

period from the 1st April to the 31st December of that year.

(2B) A notification under subsection (2) may also specify the terms and conditions in respect of any business of reinsurance required to be transacted under this section and such terms and conditions shall be binding on Indian re-insurers and other insurers." (1).

*The motion was adopted.*

**Mr. Deputy-Speaker:** The question is:

"That clause 2, as amended, stand part of the Bill".

*The motion was adopted.*

*Clause 2, as amended, was added to the Bill.*

*Clause 3, Clause 1, the Enacting Formula and the Title were added to the Bill.*

**Shrimati Tarkeshwari Sinha:** I beg to move:

"That the Bill, as amended, be passed".

**Mr. Deputy-Speaker:** The question is:

"That the Bill, as amended, be passed".

*The motion was adopted.*

12.47 hrs.

**\*DEMANDS FOR GRANTS—contd.**  
MINISTRY OF EDUCATION

**Mr. Deputy-Speaker:** The House will now take up discussion and voting on Demands Nos. 13 to 15 and 112 relating to the Ministry of Education, for which 5 hours have been allotted.

83 cut motions have been tabled to these Demands. Hon. Members desirous of moving cut motions may hand over at the Table within 15 minutes the number of the selected

cut motions. I shall treat them as moved if the Members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

The time-limit for speeches will, as usual, be 10 to 15 minutes for Members including movers of cut motions.

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

**Mr. Deputy-Speaker:** Motion moved:

"That a sum not exceeding Rs. 38,78,000 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, 1962, in respect of 'Ministry of Education'."

**DEMAND No. 14—EDUCATION**

**Mr. Deputy-Speaker:** Motion moved:

"That a sum not exceeding Rs. 15,39,40,000 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, 1962, in respect of 'Education'."

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

**Mr. Deputy-Speaker:** Motion moved:

"That a sum not exceeding Rs. 2,69,44,000 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, 1962, in respect of 'Miscellaneous Departments and other Expenditure under the Ministry of Education'."

**DEMAND NO. 112—CAPITAL OUTLAY OF  
THE MINISTRY OF EDUCATION**

**Mr. Deputy-Speaker:** Motion moved:

"That a sum not exceeding Rs. 16,59,000 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, 1962, in respect of 'Capital Outlay of the Ministry of Education'."

**Shri Sadhan Gupta** (Calcutta—East): I want to make certain corrections in the cut motions I have tabled.

**Mr. Deputy-Speaker:** He may pass on those corrections also.

**Shri Khadilkar** (Ahmednagar): On a point of information. The other day, the Education Minister promised to place a copy of the Aligarh University Inquiry Committee Report on the Table. Today we are discussing the demands for grants relating to the Education Ministry. Neither the report has been placed on the Table nor copies made available to us.

There is another point also. I have got a copy of the report from my friend. Shri P. N. Saprú has given a note. Extracts from that note have been published in the Press, but that note has been printed along with the report. I think it is rather difficult for us to make our observations with no authentic documents before us, as far as the inquiry committee report as well as Shri Saprú's note.

**The Minister of Education (Dr. K. L. Shrimall):** I am glad my friend has raised this point. I said that the report will be placed as early as possible. But when the university sent us the printed copies, the

appendices were not there. Therefore, I could not place a complete report before the House. We have requested the university to complete it. The hon. Speaker also has ruled that he would allot separate time for the discussion of the report. I would request hon. Members to leave out Aligarh University for the time being and discuss it separately. That would be much better. As soon as the report is available, I will place it before the House. I could not place an incomplete report before the House.

**Shri Chintamani Panigrahi** (Puri): When we are going to discuss the demands for grants for the Education Ministry, disquieting reports have appeared in the newspapers that the allocation for education in the third Plan is going to be reduced and it has been stated that Central schemes of education, particularly those relating to research and new projects are likely to suffer most in the Third Plan. It has also been further stated that Central schemes will get only Rs. 35 crores out of the Union Education Ministry's demand for Rs. 83 crores. So far as education is concerned, we already know that during the last ten years it has received very little of the national income of India, and again when the Union Ministry of Education proposes to launch a big-scale programme in respect of universal compulsory primary education in the country in the Third Plan, this news of reduction of the Plan to such a great extent is really quite disquieting and we would like to know how far the hon. Minister is really going to accept this reduction and, if so, which of the heads under the Education Ministry's grants are reduced or going to suffer because of this reduction. We oppose this reduction.

If we compare the per capita expenditure on education in India with any other country, we find that it is only Rs. 5.5 and only 2 per cent of the national income has been given

to the Ministry of Education to spend on the spread of education in this country, which is too low compared with any other country in the world.

If you look at the allocation for education in the Central budget, you will find that the allocation for education in the year 1955-56 was more than Rs. 17 crores. In 1961-62 it has been reduced and it is only Rs. 16,79,35,000. Similarly, if we look into the budget from 1955-56 onwards, we will find that, so far as allocation for primary education is concerned, in 1955-56 there was no allocation in the Central budget; in 1956-57 there was no allocation; in 1957-58 also there was no allocation. For 1959-60 there was an allocation of Rs. 1,62,900. Now, in the 1961-62 budget, there is a provision of Rs. 5,99,000 for primary education.

Similarly, if we look at the establishment and construction of buildings, we will find that expenditure on establishments in the Secretariat and the departments controlled by the Ministry of Education in 1961-62 budget estimates come to nearly 15 per cent of the total allocation for education. So far as construction of buildings are concerned though the precise information is not available in the Parliament library I have roughly calculated it by adding up the budget. If my rough calculation is wrong, the hon. Minister may just contradict me. But according to my calculation nearly 25 to 30 per cent of the budget for education has been spent on the construction of buildings. So far as establishment charges are concerned, they come to 15 per cent and so far as the construction of buildings are concerned, they come to nearly 25 to 30 per cent. So, 40 per cent of the budget goes for meeting the establishment charges under different heads and the construction of buildings. When the allocation for education is so very little, even from that that 40 per cent is spent on construction of buildings and establishment charges. I find the hon. Minis-

ter has written a very good article in the *Education Quarterly* in which he has posed this problem. He has said there that if there is any item on the education budget which needs reduction without affecting the standard of education in this country it is the expenditure on construction of buildings. But I do not think that the hon. Minister who has written this article has implemented it so far. What has the hon. Minister does for economy in his budget of education, so far as construction of buildings is concerned?

Then there is the question of the Central universities. This question has come up so often in this House and even just now Shri Khadilkar raised some questions. So far as the administration of the Central universities are concerned, we in this House know how for the last four years they are being administered. What are the measures which the hon. Minister suggests? Well, we do not find anything here. Does he not want to improve the management or the administration of the Central universities? There is no concrete proposal before this House in this matter, so far as the demands for the Ministry of Education for the year 1961-62 are concerned and I hope the hon. Minister will give us some idea as to what new measures he proposes to take for improving the management and the administration of the Central universities which are under the direct control of the Government of India.

I know the hon. Minister is very much interested in developing sports. To that I might add one item, the Indian circus. But I find that no interest has been taken by the hon. Minister in Indian circus.

**Mr. Deputy-Speaker:** Should the Minister take good interest in that also?

**Shri Chintamani Panigrahi:** The Minister can take it. When the whole people of Delhi go and see it, how can the hon. Minister alone keep aloof from it?

[Shri Chintamoni Panigrahi]

I was looking through the budgets of the Education Ministry for the last ten years. The Ministry has given some financial help to some village Akhadas and clubs here and there but no help has been extended so far to the Indian circus. The circus is declining in India because of this lack of State support and encouragement. I hope the hon. Minister might think of extending financial aid to Indian circus companies so that they can maintain good standard and, if possible, send a troupe abroad for showing our circus in foreign countries and thereby earn some foreign exchange.

In this connection, I will give two or three suggestions for the consideration of the Education Minister. I was told that the Ministry of Education has sanctioned money for the establishment of a Sports Institute in Patiala. I am glad that the Ministry is doing it. The palace of the Maharaja of Patiala is being priced at Rs. 30 lakhs or 40 lakhs and I was told no other purchaser was available. We know that the Maharaja of Patiala is the Chairman of the Sports Council in this country. Because the Hon. Minister or the country wants the development of sport, is it fair or necessary that it should be housed in the Maharaja's palace after purchasing it for Rs. 30 lakhs or 40 lakhs, when no other purchasers were available for that palace? I do not say that there should not be an institute. But is it necessary that it should be housed only in the Maharaja's palace and not anywhere else with such huge cost?

