrimination between Hindi and other State languages regarding the provision for their development*

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

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

*Grants to State Governments*

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

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

*Need to help voluntary organisations working in the field of basic and social education*

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

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

*Need to provide extensive agricultural training by establishing agricultural Universities in rural areas*

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

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

*Introduction of compulsory agricultural courses in the educational institutions*

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

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

*Inadequate provision for scholarships to students of Scheduled Castes and Scheduled Tribes and other Backward classes*

**Shri Tangamani:** I beg to move:

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

*Qualifications for scholarships to students of Backward classes*

**Shri Tangamani:** I beg to move:

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

*Failure to provide salaries to teachers and Professors of non-Government colleges as per recommendations of University Grants Commission*

**Shri Tangamani:** I beg to move:

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

*Failure to publish in Tamil "the Arabian Thousand and one nights" under auspices of the Sahitya Academy*

**Shri Tangamani:** I beg to move:

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

*Mode of selection of students for scholarships offered by U.S.S.R. for post-graduate and research course*

**Shri Tangamani:** I beg to move:

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

*Significance of the changes proposed by the All-India Council for Secondary Education in the scheme of studies suggested by the Secondary Education Commission*

Shri Barrow: I beg to move:

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

*Policy in distribution of grants to the States for development of education*

Shri Supakar: I beg to move:

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

*Need to grant adequate amount to the Central Government research students of science college of Calcutta and meeting research expenses*

Shri Ghosal: I beg to move:

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

*Failure to give employment to Research Students after completion of research work*

Shri Ghosal: I beg to move:

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

*Failure to advertise the scholarship in regional languages*

Shri Ghosal: I beg to move:

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

*Failure to advertise the scholarships in time*

Shri Ghosal: I beg to move:

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

*Unsatisfactory selection of research students for training abroad*

Shri Ghosal: I beg to move:

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

*Need for having a comprehensive scheme for development of libraries*

Shri Ghosal: I beg to move:

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

*Inadequacy of technical institutions in West Bengal*

Shri Ghosal: I beg to move:

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

*Failure to increase the amount of scholarship for research students*

Shri Ghosal: I beg to move:

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

*Functioning of the Lalit Kala Akademy, with reference to the organisation of exhibitions and the grant of awards*

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

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

*Failure to give free primary education to Scheduled Castes and Scheduled Tribes according to directive principles of the Constitution*

Shri P. G. Deb: I beg to move:

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

*Basic Education as being pursued at present*

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

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

*Failure to remove the long-standing grievances of the Delhi Polytechnic*

Shri Ghosal: I beg to move:

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

*Failure to promote inter-State understanding of culture*

Shri Ghosal: I beg to move:

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

*Inadequate financial assistance for the development of regional languages*

Shri Ghosal: I beg to move:

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

*Failure to appoint a permanent Director in the Indian Association for Cultivation of Science of West Bengal*

Shri Ghosal: I beg to move:

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

*Need for preparation of a new Hindi grammar*

Shri P. K. Deo: I beg to move:

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

*High percentage of marks demanded for awarding scholarships to Backward class students from Madras State*

Shri Tangamani: I beg to move:

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

*Desirability of applying the same test for grant of scholarships to Backward classes irrespective of the States*

Shri Tangamani: I beg to move:

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

*Failure to provide adequate lump grants to persons distinguished in letters*

Shri B. Das Gupta: I beg to move:

"That the demand under the head Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research be reduced by Rs. 100."

*Need for collection of the writings of the well-known writers of West Bengal in the National Library of Calcutta*

Shri Ghosal: I beg to move:

"That the demand under the head Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research be reduced by Rs. 100."

*Inadequacy of the contribution made to the Royal Asiatic Society*

Shri Ghosal: I beg to move:

"That the demand under the head Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research be reduced by Rs. 100."

*Need to allocate money for preservation of ancient monuments and archaeological findings at Ratangir, Laligir and Udayagiri in Orissa*

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

"That the demand under the head Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research be reduced by Rs. 100."

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

A list indicating the numbers of the selected cut motions will be put on the Notice Board and will also be circulated to members tonight for their information.

श्री ब्रजिब सिंह (मटिडा—रजित-मनु-सूचित जातियां) : उपाध्यक्ष महोदय, जैसा कि मुझ से पहले बोलने वाले दोस्तों ने कहा है कि एजुकेशन नैक्ट टु फूड होना चाहिये, उसी तरह मैं भी कहना हूँ कि हमारे लिये एजुकेशन बहुत जरूरी है। खास कर प्राप्ताव मुक्त में एजुकेशन बहुत जरूरी है क्योंकि वह सेल्फ कानफिडेंस पैदा करती है और दूसरे मुक्तों के बराबर होने के लिये हमारी हिम्मत बढ़ाती है, वह हमारे अन्वर सेल्फ रेसपेक्ट पैदा करती है और क्या क्या नहीं करती। तो मैं अर्ज करना चाहता हूँ कि यह लाजिमी है कि हमारे बजट का पांचवां हिस्सा एजुकेशन पर खर्च होना चाहिये।

कहा गया है कि हमारे पास रुपये की कमी है जब खाली है। पर इस जब को पूरा करने का अस्तित्व इस हाउस को है। जो भी स्पीकर बोले हैं उन्होंने ने यह महसूस किया है कि जो खर्च एजुकेशन पर हो रहा है वह बहुत कम है। तो मैं हाउस के मेम्बरों से अर्ज करूंगा कि इस कमी को हम अपना वोट दे कर दूर कर दें और एजुकेशन की रकम को बढ़ा दें।

दूसरी बात मैं यह कहना चाहता हूँ कि प्राजकल जो हमारा एजुकेशन का सिस्टम हिन्दुस्तान में है वह संतोषजनक नहीं है। हम देखते हैं कि जो चीज लार्ड मैकाले ने चाही थी वह अब भी चल रही है। लार्ड मैकाले ने कहा था :

"To form a class of persons who may be interpreters between us and the millions we govern and a class of persons, Indian in blood and colour but English in taste, opinions, words and intellect. Secondly, to foster the ideas of loyalty to British rule among the

educated classes, among the masses. Thirdly, to secure cheap clerks and other such persons who could help in carrying on the British administration."

तो इस किस्म की एजुकेशन हमारे यहां अब भी चल रही है। हम ने बहुत बोझी तरफकी टैकनालाजी और इंजनियरिंग में की है। हम देखते हैं कि ग्रंथों के बक्त में हमारे देश के ३५ करोड़ प्रादमियों के लिये ग्रंथ ३६ करोड़ रुपया तालीम पर खर्च करते थे। लेकिन अपने मुक्त इंग्लैंड में वह ८ करोड़ से भी कम प्रादमियों पर अपने बजट से ५८० करोड़ रुपया तालीम के लिये खर्च करते थे।

दूसरी तरफ हम देखें कि हिन्दुस्तान में २८ हजार प्रादमियों के पीछे एक यूनि-वरसिटी स्टूडेंट आता है। दूसरे मुमालिक से हम इस को कम्पेयर करें तो हम देखते हैं कि इंग्लैंड में ८८५ प्रादमियों के पीछे एक यूनिवरसिटी स्टूडेंट आता है, इसी तरह से ५१७ के पीछे एक यूनिवरसिटी स्टूडेंट फ्रांस में आता है, साउथ अफ्रीका में २३८ के पीछे एक यूनिवरसिटी स्टूडेंट आता है, कनाडा में २२७ के पीछे एक यूनिवरसिटी स्टूडेंट आता है, और अमरीका में १२४ लोगों के पीछे एक यूनिवरसिटी स्टूडेंट आता है। तो हम देखते हैं कि तालीम के मामले में हमारा मुक्त बहुत ज्यादा पीछे है जिस का हमें बहुत दुःख है। हम चाहते हैं कि हमारे यहां भी उसी तरह से तालीम चले जिस तरह से कि दूसरे मुमालिक में चल रही है।

हमारे यहां यूनिवरसिटीज से पास कर के हर साल तकरीबन १५००० इंजीनियर तैयार होते हैं जबकि यू० एस० ए० में २,५०,००० और दूसरे मुमालिक में और भी ज्यादा तैयार होते हैं। तो इन चीजों को देख कर हमें महसूस होता है कि हमारा तालीमी मेयार बहुत पीछे है और हम दूसरे देशों के मुकाबले में इस दौड़ में पीछे रह जायेंगे। तो हमें इस सिस्टम भाव एजुकेशन को प्लान



[श्री अजित सिंह]

करना चाहिये। स्टूडेंट्स को तालीम हासिल करने के बाद रोजगार मिलने की गारंटी हो। उन को अपनी रोजी के लिये तयबंद न करना पड़े, उन को स्टूडनल न करना पड़े कि वह कैसे बुनिया में खिन्दा रहें और कैसे भागे बलें। तो जो सिस्टम भाव एजूकेसन है उस को बदलने की जरूरत है। वह कैसे बदला जा सकता है? उस के लिये कई किस्म के सुझाव मेरे साथियों ने दिये हैं। मैं चाहता हूँ कि उन सजेसन पर सरकार ध्यान दे और उस के साथ यह भी देखे कि यह जो हम ईक्वालिटी की बात कहते हैं कि सब को सिविल सर्विसेज में ईक्वालिटी प्राफ़ प्रापाबुनिटी होनी चाहिये यह एक फाउंड है। इस के लिये जरूरी है कि नेशनल वेलथ का ईक्वल डिस्ट्रीब्यूशन किया जाय। जब तक ऐसा नहीं किया जायेगा हम कभी भी कामयाब नहीं हो सकते एजूकेसन के फील्ड में।

हमारी नेशनल वेलथ का ३३ पर सेंट हिस्सा खर्च हो रहा है पांच पर सेंट प्रादमियों पर, और हमारी २५ पर सेंट वेलथ को ३३ पर सेंट प्रादमी खर्च करते हैं, और बाकी की ४२ पर सेंट वेलथ बाकी के ६२ पर सेंट लोग खर्च करते हैं। इस चीज को दूर करने के लिये हमें एक ठोस कदम उठाने की जरूरत है।

इस के भागे चल कर हम देखते हैं कि अनएम्प्लायमेंट का प्राबलम हमारे सामने है। हम ने अन्दाजा किया है कि हम सैकड़ फाइव इअर प्लान में एक करोड़ ५० लाख प्रादमियों को रोजगार देंगे। उस में २० लाख ऐसे हैं जो एजूकेटेड हैं। इन के प्रलावा इन पांच सालों में यूनीवरसिटियों से और भी स्टूडेंट निकमेंगे जोकि हमारे लिये प्राबलम बन जायेंगे और उन को भी एम्प्लायमेंट देने के लिये हम को सोचना पड़ेगा।

अब जो मसला मोस्ट इंपारटेंट है उस को मैं कहने जा रहा हूँ। वह दिल्ली यूनीवरसिटी कालिजेज के भतालिस्स है। मैं गवर्नमेंट को