**Dr. K. L. Shrimali:** May I inform the hon. Member that, as far as the Government of India are concerned, they are taking the palace from the Punjab Government and not from the Maharaja.

**Shri Ram Krishan Gupta (Mahendragarh):** It makes no difference. It has been done in an indirect way.

**Dr. K. L. Shrimali:** It makes a great deal of difference. The Punjab Government purchased it long ago. Apart it was decided that the Institute should be set up at Patiala, we were looking for a place, and this place was found convenient. In fact, the Government would have to spend much more if we are to put up a Institute elsewhere. They have given us a number of facilities and, from that point of view, we thought, the Sports Council thought, that it would be more desirable to have the Institute at Patiala.

**Shri Ram Krishan Gupta:** Even for that there was great opposition.

**Shri Chhintamoni Panigrahi:** I am glad that hon. Minister has clarified the position. But again, I will bring to the notice of the hon. Minister that it is only under the advice of the Council of Sports that the hon. Minister has gone into this deal, and the Chairman of the Sports Council is the Maharaja of Patiala.

**Shri V. P. Nayar (Quilon):** What is the price paid?

**Dr. K. L. Shrimali:** I would let the hon. Member know a little later. But this I am clear, that the Government of India have not purchased this palace from the Maharaja; we purchased it from the Punjab Government.

**Shri Sinhasan Singh (Gorakhpur):** But the Government must have paid a sum to the State Government.

**Dr. K. L. Shrimali:** Yes. It is a transaction between Government and Government.

**Shri Sinhasan Singh:** What is the amount?

**Dr. K. L. Shrimali:** That I will let you know later.

13 hrs.

**Mr. Deputy-Speaker:** It is not the business of mine. But that is wanted for another purpose and if Parliament thinks this should not be taken, the Punjab Government will be very glad. There is pressure for its being used for another purpose.

**Shri Chintamani Panigrahi:** The Government of India appointed an *ad hoc* committee on games and sports. The committee was appointed by the Ministry of Education. I would like to know from the hon. Minister whether this *ad hoc* committee has made certain suggestions and recommendations. They have categorically stated that a college with one thousand students and more should have ten acres of land, a high school with 500 to 1,000 students should have six acres of land, and a middle or primary school should have at least one acre of land for their playgrounds. I would humbly request the hon. Minister to let us know whether at least one per cent of the demand for having playgrounds for the educational institutions has been met during the last ten years? This recommendation has been before Government for the last two years. I would like to know how far it has been implemented. If you go through the *Education Quarterly* and other magazines published by the Government of India, you will find a sum of Rs. 5,000 or Rs. 10,000 are being given to some educational institutions here and there. But how can you satisfy the needs of the vast number of school-going children in this manner? I hope the hon. Minister will give more thought to the problem.

Sir, the Government of India has a fascination for appointing committees and there are some persons in India who are meant for such Committees. If a Committee is appointed for looking into the problems of youth older people are appointed in that Committee invariably. The Ministry of Education two years back appoint-

ed a committee to suggest ways for co-ordinating the efforts of the different sports bodies and youth organisations which are receiving grants from Government. The most young and the most old man of this country, Dr. Kunzru, is the Chairman of this committee. The Committee has been sitting for the last two years, but it has not yet finalised its report; we do not know when it will be finalised, and how they are going to effect co-ordination of the aid given individually to the different kinds of institutions in the country. I understand the committee has not made much progress. A questionnaire has been issued to which answers have been received. I understand they are being tabulated. I do not know when the committee will finalise its report, so that its recommendations may be implemented.

With regard to Youth Festivals, the Vice-Chancellors of the Universities in their Conference, had suggested that these festivals should not be continued. I would like to ask the hon. Minister whether he knows that non-official youth festivals are being organised in Calcutta, Orissa and Punjab. When there is no breach of discipline at those festivals, how is it that when Government organise such youth festivals indiscipline breaks out and the elderly Vice-Chancellors recommend discontinuing them? I would ask the hon. Minister of Education to reconsider this matter, and examine the possibility of conducting these festivals not on an all-India scale, but on a regional basis, so that the youths of the regions may meet. He says there must be emotional integration in the country. Is it sought to be brought about by speeches?—a speech here and a speech there? I, therefore, submit to the hon. Minister that he must reconsider this question and encourage the holding of these festivals on regional and all-India basis. The suggestion of the Conference of Vice-Chancellors need not bind the Government.

[Shri Chintamani Panigrahi]

It is a known fact that in big cities like Calcutta, Madras and even my own place of Cuttack, colleges have not enough hostel accommodation. I think the Ministry of Education should have some programme by which the actual needs of these cities in respect of hostel accommodation for college students should be met. The number of students are increasing every year, with the result that the problem of accommodation is also becoming more acute. In many of the big cities like Bombay, Madras, Calcutta and Cuttack students residing in hostels live in most unhygienic conditions. If you want to improve the living conditions of the students something should be done for them. The problem cannot be solved by paying some thousands of rupees to a hostel here or a hostel there. Some concrete steps should be taken to solve this problem, at least so far as big cities are concerned.

I would like to say one or two points with regard to the Education Ministry's report for 1960-61. I welcome the new features of this Budget, that is the provision for universal compulsory primary education. If you go through the Report of the Ministry of Education for 1960-61, you will find that this is a new feature which were not contained in the report of the Ministry in the previous years. The Constitution has provided that free education should be given to pupils belonging to the age-group from 6 to 14. It has been now modified from 6 to 11. I can say that the hon. Minister is never going to implement even the modest target of 80 per cent of universal compulsory primary education in the Third Five Year Plan. I may quote what have been the performances of the hon. Minister and the Ministry of Education in respect of primary education during past years. You will find that in the first Plan period only 12 lakhs children per year were enrolled for primary education; in the Second Plan 17 lakhs per year were enrolled. In the Third Plan

Government proposes to take 36 lakhs per year. In view of the past performances of the Ministry this is too ambitious a target on the part of the Education Ministry. Even though they intend to implement the Plan target of 80 per cent, they have excluded, I was told, the Scheduled Castes, the Scheduled Tribes and other backward classes from the scope of universal compulsory primary education. I was also told that the Union Territories have been excluded from the scope of compulsory primary education. I think the hon. Minister will clarify this point.

I want to make some suggestions for the improvement of the schools. I have seen for myself many schools without furniture, without equipment, teaching aids or library facilities. Even drinking water is not provided for the children. If you go through the Demands of the Ministry of Education, you will find that a half-hearted attempt is being made to solve many of these problems. The hon. Minister himself has posed these problems in the article which was published in the *Educational Quarterly*. It is time we took some bold measures to solve the problems which face the country in the educational field.

**Shri Goray (Poona):** Sir, I always had the feeling that the Education Ministry was a Cinderella so far as the Central Government Ministries were concerned. This year, it seems to be a good augury that we are starting with the Demands of the Education Ministry in preference to the Demands of other Ministries.

As Dr. Shrimali must be knowing, the great Kalidasa had said that the first task of an ideal king was प्रजादा विनयाधानात् that is, the first task was to educate the *prajas*. He gave education of the people preference over even their security and their feeding. I hope that we take a cue from the old kings and we give

every preference to education that our people need; because, I feel that it is only education that can give a firm foundation to democracy and the technological progress that we intend to make.

Let us start with the report of the University Grants Commission. We find in the report that the universities are multiplying. Very properly, the University Grants Commission has drawn our attention to the fact that it is not so much the numbers as the quality of the universities that we should aim at. I was a little perturbed to find that some of the observations of the University Grants Commission are not being attended to, and universities are being allowed to start functioning without any care being taken to see whether they maintain a certain standard. The University Grants Commission have almost made a complaint that in spite of their insistence on the standards that the universities are expected to maintain, new universities are allowed to come into being, and it seems that they have been almost helpless in this matter. Certain illuminating figures have been quoted by the University Grants Commission and they have tried to prove that it is not the first duty of the Government to set up universities so that all the people who want to enter universities are given a chance. They say that even in America and in countries like Great Britain, only a small percentage of students ever reaches the universities. That is because they have seen to it that they have a diversified scheme for training in different crafts and different disciplines. Therefore the rush to the universities is not so great. What we find in India is that every boy or girl who is a matriculate wants to enter the universities, and if any suggestion is made that there should be a selective admission, there is resentment. That resentment can be done away with if we give other openings to the boys and girls who pass the matriculation examination

and if we confine university education as such to a few selected students.