इस बात के लिये बर्बाई देता हूँ कि दिल्ली में जितने यूनीवरसिटी कालिज हैं उन को ६० फीसदी लास गवर्नमेंट देती है। इसी तरह मैं चाहता हूँ कि गवर्नमेंट दूसरी यूनीवरसिटीज के कालिजों को भी ब्रांट दे और जो लास हो उस का ६० पर सेंट पूरा करे।

मेरा दूसरा प्वाइंट यह है कि दिल्ली यूनीवरसिटी के लिये एक अलग कांस्टीट्यूशन है और उस के भुताबिक मारिस स्वायर कोड दिल्ली यूनिवरसिटी के लिये बना हुआ है। मैं समझता हूँ कि हिन्दुस्तान की सारी यूनीवरसिटीज के कोडों में यह सब से अन्ध्रा है। इस से कालिजों के प्रोफेसर्स को बहुत सेफ-गाई मिलता है। उन को पूरी तसल्ली रहती है कि उन का फ्यूचर क्या है। वे किसी मैनैजमेंट के अंडर नहीं रहते। इन कालिजों में प्रोफेसर्स को लगाना दिल्ली यूनीवरसिटी के हाथ में है। वहां पर निपोटिज्म और फेवरिटीज्म नहीं चलता। मेरे सामने इसी तरह की एक मिसाल है। पंजाब में खालसा कालिज, अमृतसर में एक रिटायर्ड पैथालाजिस्ट है जिसे निपोटिज्म की वजह से या फेवरिटीज्म की वजह से उस कालिज का प्रिंसिपल मुकरर कर दिया गया है। अगर वहां भी मारिस स्वायर कोड की तरह का कोड लागू किया जाये तो यह सब मामला यूनीवरसिटी के हाथ में आ जाये और फिर निपोटिज्म और फेवरिटीज्म की कोई शिकायत नहीं हो सकती।

अब मैं औरतों की एजूकेसन के बारे में अपने खयाल प्राप के सामने रखना चाहता हूँ। प्राज औरतें हर फील्ड में भागे आ रही हैं और उन को बड़ी तरक्की मिल रही है। लेकिन मैं ने देखा है कि औरतों को एजूकेट करने के बारे में जितना काम हम को करना चाहिये था उतना हम नहीं कर रहे हैं। अभी तक इस और हमारा काफी ध्यान नहीं गया है। प्राप गांवों में वेंकें तो प्राप को पता चलेगा कि औरतों की एजूकेसन का कोई अन्ध

पहों है इस की एक सास बजह यह है कि जो टीचरोंसिंस होती हैं, उन को भच्छी जगह रहने के लिये हम नहीं दे सकते हैं और न धरनी तक दे सके हैं। हम को चाहिये कि हम उन के रहने का भच्छा प्रबन्ध करें। उन का हमें सत्कार करना होगा, उन की इच्छत करनी होगी।

हमारे मुल्क में अब भी कनवरवेटिव नेचर के प्रादमी हैं, बहुत से प्रा.सो.डो.स प्रादमी हैं जिस की बजह से हमारे मुल्क में बहुत जल्दी कोएजुकेशन को बहुत ज्यादा तरकी नहीं मिल सकेगी। इसमें हमें कई साल लग जायेंगे। इसलिए मेरी तजवीज यह है कि अगर हम चाहते हैं कि औरतों को ऐजुकेट करें और जल्दी से जल्दी करें तो हमको उनके लिए प्रलग से स्कूल और कालेज खोलने होंगे और बड़ी तादाद में खोलने होंगे।

अब मैं नैशनल डिसिप्लिन स्कीम के बारे में कुछ कहना चाहता हूं। मुझे बड़ी खुशी है कि यह स्कीम बहुत कामयाब रही है। मैंने तीन चार जगह जा कर इस स्कीम को देखा भी है और मैं इससे बहुत खुश हुआ हूं। इसमें हमारे नेता इन्टिरेस्ट ले रहे हैं और जिस तरह से हमारे बच्चों को ट्रेन किया जा रहा है, वह प्रशंसा योग्य है। हम लोगों के इनेगिने दिन रह गये हैं और जाने वाली जो जेनरेशन है उसको हमें डि-सिप्लिन सिखाना है। इस और इस बातसे हमें बहुत अधिक ध्यान देना होगा क्योंकि इन बच्चों पर ही देश का भविष्य निर्भर करता है। मेरी मिनिस्टर साहब से यह शिकायत है कि उन्होंने इस स्कीम को केवल दिल्ली में ही चालू किया है, बाकी जगहों पर नहीं किया है। इस स्कीम को पंजाब में अभी तक चालू नहीं किया गया है और मैं तजवीज करता हूं कि इस स्कीम को मेहरबानी करके पंजाब में भी लागू कर दिया जाए और हमारे बच्चों को भी इससे लाभ उठाने का मौका दिया जाए। जिस तरह से इस स्कीम

से दिल्ली को फायदा पहुंचा रहा है उसी तरह पंजाब को भी पहुंचाना चाहिये।

श्री हरिसचन साधु : इसकी सब से ज्यादा जरूरत पंजाब और राजस्थान को ही तो है।

श्री अजित सिंह : अब मैं लैंग्वेज के बारे में अपने विचार रखना चाहता हूं। अब हम देख रहे हैं कि हिन्दुस्तान के कोने कोने में यह झगड़ा शुरू हो गया है। मैं समझता हूं जितनी भी लैंग्वेजिस है वे सब बराबर हैं। अब कोई कहता है कि पंजाबी चले, कोई कहता है कि हिन्दी चले। हिन्दुस्तान के लिये मैं कोई कहता हूं कि हिन्दी चले और कोई कहता है अंग्रेजी चले। और कोई कहता है कि तामिल चले। इस तरह से हर कोई यह चाहता है कि हमारी उबान चले। मैं अर्थ करता हूं कि विधान में जितनी भी भाषायें लिखी गई है यानी १४, उन सब को हमें मान्य करना होगा, और उन सब की तरकी करनी होगी। हम को चाहिये कि इन सब भाषाओं को हम रखें और इन सब को तरकी दें।

इन सब झगड़ों को निपटाने के लिए मैं एक और भी तजवीज पेश करना चाहता हूं। मैं चाहता हूं कि इन चौदह कः चौदह उबानों को एक ही लेवल पर लाने के लिए इन चौदह उबानों की प्रलग प्रलग से यूनिवर्सिटीयां कायम कर दी जाएं (हंसी) यदि ऐसा किया गया तो तमाम झगड़े खत्म हो जायेंगे। इससे कम से कम पंजाब में जो झगड़ा चल रहा है, वह तो खत्म हो ही जाएगा।

उपाध्यक्ष महोदय : आपके इस चित्र करने से ही झगड़ा हो गया है।

श्री अजित सिंह : जब कुछ मैं अपने कहने वाला हूं, उस पर और ज्यादा झगड़ा होगा।

मैं सास तौर से पंजाब के मुतालिक अर्थ करता हूं कि आपके याद होना कि पंजाब

[श्री अजित सिंह]

के अन्दर बड़ी देर से यह डिमांड चली या रही है और कुछ सैटिमेंट की बात भी यह है कि हमारे गुरु गोबिन्द सिंह साहब ने बहुत देर पहले यह वाक किया था इमडया साहब के बारे में और कहा था कि वह गुरु की काशी है। आज उसे काशी बनाने के लिए हम आजाद हैं। आज हम अपने आजाद मुल्क से यह मांग करते हैं कि गुरु की जो वाणी थी उसको पूरा किया जाना चाहिये। यह डिमांड बहुत से अडालुजनों ने पेश की है। इसका नाम रखा गया "सिख यूनिवर्सिटी"। अगर आप इसको सिख यूनिवर्सिटी नहीं बनाना चाहते और आप इसको प्रेक्टिकेबल नहीं समझते हैं तो आप इसका नाम पंजाबी यूनिवर्सिटी रख दें। यह माइनोरिटी की मांग है। माइनोरिटी की मांग को इस बिना पर टालना कि यह कम्युनलिज्म पर बनी है, मैं समझता हूँ, ठीक नहीं होगा। जो मैजोरिटी है, वह माइनोरिटी के हक को सेफगार्ड करने के लिए सब कुछ कर सकती है और उसे करना चाहिये। मैं समझता हूँ इस देश में मैजोरिटी कम्युनल है, अकलीयतें नहीं। मैजोरिटी कम्युनल उस सूरत में हो सकती है जब वह माइनोरिटी की डिमांड को दबाने की कोशिश करती है। मैं अर्ज करता हूँ कि अगर आप सिख यूनिवर्सिटी नहीं बना सकते तो मेरी दूसरी सजेशन मान लें कि वहाँ आप पंजाबी यूनिवर्सिटी कायम कर दें ताकि इस किस्म के जो झगड़े पैदा होते हैं, वे खत्म हो जायें और इनसे हम हमेशा के लिए छुटकारा पा लें।

श्री सि० सा० सक्सेना (महाराजगंज):  
उपाध्यक्ष महोदय, सबसे पहले मैं और साथियों की तरह से इस मिनिस्ट्री के जो हमारे मिनिस्टर साहब, मौलाना आजाद साहब थे, उनके प्रति अपनी अर्द्धांजलि अर्पित करता हूँ। मौलाना आजाद न केवल इस मिनिस्ट्री के मिनिस्टर ही थे बल्कि एक बड़े देश भक्त थे जिन्होंने आलीस सात तक देश को रोखनी

बिखाई। हमको बहुत फज्र है कि हमारे देश में उनके नेतृत्व में आजादी की लड़ाई लड़ी और उसमें वह कामयाब भी हुआ। हमें उन पर फज्र है। वह एक महान् नेता थे। मैं उम्मीद करता हूँ दूसरे जो मिनिस्टर हैं वे उनके बताये हुए रास्ते पर चलेंगे।