The question of discipline also has been referred to in this University Grants Commission report. The political parties in the country have been made a target of attack by many people. In a way, I would make bold to say that we would have been very glad if the political parties in the country had some influence on the conduct of the students. Our complaint is—and I suppose the complaint is general, most probably the Congress benches also will have the same complaint to make, and so also the Communist Party or the Jan Sangh—that the political parties have very little influence on the student community. Very few recruits are available now to any political party. Therefore, to say that it is because of the political parties in the country that the students are running amuck is far from truth.

Student indiscipline may be due to the fact that the students feel that there is no prospect for them. That may be one of the many factors. One of my friends from Poona, Dr. Karve, had contributed some articles after visiting America, and he said that because there is a sort of frustration in the minds of the students, because they feel that their future is not assured, they react in a violent manner to the situations that arise from time to time. And the only way in which we can deal with this indiscipline is to see to it that the students do not feel frustrated. This can also be done by seeing to it that the university authorities themselves behave in a disciplined manner.

Just now my hon. friend Shri Khadiilkar raised a very pertinent question. He said that we have so far not been given the report on the Aligarh University. The University of Aligarh seems to have its own code of conduct. When the report was printed they just dropped the annexures or the appendices, and we now

[Shri Goray]

hear the plea from the Education Minister that he could not present to the House an incomplete report. Obviously, Sir, there is some foul-play in this. They know that it would be discussed and so they saw to it that it would be incomplete so that the Education Minister will have to say that he cannot present it to the House. If the universities—the great Hindu University of Banaras, then the great Muslim University of Aligarh—if these universities which are directly under the Central Government behave in this manner, I do not know why the political parties should be brought in for censure. I would like to say that these universities which are run by the Central Government should serve as models to other universities. But these universities are serving as models in the reverse that is they are what the universities should not be. If this thing continues, I do not know how we can expect any discipline from the students who are unexperienced and who take their loans from their *gurus*.

While dealing with this matter of indiscipline, I would like to refer to one of the points that was raised just now by my hon. friend Shri Chintamani Panigrahi. He referred to youth festivals. A youth festival is one of the occasions when the youth of this country from all the distant corners of the country come together, develop contacts with one another, get to know what sort of country they are living in, a picture of India as it is, of the youth of India. Now, because there were certain disturbances in Bangalore, the whole idea of holding youth festivals is being given up. This is not the way to enforce discipline. Those boys or girls who behaved in an indisciplined manner must be spotted out and dealt with firmly, and Government must tell them that because they created disturbances the Government are not going to abandon the very idea of holding youth festivals. It will be just like this, that is, if the Government of India were to say that

because there are dacoits in Chambal or other places, it gives up the administration of those territories until the menace is wiped out! We cannot do like that. That is the surest way to encourage goondalism. Therefore, I would like to say with all the emphasis at my command that Dr. Shrimali should think hard, take courage in his hands and see to it that all these defaulting Vice-Chancellors or Chancellors and all these timid people who have advised him to abandon this idea are overruled and from next year the youth festival is held in right earnest.

The next thing that I would like to deal with is primary education. So far as primary education is concerned, the Government of India would, of course, say that after all, it is a State subject, and all that they can do is to bless them or to give them some assistance. I think that that is not the right attitude to adopt. After all, primary education is the corner stone of all our educational system. If I might recall, it is from the times of the late Shri Gokhale that this Central forum has been used for the spread of primary education. It was he who said first of all that one of the foremost duties of Government is the spread of primary education. 'Educate our Masters'—that was what he said. So, that is a thing that must be looked into and taken care of by the Central Government as well.

Now, what are the Central Government doing in this matter? Only recently, the All-India Federation of Primary Teachers was held in Delhi, and one of the eminent educationists, Mr. Donde from Bombay, who was a Mayor also there for some time, presided over it, and he had made a very strong plea saying that there ought to be an all-India commission to look into the conditions of the primary teachers. It has been pointed out that so far as university education is concerned, there is the Radhakrishnan Commission's report. So far as secondary education is concerned, it was



Dr. Mudaliar who presided over the functioning of the Secondary Education Commission, and we have got the report of that commission also. It is only the primary teachers who have been neglected.

With some complacency, the Education Ministry have said in their report that they have recommended that Rs. 40 should be the minimum pay for the primary teachers. Now, it can well be imagined that this minimum pay of the primary teachers is in some cases the maximum pay also; and in some cases, there is no dearness allowance, or if there is dearness allowance, it is only an apology for it, being just Rs. 5 or Rs. 10 or Rs. 15. It is only in rare and exceptional cases in a few States, probably two or three States, that there is a dearness allowance which is equal to the dearness allowance paid by Government, and Rs. 40 to Rs. 50 is considered to be the basic pay. If you really want to have primary education and that too of a particular standard, how can you attract intelligent people to the service, when the pay is only Rs. 40 or Rs. 45? Even a *chaprasi* gets much more. I am not saying that the function of a *chaprasi* is something that we should condemn or should look down upon, but, after all, if we really want the teacher to discharge his duties properly, he should have some status in society. It is not enough that a Minister, when he goes and addresses the students or the teachers, says 'Well, you are the future pillars of society.' If you neglect them, so far as maintenance is concerned, then Rs. 40 basic salary or Rs. 40 p.m. with dearness allowance included, is not likely to attract any ambitious intelligent young man to this profession. He would rather be a sweeper than a teacher.

Therefore, I would say that it is very necessary to appoint an all-India commission to go into the whole problem of primary education and also the salaries of the teachers. There must be some graded scales. The primary teacher may for instance, start with

Rs. 40 or Rs. 45 as basic pay, and dearness allowance must be paid to him on a par with what is paid to Government servants, and he must rise to about Rs. 100. Otherwise, what is the use of spending one's whole life in teaching young boys and girls? I should think that this is a very necessary thing, and I hope that the Education Minister will see to it that a commission like that is appointed without any delay.

In England, I am told that there is a Burnham committee which maintains constant contact with the teachers, and it serves a three-fold purpose; it serves as a liaison body between the representatives of the teachers' association, the Government and the public; and if there are any grievances which the primary teachers entertain, then they approach the Burnham Committee, and they go into the merits and the case is decided. I think that a body like that which goes into the grievances of the primary teachers all over the country is a necessity of the moment, and we should look into this matter.

Now, I come to sports. I said just a little while ago that there must be a revival of the youth festival. But I am really concerned about the situation as regards sports in our country. I can say without fear of exaggeration that the condition in which the Indian sportsmen find themselves is pitiable. It has become almost despicable. Even there, you will find that a sort of politics is going on, some people championing some men and the other people championing the others.

**Mr. Deputy-Speaker:** Order, order. If hon. Members have to come into the House, they should come as individual Members and not as groups.

**Shri Goray:** I was saying that so far as the field of sports in India was concerned, something was going very wrong. We all heard with a sense of shame the performance that we put up in the Olympics in Rome. Not only did

[Shri Goray]

we not win any gold medal, but the only gold medal that we had was lost by us, and we lost it to our neighbour Pakistan. The matter becomes much more serious when we find that a country like Ethiopia, a small country, a backward country, an undeveloped country, carried the first gold medal in the marathon race, while a country of our size with forty crores of people could not get a single medal, not even a bronze medal. I think it is time that the Ministry woke up and saw to it that the house of sports was put in order.

You will be surprised to find that the only sportsman who made some mark, Shri Milkha Singh, is one of those persons who could not get even a promotion in the Army. He has left the Army, and our recognition for his brilliant merit was that he was made a *jamedar*.

**Shri V. P. Nayar:** And his resignation was accepted. What a shame!

**Shri Goray:** It is really a matter of shame for our people. He made a certain mark, and it was said that he was capable of becoming a sportsman of the highest order; and yet, we can only allow him to rise to the rank of *havildar* or *jamedar*, and we think that we have done enough for him. That sort of attitude is not going to give us great sportsmen. A nation of forty crores should be able to sweep all the events. But, here, we find that in the last Olympics, not even a single woman was allowed to go, though there were a few women who could have made some mark.