अब मैं हमारे प्लान में जो नुक्स है, उसी तरफ आपका ध्यान दिलाना चाहता हूँ। कुछ दिन हुए प्लानिंग कमीशन ने कहा था कि हमने पहली योजना में स्टील प्लांट्स को न रख कर बहुत गलती की थी। मैं समझता हूँ कि हमारे विधान में जो यह लिखा हुआ है कि १९६० तक हम ११ से चौदह साल के बच्चों को तालीम दें गेंगे, उसको पूरा न करके एक बहुत बड़ी गलती कर रहे हैं। अगर स्टील प्लांट न लगते तो मैं मानता हूँ कि हमें दिक्कत का सामना करना पड़ सकता था और बाहर से सामान मंगवाना पड़ सकता था। लेकिन उससे भी ज्यादा जरूरी जो चीज है जिसकी आज देश को सब से अधिक आवश्यकता है, वह मनुष्य है। यदि मनुष्य का विकास नहीं होगा, उसके महत्व को हम नहीं समझेंगे, उसको फलने फूलने का मौका नहीं देंगे, उसके अन्दर छिपी हुई शक्ति का विकास नहीं करेंगे तो हम अपनी योजना को, यदि वह पूरी भी हो जाये, सफल नहीं कह सकेंगे। हम उसको धधुरा ही मानेंगे। अभी जो आंकड़े हमारे साथियों ने दिए हैं वे बहुत ही निराशाजनक हैं। कहा गया है कि केवल आधे बच्चे ऐसे हैं प्यारह साल तक के जिनको तालीम मिलती है। बाकी के जो आधे बच्चे हैं, उनको स्कूल देखने को भी नसीब नहीं होता है। इसका मतलब यह हुआ कि उनकी इंटेलिजेंस का, उनके भीतर छिपी हुई शक्ति का, उनको फूलने फलने का मौका भी नहीं मिलता है कि वे मर जाते हैं। इसका मतलब यह हुआ कि बिना जाने हुए कि उनमें कितनी लियाकत थी, कितनी योग्यता थी, कितनी इंटेलिजेंस थी, उनको हम मरने देते हैं। न मायूम बनने

से कितने महारत्ना गांधी बनते, कितने नेहरू बनते, कितने प्रच्छेद प्रच्छेद इंटेलेक्चुअल्स निकलते। इस तरह से प्राथे प्राथमियों को उनकी योग्यता जाने बगैर, उनके गुणों को जाने बगैर, हम मरने देते हैं। यह हमारा दोष है। मैं चाहता हूँ कि सबसे पहले प्लान से यह व्यवस्था की जाती चाहिए थी कि विधान के मुताबिक ५६ साल के अन्दर चौदह साल के हर बच्चे को तालीम देने का जो लक्ष्य है, वह पूरा हो। इससे आप उन बच्चों की क्षुभियों को जान सकते थे और उनको बढ़ने का मौका प्रदान कर सकते थे।

प्राज विज्ञान का युग है। रूस प्राज बाजी मार गया है। उसने आसमान में स्तुतनिक भेजे हैं। इसका क्या कारण है? इसका कारण यह है कि वह अपनी २० करोड़ की आबादी में जो बच्चे हैं, उनकी योग्यता की जानता है और उनको बढ़ने का हर सम्भव मौका प्रदान करता है। उस देश में हर बच्चे को आत्म-विकास का अवसर मिलता है। हमारे देश में ऐसा नहीं होता है। यह चीज बहुत आवश्यक है। मैं चाहता हूँ कि हर बच्चे की कम से कम समय में तालीम दी जाए, इस प्रकार की व्यवस्था आपको प्लान में करनी चाहिये थी।

चीन में भी पहले प्लान के अन्तर्गत बच्चों को शिक्षा देने की व्यवस्था की गई है। वहाँ पर बुद्धों को भी तेजी से पढ़ाया जा रहा है। मेंरा सचवाल है कि वहाँ पर इस प्लान के पूरा होते होते कोई भी निरक्षर नहीं रह जाएगा, वहाँ पर फैक्ट्रियों में भी दो घंटे लगाकर पढ़ाने की कोशिश की जाती है। इसी प्रकार के और भी काम किए जाते हैं जिनसे वे लोगों में जो विशेष योग्यताएँ हैं, उनको जान सकें। हमारे प्लान की सबसे बड़ी कमी यह है कि हमने एजुकेशन की धोर पर्याप्त ध्यान नहीं दिया है। अगर हमने अपने विधान के मुताबिक १९६० तक हर चौदह साल के बच्चे को नहीं पढ़ाया तो मैं आपको बर्न करता हूँ, हम को पछताना पड़ेगा।

16:43 hrs.

मेरे साथी ने अभी बताया है कि अमरीका में हर साल ३५ लाख इंजीनियर तैयार होते

[Mr. SPEAKER in the Chair]

हैं। रूस में इससे भी ज्यादा निकलते हैं। हमारा भी उत्थान तभी हो सकता है जब हम साइंस प्रोजेक्ट्स तथा इंजीनियरिंग को पैदा करें। हमारे यहाँ ऐसे लोगों की बहुत प्रचिक आवश्यकता है। इनको तैयार करने के लिए हमें विशेष सुविधाएँ प्रदान करनी होंगी।

अभी हमारे समने प्राइम मिनिस्टर साहब ने साइंस की तरक्की देने के लिए एक प्रस्ताव रक्खा था और मुझे उससे खुशी हुई कि साइंस को तरक्की देने की धोर हमारी सरकार का ध्यान गया है। लेकिन मेंरा कहना है कि केवल एक प्रस्ताव पास कर देने से ही काम चलने वाला नहीं है बल्कि देश में साइंस को बढ़ाने के लिए हमें सक्रिय कदम उठाने होंगे। साइंस की पढ़ाई के लिए देश के स्कूलों और कालिजों में उचित व्यवस्था होना चाहिए, विद्यार्थियों को साइंस पढ़ने की सुविधा सुलभ होनी चाहिए। प्राज हालत यह है कि हमारे देश में बहुत से स्कूल ऐसे हैं जहाँ कि साइंस पढ़ाने का इंतजाम नहीं है और साइंस क्लास नहीं है क्योंकि वे स्कूल सम्पन्न नहीं हैं और साइंस के लिए जो एग्जेंट्स बगैरह चाहिए उसका बहुत से स्कूल वाले इंतजाम नहीं कर पाते हैं। सरकार को इस देश में अगर वह साइंस को तरक्की देना चाहती है तो जिन स्कूलों के अन्दर साइंस क्लासेज हैं उनमें जितने एग्जेंट्स उरूरी हों वे प्रोवाइड करने चाहिए ताकि हर बच्चे को साइंस पढ़ने का मौका मिल सके और वह उसका ज्ञान ठीक से प्राप्त कर सके।

स्कूलों में ही नहीं कालिजों और यूनिवर्सिटियों में भी साइंस पढ़ाने का बाकूल इंतजाम नहीं है। प्राज के युग में जब कि किसी देश का प्रगति ईजाद पर ही निर्भर है तो हमें भी इसका खयाल रखना पड़ेगा कि हम अपने

[श्री. शि० सा० सखसेना]

देशों की भरोसा साइंस की धीर विज्ञान की दौड़ में कहीं पीछे न रह जायें और उसके लिए यह बहुत जरूरी है कि हमारे स्कूलों और कॉलेजों में साइंस की पढ़ाई की धीर विशेष ध्यान दिया जाय और उसकी पढ़ाई की समुचित व्यवस्था की जाय ।

अभी यहाँ पर बताया गया कि अमरीका में राष्ट्रपति झाइसनहोवर ने रूस में मुक्राबला करने के लिए अपने वहाँ योग्य साइंस के विद्यार्थियों को हज़ारों स्कालरशिप्स प्रदान किये हैं । हमको भी चाहिए कि योग्य धीर होनहार साइंस के विद्यार्थियों को हम भी यहाँ स्कालरशिप्स देकर उनके भागे विशेष ज्ञान प्राप्त करने के लिए प्रोत्साहन दें ताकि वे भागे बढ़ सकें । हमारी यह निरन्तर कोशिश होनी चाहिए कि हम साइंस की दौड़ में पिछड़ न जायें और उसके लिए जैसा मैंने पहले कहा हमें इस देश में लड़कों को साइंस का ज्ञान प्राप्त करने का पूरा पूरा मौका और सुविधा देनी चाहिए । यह करना बहुत आवश्यक है और अगर हमने इसकी उचित व्यवस्था न की तो हम और देशों की भरोसा पिछड़ जायेंगे और फिर सिवाय पछताने के और हमारे पास कोई चारा नहीं रह जायगा ।

इसके अतिरिक्त मैं आज शिशकों को जो हमारे देश में कम बेंतन मिल रहा है उसकी धीर भी सरकार का ध्यान आकषित करना चाहता हूँ । शिशकों को बहुत कम तनक्वाह मिलती है जिसके कि कारण व बहुत परेशान रहते हैं और अपनी तनक्वाहों को बढ़वाने के लिए उनको कभी २ हड़ताल आदि करनी पड़ती है जिसके कि कारण उनका बच्चों को पढ़ाने के काम से ध्यान बंट जाता है और बच्चों की पढ़ाई सफ़र करती है । मैं समझता हूँ कि कि हमें अपने देश के टीचरों को विशेष आदर देना चाहिए । हमारे देश की सबा से यह परम्परा रही है कि उस्तादों का इस देश में सबा सम्मान होता आया है लेकिन शोध के शाय कहना पड़ता है कि आज वह परम्परा

क्रायम नहीं है और उस्तादों की जो यहां पहले इज्जत की जाती थी वह इज्जत धाव चली गई है । न तो उनको माकूल तनक्वाह मिलती है और न ही इज्जत । सरकार को इस और विशेष रूप से ध्यान देना चाहिए और टीचरों को इतना बेंतन मिलना चाहिए ताकि वे बिन्दा रह सकें और बेंतन में बढ़ोनी के साथ २ हमें टीचरों की समाज में इज्जत बढ़ाने के लिए भी उचित व्यवस्था करनी चाहिए ताकि वे कम तनक्वाह में भी शान के साथ अपने कर्तव्य को भली प्रकार निभा सकें । इस देश का भविष्य इन टीचरों पर निर्भर करता है और ज़ाहिर है कि अगर हमारे उस्ताद ठीक नहीं होंगे और संतुष्ट नहीं होंगे तो वे अपने कर्तव्य को ठीक प्रकार से निभा नहीं सकेंगे और हमारे देश के बच्चों को ठीक से तालीम नहीं मिल सकेगी । जरूरत इस बात की है कि हम टीचरों की आर्थिक अवस्था में सुधार करें और उनकी बेंतन आदि की जो उचित मांग है उनको पूरा करें ताकि वे अच्छी तरह और इज्जत के साथ रह सकें और अपने कर्तव्य को ठीक तरह से निभायें ।

कुछ शब्द में हिन्दी भाषा के बारे में भी कहना चाहता हूँ । जब मैं विदेशों में जाता हूँ तो मैंने वहाँ पर लोगों को इस बात के लिए ताज्जुब करते देखा है कि हम भारतवासी अभी भी अंग्रेज़ी बोलते हैं और जब मैं हमसे पूछते हैं कि क्या आपकी कोई राष्ट्रभाषा नहीं है तो उस समय हमको बड़ी शर्म महसूस होती है । रूस ने हिन्दी भाषा के बड़े प्रन्ध २ टान्कैटर्स और इंटरप्रेटर्स तैयार कर लिये हैं जब कि स्वयं हमारे देश में हालत यह है कि श्री राजगोपालाचार्य कहते हैं कि भारतवर्ष में अंग्रेज़ी भाषा को राज भाषा के रूप में क्रायम रक्खा जाय और हिन्दी को उसकी जगह पर आसीन न किया जाय । मैं यहां तक तो मानने को तैयार हूँ कि अंग्रेज़ी एक भाषा के रूप में अन्य बाहरी भाषाओं के समान यहां पर क्रायम रहे लेकिन उसके लिए यह क्या