Therefore, I would point out that it is time for the Education Ministry to go into this question thoroughly and to see to it that next time we send our team for the Olympics, the best of our people are chosen, and we train them properly and well. Otherwise, it will be better that we do not send any team at all. There have been nations which did not participate in the Olympics in the first instance, but when they came,

they came with bang. Here, we find that every time we send our teams all that they bring back is shame and defeat.

Finally, I should like to say a word about the national discipline scheme. I do not know why this scheme is not being supported as much as it really deserves to be supported. From the figures that I have got, I find that this particular scheme is becoming really very popular. The figures show that whereas a particular target was given to them for training, they have over-reached the target for the Second Plan by two hundred per cent; so far as institutions are concerned, they have taken over thrice the number of institutions which they were expected to take over. Since this is a scheme which is gathering momentum and is making some mark, I think the Education Ministry should very liberally support it. We who have had the good fortune to witness some of their parades were really very much pleased to see how disciplined the boys and girls were. I find that my hon. friend, Shri H. N. Mukerjee, had written a very glowing article on that and said that he wished that this scheme was spread to all the States. I would request the Education Minister to give it his wholehearted support and not the miserly amounts of Rs. 12 lakhs or Rs. 16 lakhs per year as he has been doing.

**Shri Barrow** (Nominated-Anglo-Indians): Mr. Deputy-Speaker, any critical appraisal of the work of the Education Ministry should be based on the constitutional scope of the functions of the Ministry. I am glad that in the introduction to the Report, there has been a reference to this. It says:

"The Government of India have sole executive responsibility for subjects included in the Union List".

Then it goes on to give details of the Union List and adds:

"The direct responsibility for the development of education in the rest of the country lies upon the State Governments and hence most of the programmes of educational development are included in the State sector".

Further on it says:

"As a federal agency, the Ministry is responsible for general co-ordination and collection and supply of educational information....."

I am one of those who is sorry that our Constitution-makers did not make Education a Central subject. It is too late now, of course, to lament this fact. Weeping and gnashing of teeth will not help. It is for us to suggest ways and means of making do with the powers which the Central Ministry has and with the finance with which it has to work. I propose to suggest certain ways and means which, I hope, the House will endorse.

In Chapter 2 of the Report, we find a very distressing picture with regard to free and compulsory primary education. The first sentence reads:

"Under article 45 of the Constitution, it is the responsibility of the State (which expression also includes the Government of India) to provide free and compulsory education up to 14 years by 1960".

Then we have this:

"The Panel of Education appointed by the Planning Commission, therefore, suggested at its meeting held in Poona in 1957, that an intensive effort should be made to provide universal education for children in the age-group 6—11 by 1965-66."

Thus we find that we have had to lower our targets almost immediately. But the picture is even more distressing now. The Working Group on Edu-

cation had suggested that Rs. 216 crores should be ear-marked in the Third Plan as the absolute minimum to ensure 80 per cent enrolment in the age group 6-11 years. Now we find in the papers, that even this amount is going to be reduced; it is going to be reduced to Rs. 200 crores or Rs. 201 crores. The target of 80 per cent enrolment in the age group 6-11 will thus be reduced to 76 per cent. This low target of our planners is in contrast with the high ideals of our Constitution-maker. My hon. friend, Shri Goray, quoted learnedly. I am reminded of a quotation, which though flippant, is also pertinent. I am reminded of a line taken from the play *Gentlemen prefer blondes*. The lady says:

"A kiss on the hand is all very fine. But a diamond bracelet will last a lifetime."

We pay lip-service to education; we pay lip-service to free and compulsory primary education, but we do not provide the diamond bracelet of finance. Unless the planners can provide this diamond bracelet of finance, all these pretensions, all these platitudinous expressions, will take the nation nowhere.

As a teacher, I was taught this—and I quote this here because I feel it is very apt—

"We are all blind, unless we see that in the human plan  
Nothing is worth the making  
If it does not make the man."

All our planning, all our buildings, all our great dams, all these, will mean nothing unless we can provide this minimum of free compulsory primary education even to the limited age group 6-11. I feel it is the duty of this House to make it clear to the planners that there should be no reduction of this amount of Rs. 216 crores, so that at least 80 per cent of the children get free and compulsory primary education by the end of the Third Plan.

[Shri Barrow]

One of the most distressing features of the story is this, during the Second Five Year Plan, money allocated for primary education was diverted to other sectors. Sir, I want to underline the fact that in the less advanced States—and U.P. is one of the less advanced States, I quote U.P. because I come from U.P.—in States like Uttar Pradesh this diversion was more marked, and unless we take steps to stop the diversion of funds earmarked for primary education, we will never reach this target which we have set ourselves.

Sir, this is where I wish to make certain suggestions to implement the Plan, to reach the target of free and compulsory primary education, and I hope I have the support of the House in this. My first suggestion is that funds ear-marked for primary education must on no account be diverted to other sectors. If this salutary principle is accepted by the House, I think it should be made clear to the Planning Commission that if money is ear-marked for primary education, then the Planning Commission, which gives permission for this diversion—money cannot be diverted without the express permission of the Planning Commission—the Planning Commission will be held responsible. We in our Constitution have set ourselves, under Article 45 a target, but the Planning Commission permits diversion of funds thus preventing us from attaining the target which the Constitution has laid down.

My second suggestion is that in the field of primary education, the money should be made available to States through the Union Ministry on a 100 per cent basis—grants on a 100 per cent basis for approved schemes. Then and then only will we be able to reach this target. My hon. friends have criticised the Education Ministry for not implementing this target of free and compulsory primary education, but without the power to do it, it is impossible. I have worked recently on a number of Committees

of the Education Ministry and I am quite convinced that the administration is sincere in its efforts to push forward this scheme of education. I am also convinced that the Ministry takes a realistic view of the work that is before it.

I would deal in this connection with girls' education. The Central Advisory Board of Education meeting earlier this year accepted the principle that if an effective programme of girls' education is to be implemented, it must be done through the Central sector. Sir, I am given to understand that the Planning Commission has transferred girls' education to the State sector. The Central Advisory Board, which is the supreme body for educational policy in the country, takes one decision and the Planning Commission, within a short time, says: no, we will hand it over to the States.

Sir, I come to the teacher training programme. My hon. friend Shri Goray emphasized the need for good teachers. The teacher training programme has also been diverted to the State sector. I say, if this goes on, we will not have teachers; they will not be forthcoming. We will not get suitable qualified teachers, suitable trained teachers, if this programme is also transferred to the State sector.

Sir, I will touch briefly Basic education. In my own humble way, I have made a study of Basic education. I was invited to participate in a seminar in Allahabad in May, 1959. It was a very hot month, and in spite of the heat the deliberations were carried on in a cool and calm atmosphere. I will never complain about the heat of Allahabad, because it is my home town—I love its dry heat, but I must say that the other members attending the seminar went into this question in a very cool and calm manner despite the heat. What was the problem that was put to us? We were told we have not the finance to implement the conversion of ordinary primary schools into basic schools, and

therefore the only course was to carry out orientation programme for teachers. We worked out the details for a ten to fifteen day orientation programme. Sir, I believe that the amount of money for this orientation programme is also going to be cut down. Are we sincere or not in our proclamations and in our expressions about Basic education? Either we find the money for it, or we simply say we are not going ahead with this programme of Basic education.

Here again, the money is being transferred to the State sector; how can there be a national programme if we are not serious about it?

I have made this analysis to show four things: to show that the work of the Ministry can only be criticised constructively or otherwise within the limited scope of its constitutional powers; to emphasize that if education is a national concern, as it must be, then money must be found for it. We must go to our Planners and tell them: no matter where you cut the money, don't cut it down education.

**Shrimati Renuka Ray (Malda):**  
Hear, hear.

**Shri Barrow:** Thirdly, money in the Plan must be earmarked for specific schemes and the allocations should be made from the Centre; no diversion of money should be made, especially in the free and compulsory primary education sector. Lastly, in cutting down any of the Plan allocations, let not the axe fall on primary education. That is the first casualty always; if money is to be cut, they cut it from the primary education sector.