करना कि वह इस देश की राष्ट्रभाषा बन सकती है, प्रसंगिक चीज है। इसमें अंग्रेजी पढ़ने वाले बहुत कम लोग मिलते हैं और इसमें कभी भाषा एक बहुत व्यापक और समझ भाव है और इस देश के लिए मैं यह कहना चाहता हूँ कि अंग्रेजी को राष्ट्रभाषा का रूप दिलवाने के लिए वक्रावृत्त करना शक्य और अनुचित है क्योंकि इस देश की जनता की भाषा अंग्रेजी नहीं है और बहुत कम देशवासी अंग्रेजी जानते हैं। मैं यह मानने को तैयार हूँ कि अंग्रेजी को भी यहां के देशवासी अन्य भाषाओं जैसे रुस, जर्मनी, चीनी, बर्मी और अरबी भाषा के समान सीखें। इस देश में मुख्य २ विदेशी भाषाओं का ज्ञान प्राप्त करने के लिए व्यवस्था होनी चाहिए ताकि हमारे विद्यार्थी उन भाषाओं का समुचित ज्ञान प्राप्त कर सकें।

अभी जब हमारे देश में चीनी प्रधान मंत्री श्री चाऊ एन लाई प्रायः थे तो उनकी बातों और स्वीचों को समझने के लिए इंडियन इमर्जेंसी फ्राण्ड चाइना से एक अफ़रम इंटरप्रेट करने के लिए बुलाया गया था। अब यह बड़े शर्म की बात है कि हमारे यहां पर चीनी भाषा के ज्ञाना सुलभ न हों और इस लिए मेरा सुझाव है हमारे प्रेजुएंटों के लिए कि विदेशी भाषाओं का ज्ञान प्राप्त करने के लिए आवश्यक सुविधा होनी चाहिए ताकि वे उन भाषाओं की जरूरी जानकारी प्राप्त कर सकें।

मैं समझता हूँ कि इस देश की राष्ट्रभाषा हिन्दी होनी चाहिये और इस देश में अंग्रेजी को वही स्थान प्राप्त होना चाहिए जो कि अन्य भाषाओं को प्राप्त है। मैं देखता हूँ कि रुस की मलटी नेशनल स्टेट की जो बाइडिंग फ़ोर्स है वह उसकी रुसी भाषा है। इस लिए हिन्दी को जितनी जल्दी हो सके उसका उपयुक्त स्थान प्रदान करना चाहिए और उसका उपयोग हर दिशा में बढ़ाना चाहिए।

हमारा जो सैकंड फ़्राइव इयर प्लान है उसकी जो रिफ़ायरमेंट्स हैं उनको हम पूरा

नहीं कर पाते हैं। प्रायः भ्रष्टचारों में इस प्रायः की एक सबर ख़री भी कि हमको सैकंड फ़्राइव इयर प्लान के लिए ३० हजार प्रेजुएंट्स और ५० हजार के करीब प्रोविसियर्स चाहिये लेकिन हमारे पास जो कालिजेज हैं उनमें से केवल १५ हजार प्रेजुएंट्स और करीब २० हजार प्रोविसियर्स ही निकल सकते हैं और यह हमारे वास्ते बड़ी शर्म की बात है। हमें ऐसी प्लानिंग करनी चाहिए और उतने स्कूल और कालिज खोलने चाहिये ताकि जितने प्रोविसियर्स और प्रेजुएंट्स हमें चाहिये वे हमें मिल सकें। हमारा सैकंड फ़्राइव इयर प्लान चल रहा है और तीसरा प्लान आने वाला है और यह बहुत जरूरी है कि हम इसकी उचित व्यवस्था कर लें जिससे जितने इंजीनियर्स हमें चाहिये वे हमें समय पर मिल सकें।

अभी एक साहब ने बताया कि अनएम्प्लायमेंट व्यूरोज में ५००, ६०० व्यक्तियों के नाम रजिस्टर्ड हैं जो कि इंजीनियर्स की जगहों के वास्ते उम्मीदवार हैं। अब यह हमारी प्लानिंग का शक्य ढंग है कि एक और तो देश में इंजीनियरों की कमी बतलाई जाती है और दूसरी और ५०० और ६०० व्यक्ति इंजीनियर्स की पोस्ट्स के लिए उम्मीदवार दर्ज हों और बेकार पड़े हों। यह हमारी प्लानिंग में दोष है।

जब देश में इंजीनियरों की कमी बतलाई जाती है तो एजुकेशन मिनिस्ट्री को कालिजों और युनिवर्सिटीयों में इंजीनियरिंग पढ़ाने की व्यवस्था करनी चाहिए ताकि हमारी रिफ़ायरमेंट्स पूरी हो सकें। मैं चाहता हूँ कि गोरखपुर युनिवर्सिटी में इंजीनियरिंग कालिज खुले जिससे कि उस प्रोविन्स और पिछड़े क्षेत्र में जहां कि विकास की बहुत आवश्यकता है वहां पर काफी इंजीनियर्स प्राप्त हो सकें। वहां पर मेडिकल प्रेजुएंट्स की भी बहुत कमी है और उसके लिए भी उचित व्यवस्था बना पर करनी चाहिए ताकि मेडिकल प्रेजुएंट्स वहां प्राप्त हो सकें। हमको मेडिकल

[श्री शि० सा० सम्मेलन]

श्री इंजीनियरिंग शिक्षा प्राप्त करने के लिए प्रोत्साहन देना चाहिए ताकि हम जल्दी ही अपने प्लान की ज़रूरत के मुताबिक इंजीनियर्स पैदा कर सकें।

Shri C. E. Pattabhi Raman (Kumbakonam): Mr. Speaker, Sir, I wish to confine myself to four heads while supporting the Demand for Grants under the Ministry of Education and Scientific Research. So far as the education department is concerned, I find that an attempt is being made in all seriousness to improve the lot of teachers. That is very welcome. The great Stalin had stated that the masses should be bound to the regime. Similarly I feel, Sir, that the teachers should be bound to the regime. If you have a discontented lot of teachers, it is not going to help this country, especially so far as primary and secondary education are concerned.

I happen to be associated with three educational institutions, and I know how poor the teachers' lot is in some of the States, and I am glad that an attempt is being made to improve their position. I am not going to tread on dangerous grounds. Just now India can be likened to a beautiful jewel of many gems strung on a single thread. My child, who may be studying in intermediate class in Madras, if it comes to Delhi tomorrow to continue in BA, at the rate at which regionalism is growing, it is just possible that my child may not be able to understand anything; if not in the case of my child, at least in the case of my grandchild, ten or twenty years hence. That is precisely what is happening, so far as university education is concerned.

I sincerely hope that there will be some definite policy with regard to language. I know that the University Grants Commission and the various University Boards have more or less spoken with one voice, so far as

English is concerned. I am not concerned with Hindi or English. But let there be some definite policy, so that the unity of India is maintained. Can we go back to the period of Chola, Chera or Magadha and have fissiparous tendencies repeated? Day after day India is getting split up. At this rate soon people will not be able to understand each other. We can only imagine what a tragedy it will be if people cannot understand each other. It will be a tragedy if Delhi, which is a cosmopolitan city today, tomorrow becomes a place where people cannot understand each other. So, I do sincerely hope that some attempt will be made to decide the policy, so far as university education is concerned, and there will be some sort of uniformity.

Shri Ranga (Tenali): At that time there was Sanskrit.

Shri C. E. Pattabhi Raman: I quite agree that there was Sanskrit at that time. But Sanskrit is an enigma today to many people. That is why precisely I do not want to be diverted from the main theme under discussion. I sincerely hope that the language, whatever it is, whether Hindi or English, will be decided soon and a definite policy adopted, so far as University education is concerned. Our Prime Minister has very frequently stated with regard to English that it is an international language and a necessary language, so far as scientific and technical training is concerned. Therefore, I see no difficulty in English being adopted as the medium, at least for University education, irrespective of its position so far as the official language is concerned.

Now I come to the libraries. I am rather concerned with the position of libraries in the States. For instance, the Connemara Library, Madras, is one of the oldest of the libraries in India. What is happening there. It is in a bad state. You may give some grants to it. I know that a lot of money is being given for various purposes by the Centre. Even though it

may be brought under the Concurrent List, you will not be able to call your tune. Now under the Act of Parliament any person who publishes a book has to send one copy to the libraries in Madras, Bombay and Calcutta and so on. What is the result? Books are thrown in various corners, verandahs and other places. They may not even be classified. There is not enough staff for that. There is no expansion. Of course, the famous Ranganathan system is there. So many well-qualified people are also there. But the States cannot afford to employ them. So, I think there is a very good reason for converting some of the ancient libraries like the ones in Madras, Bombay, Calcutta, Allahabad and Lucknow into national libraries. Then the Centre can run those institutions. I have no doubt that the States, because of saving of expenditure, will agree to this. Then the books can be properly preserved and classified, which will be useful for the educated public.

Then I come to the cultural activities. I am very interested in this. I know Kancheepuram very well. You go and see what is happening in the Kailasnath temple and Vaikuntanath temple? There are 108 temples in Kancheepuram. In the Kailasnath temple there is a very peculiar phenomenon. It is a very old one. Some people say that it is 2,500 years old. There the temple rock is now decomposing and it is becoming sand. So many magnificent works are still kept in the open. It is very easy to cover them up. So, I suggest that more effective steps should be taken, so far as the ancient monuments are concerned.

The position is the same in Chidrambaram and Madura and so many other places. I can give instances of many

temples which are in a very bad state of repair. They have to be taken up by the Archaeological Department. In this connection, I would like to say that the hon. Minister has to pay special attention, because what is now happening is that the P.W.D. is being asked to repair them. They will just go and smash the walls and will put some concrete and mortar in it and make the whole work of art very ugly. You cannot improve on the ancient monuments.

17 hrs.

It is impossible. You want to have technicians of the highest order, shilpis, to repair them. So you must be having it under your special care. I sincerely hope you will make it a special department. So far as the Education Ministry is concerned and so far as the archaeological improvements are concerned, I have been putting a number of questions. Now, what happened the other day in Sanchi? Very good work is going on there but once a man goes to put cement in a crack he rubs all those figures away. The harm is incalculable? What happened in Padmanabhapuram temple in Travancore? The same thing happened there. Somebody was asked to repair the magnificent frescoes. He did not take notice of the colour etc. He was only concerned with repairing the cracks. Some precious frescoes were all lost. Fortunately, some are there. Therefore, you must have expert technicians to repair the ancient archaeological monuments.

I now come to scientific research.

**Mr. Speaker:** The hon. Member may continue his speech tomorrow.

17.01 hrs.

The Lok Sabha then adjourned till eleven of the clock on Friday, the 21st March, 1958.