I have only two small points more. One is with regard to schemes such as the National Discipline Scheme, the A.C.C., the Physical Education scheme etc. I am in favour of all these, and in my own small way I see that the Anglo-Indian schools with which I am concerned lay the greatest emphasis on extra-curricular and co-curricular activities, but what I ask is this. We have got so many

schemes in the field, we have the A.C.C., the N.C.C., the Rajkumari Training Scheme, the Physical Education scheme, can there not be one organisation which co-ordinates the work of these bodies? We waste money on the administration of these schemes, instead of using on the purposes of the schemes. I feel we must have one body to administer and to see that these schemes are co-ordinated. I believe this is a matter that can be gone into by the Education Ministry, the Health Ministry and the Defence Ministry.

Finally with regard to sports. I am not enamoured of what my hon. friend, Shri Goray, said, namely that it was a share that we lost the World Hockey championship. I am not worried about that. If we can love the game beyond the prize, I am satisfied. But I am distressed about politics in the different Federations and Associations which control sport, and I have a positive suggestion to make. Our Council of Sport should not make a grant to any organisation unless a representative of the Council—and I would prefer the representative to be some one from the Government of India—is allowed to attend every meeting of the organisation or the federation concerned. I do not say that this representative should have voting rights. All I say is that the representative should have the right to attend these meetings, so that he can report back to the Council of Sports and say: these are all the politics this is the background against which these decisions are made. Then the Council will be in a position to decide whether they should finance the schemes, tours or coaching against the background in which the decisions were made.

**डा० गोविन्द दास (जबलपुर):** उपाध्यक्ष महोदय, स्वराज्य प्राप्ति के बाद आज पहला अवसर है जब मैं शिक्षा मंत्रालय को बधाई देना चाहता हूँ, और यह बधाई डा० श्रीमती जी और उन के योग्य संयुक्त सचिव श्री राम प्रसन्न नायक को भी है जो

## [श० गोविन्द दास]

कि हमारे मध्य प्रदेश से केन्द्रीय सरकार में आये हैं। इस बधाई का कारण यह है कि शिक्षा को, जो कि हम एक प्रधान कार्य मानते हैं, देश की उन्नति की बुनियाद मानते हैं, और जिम में हिन्दी का प्रमुख स्थान है, उस का कुछ कार्य अब शिक्षा मंत्रालय में आरम्भ हुआ है। विज्ञान आयोग स्थापित होने वाला है। हमारी पंच वर्षीय योजना और हमारी प्रगति बहुत दूर तक विज्ञान सम्बन्धी पुस्तकों पर अबिलम्बित है, और उस के लिये भारत सरकार ने अब निश्चय किया है कि वह विज्ञान आयोग स्थापित करे। मैं आशा करता हूँ कि यह कार्य अबिलम्ब किया जायेगा। हिन्दी का निदेशालय स्थापित हो गया है। अभी उस के मुख्य संचालक तय नहीं हुए हैं। मैं चाहता हूँ कि इस कार्य के लिये ऐसे व्यक्ति को रखा जाय जिस पर हिन्दी संसार को विश्वास हो।

इस के बाद सब से महत्वपूर्ण कार्य साहित्य रचना का है। उत्कृष्ट पुस्तकों के अनुवाद के लिये ४० लाख रु० रखे गये हैं। यद्यपि यह बहुत कम है लेकिन मैं आशा करता हूँ आरम्भ इस से अच्छी प्रकार हो सकेगा। फिर यह देश बड़ा गरीब देश है, और गरीब देश के निवासियों को सस्ता साहित्य प्राप्त होना चाहिये। इधर उधर की एक एक रुपये की कुछ पुस्तकें प्रकाशित हो रही हैं, लेकिन वे बड़े उभले विषयों की हैं, अधिकांश मैं कहूंगा सब तो, नहीं, उपन्यास कहानी इत्यादि हैं लेकिन शिक्षा मंत्रालय ने अब कुछ गम्भीर विषयों की भी सस्ती पुस्तकें प्रकाशित करने का निर्णय किया है।

विश्व कोश का काम भी नागरी प्रचारिणी सभा के द्वारा चल रहा है। केन्द्रीय हिन्दी शिक्षकों के लिये आगरा में एक महा-विद्यालय स्थापित हुआ है। मुझे मालूम

हुआ है कि धर्म तथा नीति का विश्वकोश, समाजशास्त्र, का विश्व कोश और इसी प्रकार के दो और विश्व कोशों का आयोजन किया जा रहा है।

शिक्षा मंत्रालय के साथ मैं आज इस अवसर पर गृहमंत्रालय को भी बधाई देना चाहता हूँ कि उन्होंने हिन्दी को नौकरियों के लिये वैकल्पिक माध्यम रखना तै कर लिया है। उस के लिए भी मेरे प्रश्न का उत्तर श्री शास्त्री ने कुछ दिन पहले दिया था जिस में उन्होंने कहा था कि मन् १९६३ से वह यह काम करने वाले हैं। मेरी प्रार्थना है कि इस में जरा जल्दी की जाए क्योंकि जिन विश्वविद्यालयों ने हिन्दी को माध्यम बना लिया है उन के विद्यार्थियों के प्रति यह एक अन्याय होगा अगर इस में देर की जाएगी।

फिर गृह-कार्य मंत्रालय ने भारतीय शासन सेवा के लिए एक हिन्दी का वैकल्पिक परचा भी रखना तै कर लिया है। इन दोनों बातों के लिए गृहमंत्रालय बधाई का पात्र है और इस के मिलमिले में मैं अन्तिम बधाई विधि मंत्रालय को भी दे दूँ कि उस ने भी विधि आयोग नियुक्त करने का निश्चय किया है और वह हो भी गया है।

तो जैसा मैं ने आप से निवेदन किया, यह पहला मर्तबा है जिस समय मैं हिन्दी के कार्य के लिये भारत सरकार को, उस के गृहमंत्रालय को और उस के विधि मंत्रालय को और उस के शिक्षा मंत्रालय को बधाई देना चाहता हूँ।

अब मैं कुछ और बातें कहना चाहता हूँ। पहला मेरा यह निवेदन है कि शिक्षा के लिए अंग्रेजी जो अनिवार्य बनायी जा रही है, बना दी गयी है, उसकी मैं कोई आवश्यकता नहीं मानता। मैं अंग्रेजी अध्ययन के विरुद्ध नहीं हूँ, पर वह हमारे बच्चों

को अनिवार्य रूप से सिखायी जाए इसका मैं कोई प्रयोजन नहीं देखता।

यह कहा जाता है कि सब प्रगतिशील देशों में एक एक बाहरी भाषा पढ़ायी जाती है। अब आप देखें कि यूरोप और अमरीका के जो प्रगतिशील देश हैं उन में जो एक वैदेशिक भाषा पढ़ायी जाती है वह क्या कोई एशिया की भाषा पढ़ायी जाती है, कोई भारतीय भाषा पढ़ायी जाती है, चीनी भाषा पढ़ायी जाती है, या कोई अफ्रीकी भाषा पढ़ाई जाती है। ऐसा नहीं होता। फ्रांस की भाषा इंग्लैंड में पढ़ायी जाती है, जर्मनी में अंग्रेजी पढ़ायी जाती है। यानी ये जो यूरोप के देश हैं इन में जो वैदेशिक भाषायें पढ़ायी जाती हैं वे भगिनी भाषाएं पढ़ायी जाती हैं, एशिया की भारतीय या अफ्रीका की भाषाएं नहीं पढ़ायी जाती। मैं स्वयं चाहता हूँ कि इस देश में भी हमको, हिन्दी वालों को, मराठी वालों को, गुजराती वालों को, और दूसरी भाषाओं वालों को कोई दूसरी भारतीय भाषा पढ़नी चाहिए लेकिन वह हमारी भगिनी भाषा हो, बंगला, तामिल, मराठी, कन्नड़, असमिया, गुजराती, मलयालम, उड़िया, या कोई दूसरी भारतीय भाषा हो। मुझे इस में कोई आपत्ति नहीं। लेकिन जब यूरोप और अमरीका में कोई एशिया की या अफ्रीका की भाषा नहीं पढ़ायी जाती तो फिर भारत में अंग्रेजी अनिवार्य रूप से पढ़ायी जाए, यह मेरी समझ में नहीं आता। यदि हम भावनात्मक एकता इमोशनल इंटीग्रेशन लाना चाहते हैं तो हमारी भारतीय भाषाओं में से कोई भी एक भाषा पढ़ायी जानी चाहिए।

फिर इस सब का आधार भूत संस्कृत भाषा होनी चाहिये। मेरा निश्चित मत है कि कम से कम दो वर्ष के बच्चे संस्कृत हमारे देश में अनिवार्य रूप से पढ़ायी जानी

चाहिये। संस्कृत हमारी भारतीय संस्कृति की मूलाधार बनी हुई है। हमारे देश की सब भाषाओं की, कम से कम उत्तर भारत की सब भाषाओं की, वह जननी है। और दक्षिण की भाषाओं में किसी में ५० प्रतिशत, किसी में ७५ प्रतिशत शब्द संस्कृत के हैं। इसलिए संस्कृत को कम से कम दो वर्षों तक अनिवार्य रूप से पढ़ाया जाना चाहिए।

और जहां तक शिक्षा का के माध्यम का प्रश्न है, मैं इस बात की कई बार कह चुका हूँ और सरकारी नीति भी यही है कि शिक्षा का माध्यम हमारे देश की भाषाएं रखी जाएं। लेकिन इधर उधर कभी कोई कमीशन मुकर्रर हो जाता है, कभी कोई कमेटी मुकर्रर हो जाती है, कभी कुछ मुकर्रर हो जाता है, कभी कुछ मुकर्रर हो जाता है और यह कह कर कि विश्वविद्यालयों को इस बात की स्वतंत्रता है, इस नीति के अनुसार काम नहीं होता। मैं यह चाहता हूँ कि इस नीति के ही अनुसार काम होना चाहिए।

अब कुछ बातें मैं कहना चाहता हूँ शब्दों के निर्माण के सम्बन्ध में। केन्द्रीय शिक्षा मंत्रालयों की रिपोर्ट में लिखा है कि दो लाख ६० हजार नए शब्द बनाए गए हैं। लेकिन इस में बड़ा भारी भ्रम है। वास्तव में दो लाख ६० हजार शब्द नहीं बनाए गए हैं। अनेक शब्द एक जगह के साथ दूसरी जगह पर भी रखे गए हैं। जैसे मैं एक दो दृष्टांत देकर बतलाना चाहता हूँ। फिजीकल जागरफी नम्बर २ में "एबसोल्यूट" शब्द है और उस के बाद "डार्कनेस" शब्द है। लेकिन आगे चल कर जहां "डार्कनेस" का उपयोग किया गया है वहां "डार्कनेस" के नीचे "एबसोल्यूट" भी रखा गया है। मतलब यह है कि यह शब्द दो जगह प्रयुक्त हुआ है। इसी तरह है "एक्शन" है। उस के साथ "आइडिंग"

[डा० गोविंद दास]

और "मिकैनिकल" शब्द हैं। आगे चल कर "प्राइंडिंग" और "मिकैनिकल" के साथ भी 'एक्शन' शब्द दिया गया है। इस तरह से आप देखें तो मालूम होगा कि दो लाख ६० हजार नए शब्द की रचना नहीं की गयी है। फिर यह तो मैं ने आपको केवल फिजीकल जागरफी में से बतलाया। फिजीकल जागरफी में ऐसे अनेक शब्द हैं जो इसी तरह की दूसरी शब्दावलियों में आये हैं। मैं यह तो नहीं कह सकता कि कितने शब्द बने हैं लेकिन अगर आप हिसाब लगा कर देखें तो मेरा खयाल है कि दो लाख ६० हजार के चौथाई शब्द बने होंगे और वह भी जिसको हम पारिभाषिक शब्दावली कह सकते हैं वह नहीं है।

जैसे टूरिज्म की शब्दावली लीजिये उस में आप देखेंगे कि एडवरटाइजमेंट का पर्यायवाची विज्ञापन बनाया गया है। आप देखें कि यह कोई पारिभाषिक वैज्ञानिक शब्दावलि नहीं है। हम चाहते हैं कि वैज्ञानिक पारिभाषिक जो शब्दावली बनायी जाए और वे वैज्ञानिक शब्द संस्कृत से लिए जाएं जो कि हमारी भाषाओं की माता रही है और आज भी हैं हमारे संविधान में भी कहा गया है कि हमारी शब्दावली प्रधान रूप से संस्कृत से ही ली जाये।

इस के अलावा जहां तक साहित्य सृजन का मामला है मैं उस के बारे में एक दो बातें और कहना चाहता हूँ। अभी जो पुस्तकें लिखायी जा रही हैं उनका अंग्रेजी अनुवाद भी मांगा जा रहा है। मेरी समझ में नहीं आता कि जो पुस्तकें हिन्दी या अन्य भारतीय भाषाओं में लिखायी जाती हैं उनका अंग्रेजी अनुवाद क्यों होना चाहिए। वे मौलिक रूप में देखी जानी चाहिए। जैसे मलयालम के विद्वान मलयाली भाषा में लिखी पुस्तकों

को देख लें, मराठी विद्वान मराठी पुस्तकों को देख लें, बंगला विद्वान बंगला में लिखी पुस्तकों को देख लें और हिन्दी के विद्वान हिन्दी में लिखी पुस्तकों को देख सकते हैं। अंग्रेजी के द्वारा इन पुस्तकों का परिचय हो यह कुछ मुनासिब नहीं मालूम होता।

अब विज्ञान के क्षेत्र में हमें विशेष कर काम करना है। उन में तीन तरह की मौलिक पुस्तकों की आवश्यकता है, अनुवाद के लिए मैं पहले ही कह चुका हूँ,—एक विश्व विद्यालय स्तर की, एक माध्यमिक स्तर की और एक साधारण स्तर की। यह इस तरह होना चाहिए कि जैसे फिजिक्स, कैमिस्ट्री या बायोलोजी या अन्य विषयों में से एक एक विषय के लिए लेखकों को नियुक्त किया जाए और उन से पुस्तकें लिखायी जाएं और उन के लिए समय मुकारर कर दिया जाए कि वह अपनी पुस्तक ६ महीने के अन्दर अन्दर या एक वर्ष के अन्दर अन्दर तैयार कर दें। मैं चाहता हूँ कि सन् १९६५ तक जब से कि हिन्दी पूर्ण रूप से काम में आने वाली है हम विज्ञान की पुस्तकें तैयार कर लें।

फिर हमारे वैज्ञानिक साहित्य की आवश्यकता केवल पुस्तकों के अनुवाद से ही पूरी नहीं होगी। जो गवेषणा पूर्ण लेख अंग्रेजी में, फ्रांसीसी भाषा में, रूसी में चीनी में या अन्य भाषाओं में लिखे जाएं उनका भी अनुवाद होना चाहिए और उसके लिए स्थायी वैतनिक कर्मचारियों की नियुक्ति होनी चाहिए। यदि यह न होगा तो हमारा वैज्ञानिक साहित्य अपटुडेट न रह सकेगा।

और अन्त में मैं आप से एक बात कहूंगा कि हमारा प्रयोजन तब तक सफल नहीं होगा जब तक कि हमारे देश के जन-



साधारण को अपनी भाषा में विज्ञान की और दूसरे विषयों की शिक्षा नहीं मिलेगी। इस समय ज्यादातर — हम तोते और बन्दर का काम कर रहे हैं। जिस तरह से तोता जो उसको रटा दिया जाता है, उस को कह देता है उसी तरह से हम भी जो हम को रटा दिया जाता है, उसको पढ़ देते हैं और जिस तरह से बन्दर नकल करता है उसी तरह से हम नकल करते हैं।

14 hrs.

अन्त में मैं अपने भाषण का एक उद्धरण पढ़ कर समाप्त कर दूंगा। यह उद्धरण उस भाषण में है जो मैंने बिहार राष्ट्र भाषा परिषद् में अध्यक्ष-पद से दिया था। उसमें अच्छे तरीके से मैं इस विषय को समझा नहीं सकता हूँ। उन भाषण में मैंने कहा था :—

“यदि हम वैज्ञानिक जगत में दूसरों के समकक्ष बनना चाहते हैं तो हमें स्वयं नई नई वैज्ञानिक खोजें और नए नए प्रकार के यंत्र निर्माण करने होंगे और यह सब हम पाश्चात्य जगत की जूठन से नहीं कर पायेंगे। इस के लिये यह आवश्यक होगा कि हमारा प्रत्येक अमिक, प्रत्येक कृषक प्रत्येक नर नारी इस बात के लिए सचेष्ट हो जाए कि जो समस्याएँ उस के सामने आती हैं उन के समाधान के लिए अह्निर्षा नई नई युक्तियाँ सोचें, नए नए यंत्र निकालें और इस प्रकार नए नए वैज्ञानिक तथ्यों का पता चलाये। आवश्यकता नवनिर्माण अथवा उत्पत्ति की जननी है। जब जीवन की बुनौती हम स्वीकार करते हैं तभी हम नए मत्स्य खोज निकालते हैं, नए यंत्र, नई युक्तियाँ बना पाते हैं। स्पष्ट है कि हम अपने देश के निम्नान्वे प्रतिगत कामियों को यह अवसर हम कारण प्रदान नहीं कर पा रहे हैं कि हम अंग्रेजी से जियते हुए हैं और अपने

इस देश में वह भ्रम फैला रक्खा है कि जिसे अंग्रेजी नहीं आती वह किसी प्रकार की वैज्ञानिक खोज या वैज्ञानिक निर्माण नहीं कर सकता। विदेशी भाषा के माध्यम द्वारा पढ़ने के लिये अपने युवकों को मजबूत करके हम ने उनकी प्रतिभा को तो कुपिठत कर ही दिया है, उनको रट्टू मंडूक बना ही दिया है, हमने साथ ही अपने देश के साधारण जन में भी असह्यता की विचार शून्यता की प्रवृत्ति पैदा कर दी है और ज्ञान के खोत्र हर प्रकार से अवरुद्ध कर दिये हैं। हमारा आर्थिक तंत्र आज लंगड़ी चाल से चल रहा है, उस में जनता के हृदय का स्पंदन नहीं है, उस के पीछे जनबल नहीं है, इस देश का महान अपरिमित जनबल नहीं है।”

अन्त में मैं पुनः शिक्षा मंत्री महोदय को बधाई देता हूँ और आशा करता हूँ कि वे जो थोड़े से सुझाव मैंने दिए हैं, उन पर विचार किया जाएगा और जो प्रगति इस संबंध में हुई है, वह प्रगति दिन दूनी और रात चौगुनी हो सकेगी।

**श्रीमती लक्ष्मीबाई (विकाराबाद) :** उपाध्यक्ष महोदय, आपने मुझे जो बोलने का मौका दिया है, उस के लिए मैं आप को बधाई देती हूँ।

यह जो मैट्रल सोशल वेलफेयर बोर्ड की रिपोर्ट है, यह बहुत अच्छे तरीके से पेश की गई है और इस के लिए मैं आपको बधाई देती हूँ। इस में तीन बातें खास तौर पर उल्लेखनीय हैं। एक तो गर्ल्स एजुकेशन के बारे में है और इस संबंध में कहा गया है कि इस को बढ़ाया जाएगा और दूसरी कंडेन्स कोर्सेज के बारे में है और तीसरी होस्टल एकाडमिडेशन के बारे में है। जो इस में हकीकत की बातें हैं, जो जरूरी बातें हैं, उनको इम्प्लेमेंट करने का मिनिस्टर साहब ने आवश्यकता दिया है और कुछ को तो वह इम्प्लेमेंट भी

### [श्रीमती लक्ष्मी बाई]

कर चुके हैं। इस के लिए मैं उनको तथा उन के डिपार्टमेंट को बधाई देती हूँ।

मैं मिनिस्टर साहब को इस बात के लिए भी धन्यवाद देती हूँ कि उन्होंने फ्री एंड कम्पल-सरी एजुकेशन के वास्ते एक कानून बनाया है और उस में जहाँ तक बहनों की एजुकेशन का सम्बन्ध है, सैट पर सैट मदद करने का वचन दिया है। मुझे खुशी है कि उन के दिल में गर्ज एजुकेशन के लिए बहुत श्रद्धा है। नैशनल कार्डमिल फार गर्ज एजुकेशन के लिए १०० करोड़ रुपया मांगा था और मैं आशा करती हूँ कि इस पर महानुभूति से विचार किया जाएगा।

आपने कंडेन्स कोर्स शुरू किए हैं बहनों के वास्ते। इस में बहनें बहुत श्रद्धा रखती हैं। एडल्ट विमेन इस में बहुत दिलचस्पी ले रही हैं और सभी स्टेट्स में इस के बारे में काफी काम हो रहा है। कंडेन्स कोर्स आफ ट्रेनिंग के लिए २७८ ग्रांट्स सैकशन की गई है और सात हजार बहनें ट्रेनिंग पा रही हैं। जो यतीम हैं, जो गरीब हैं वे भी इस के अन्तर्गत ट्रेनिंग पा रही हैं। इन की तादाद को आपको बढ़ाना है। इस काम के लिए और अधिक पैसे की जरूरत है और मैं आशा करती हूँ कि इस काम के लिए और अधिक पैसा दिया जाएगा।

अभी एक उस तरफ बैठे हुए उड़ीसा के मंत्री साहब ने होस्टल का जिक्र किया है और कहा है कि होस्टल की कमी है। भाइयों के लिए थोड़े बहुत होस्टल तो हैं लेकिन बहनों के लिए तो वे भी नहीं हैं। यूनिवर्सिटी लेवेल पर कोई होस्टल ही नहीं होते हैं और अगर होते हैं तो बहुत कम। इस काम के लिए बहुत ही कम पैसा दिया जाता है। मैं माननीय सदस्य को बतलाना चाहती हूँ कि उड़ीसा गवर्नमेंट ने तीसरे प्लान के लिए एजुकेशन के लिए १५ करोड़ रुपये की मांग की है। एसीमेंटरी एजुकेशन के लिए उसने

तकरीबन ११ करोड़ मांगा है, सैकेंडरी एजुकेशन के लिए २ करोड़, यूनिवर्सिटी एजुकेशन के लिए १ करोड़ और दूसरी एजुकेशनल स्कीम के लिए एक करोड़। इस तरह से सब मिला कर १५ करोड़ रुपये की मांग की है। मैं चाहती हूँ कि आनरेबल मंत्री अपनी स्टेट गवर्नमेंट को कहें कि वह ज्यादा रुपये की मांग करे और हमारे मिनिस्टर साहब तब उस पर तवज्जह करेंगे। जहाँ तक गर्लज होस्टल का नाल्लुक है, उस पर मैं चाहती हूँ काफी रुपया खर्च किया जाए।

अब मैं आंध्र प्रदेश के बारे में कुछ कहना चाहती हूँ। आंध्र प्रदेश ने तीसरे प्लान के लिए बीस करोड़ रुपया की मांग की है। अगर उस स्टेट के लिए आप इतना भी खर्च नहीं करेंगे तो वहाँ कोई प्रगति होने वाली नहीं है। हमारी स्टेट में दो तीन किम्म के इलाके हैं, एक उत्तर सरकार है, एक रायलसीमा है, और एक तेलंगाणा है। उत्तर सरकार में ज्यादा परसेंटेज में लोग पढ़े हुए हैं, एजुकेशन जरा ज्यादा है। रायलसीमा और तेलंगाणा बहुत बैकवर्ड इलाके हैं और खास तौर पर तेलंगाणा तो बहुत ही बैकवर्ड है। तेलंगाणा में राजे महाराजे रहते थे और वहाँ पर राष्ट्र भाषा उर्दू थी। वहाँ पर एजुकेशन बहुत कम है और मैं रिक्वेस्ट करती हूँ कि जो बीस करोड़ रुपये की आंध्र की तरफ से मांग की गई है उसको किसी तरह से भी कम न किया जाए। मुझे मालूम है कि चार सौ करोड़ जो रुपया दिया जाना था आपको उस में भी कमी की जा रही है लेकिन मैं आप से स्पेशल तौर पर रिक्वेस्ट करती हूँ कि आंध्र प्रदेश ने जो मांग की है उसको किसी भी सूरत में आप कम न करें।

आप एक कानून औरतों की एजुकेशन को बढ़ाने के लिये बना रहे हैं, जो कि अच्छी बात है। लेकिन पैसा आप को और अधिक एजुकेशन के लिए रखना होगा। हम सात

हम सात हजार करोड़ का तीसरा प्लान बना रहे हैं। प्लानिंग कमिशन के जो लोग यहां बैठे हों उनसे मैं प्रार्थना करती हूँ कि सात हजार करोड़ में चार सौ करोड़ जो एजुकेशन के लिए रखे गए हैं उसको कम करने की कोशिश न की जाए। अगर प्लानिंग कमिशन के लोग यहां पर बैठे हुए न हों तो मैं चाहती हूँ कि उन तक मेरी यह बात पहुंचा दी जाए। जब पैसा कम करने की बात आती है तो दूसरी चीजों पर जो पैसा खर्च किया जाता है, उसको कम करने की कोशिश नहीं की जाती, सिर्फ एजुकेशन ही उनको मिल जाता है जिस पर वे पैसा कम कर दें। हमने देखा है कि दूसरे मुल्कों में टोटल इनकम का पांच और छः परसेंट एजुकेशन पर खर्च किया जाता है लेकिन बदकिस्मती से हमारे मुल्क में हम एक परसेंट भी खर्च नहीं करते हैं। चूँकि हम एजुकेशन पर इतना कम खर्च कर रहे हैं इस वास्ते जितनी भी गड़बड़ियाँ हो रही हैं वे इसी का नतीजा हैं। जिधर भी हम बेखत हैं सचाई की, भक्ति की, श्रद्धा की, ईमानदारी की कमी पाते हैं। हम पैसा यूनिवर्सिटी में, स्कूल में और उनकी विलिङ्गज में खर्च कर देते हैं लेकिन जहां पर बच्चों का करेक्टर बनता है, जिस तरह से वह बन सकता है, उस तरह ध्यान नहीं देते हैं। बच्चे का करेक्टर बनाने की जहां तक बात है, मैं आपको बतलाना चाहती हूँ कि ६० परसेंट मां अपने बच्चे का करेक्टर बनाती हैं और २० परसेंट स्कूल में बनता है, बाकी ५ या १० परसेंट समाज में बनता है। बच्चों की तरफकी के निये यह तीन इन्स्टीट्यूशन होने चाहिये : मां, घर और स्कूल। समाज की एजुकेशन जैसी होती है समाज भी वैसा ही होता है। मां जो घर में बन्द है उसको एजुकेशन देने वाला प्राज कोई नहीं है। यही बजह है कि प्राज बच्चों का विकास ठीक नहीं होता है और आपके यहां स्ट्राइक होते हैं, और तमाम दूसरी चीजें गड़बड़ होती हैं। देश में बेईमानी फैल रही है और हमारा मारा

काम खराब हो रहा है। इसका कारण केवल मांओं का ठीक से न पढ़ना ही है। प्रापको प्राजादी प्राप्त किये हुए १२, १३ साल हो गये लेकिन बहनों के पढ़ने का परसेन्टेज कितना बढ़ा है? लड़कों और लड़कियों का परसेन्टेज स्टेट स्टेट में अलग-अलग है। यह स्टेट स्टेट में ही अलग-अलग हो यह बात नहीं है, अरबन और रूरल एरियाज में भी फर्क है। बिहार, राजस्थान और उड़ीसा में लड़कियों के पढ़ने का परसेन्टेज २ परसेन्ट से ज्यादा नहीं है प्राइमरी स्कूलों में। मिडल स्कूलों की तो बात ही क्या की जाये। अरबन एरियाज में मिडल स्कूल होते हैं। २ परसेन्ट तो अरबन एरियाज में लड़कियों की संख्या होती है, रूरल एरियाज में तो शायद वह सिफर ही होती है। मैं इस तरह प्लानिंग कमिशन की तबज्जह दिलाना चाहती हूँ कि वे कहीं पर भी काट कर दें, लेकिन एजुकेशन में कमी करने से वह घर के दरवाजे को निकाल कर बाहर फेंकने के बराबर होगा। प्राज देश की ईमानदारी खत्म हुई जा रही है क्योंकि स्टूडेंट्स को सही एजुकेशन नहीं मिल रही है यूनिवर्सिटीज और स्कूलों में। प्राज वहां पर विद्यार्थी ट्रांस्लेशन पढ़ते हैं जिससे वहां की एजुकेशन बिल्कुल घाटिफगल हो गई है। जातीयता की दृष्टि में हिन्दुस्तान में सबसे अच्छी शिक्षा मां देती है। मांगल और रिजिजस एजुकेशन मां देती है। मां के अलावा और कोई नहीं दे सकता है। और वह सही एजुकेशन दे सकती है। लेकिन मां के अछ्छा बनने से ही बच्चों की शिक्षा सही हो सकती है। मुझे इस सम्बन्ध में दो तीन बातें कहनी हैं। मैं आपसे अपील करती हूँ कि प्राज स्टेट टु स्टेट जो फर्क दिखाया देता है उसको मिटाइये, रूरल और अरबन एरियाज का जो फर्क है उसको मिटाइये। प्राज देश में लड़के और लड़की का फर्क मिट जाना चाहिये। लेकिन इस चीज के वास्ते प्राज जितना पैसा चाहिये वह प्राप देने के निये तैयार नहीं हैं। प्राप कहते हैं कि बच्चे आपके पास बहुत हैं और आपकी इतनी ताकत नहीं है कि आप सबके निये

## [श्रीमती लक्ष्मी बाई]

वैसा दे सकें। गर्ल्स एजुकेशन प्लानिंग कमिशन स्टेट के हाथ में छोड़ रहा है, यह दुःख की बात है। स्टेट गवर्नमेंट के हाथ में दूसरे स्कूल हैं, लेकिन गर्ल्स एजुकेशन सीधे सेंट्रल गवर्नमेंट से सम्बन्धित होनी चाहिये। स्टेट्स आज इसकी तरफ पूरी तवज्जह नहीं देती हैं। मेरा तो मत यह है कि गर्ल्स एजुकेशन और टीचर्स की सैलरी का सम्बन्ध सीधा सेंटर से होना चाहिये।

मैं आपके सामने टीचर्स के बारे में क्या कहूँ? जो लोग आज दफ्तरों में पंखों के नीचे बैठ कर काम करते हैं उनकी तन्खाह ज्यादा होती है, लेकिन जो लोग आठ घंटे बच्चों के बीच में बैठते हैं, जो बच्चों को बनाना चाहते हैं, उनके लिये अपनी एनर्जी खर्च करते हैं, पढ़ाते-लिखाते हैं, उनके मारे शोरगुल को बर्दाश्त करते हैं और इतनी पेशेन्स से काम करते हैं, उनकी तन्खाह आज ४०, ४० रु० मासिक है। यही वजह है कि आज टीचर अच्छे नहीं मिलते। इसलिये तो बच्चों को वे बन्दर ही बना पाते हैं। आज इस तरह के बुद्धू लोग आ रहे हैं। इंजीनियर बनाने के लिये साइंस वगैरह जरूरी होनी चाहिये, लेकिन जिन लोगों को आगे चल कर प्राइम मिनिस्टर बनना है, और बड़े-बड़े भ्राममी बनना है, उनको पढ़ाने के लिये आप कुछ नहीं कर रहे हैं स्कूलों में लड़कियाँ पढ़ने आती हैं इसलिये वहाँ पर हर चीज अच्छी होनी चाहिये, बेस्ट टीचर्स होने चाहिये। इसी तरह से प्राइमरी स्कूलों में भी मैं कहना चाहती हूँ कि लेडी टीचर्स रखी जायें। चूँकि टीचर्स को सैलरी अच्छी नहीं मिलती है इसलिये आज तहसीलों में हजारों लोग काम करने जायेंगे, लेकिन स्कूलों में काम करने के लिये कोई नहीं जाना चाहता। कई लोग तो अप्वाइंट होने के बाद लिख कर भेज देते हैं कि उनके लिये सैलरी तो कम है लेकिन काम ज्यादा है। इसी लिये मैं कहती हूँ और इसको नोट कर लिया जायें कि टीचर्स की सैलरी का मामला डाइरेक्ट सेंटर के नीचे

होना चाहिये। साथ ही १०० रु० से कम किसी टीचर को नहीं मिलना चाहिये। हम देखते हैं कि टीचर्स की सैलरी के नियमों को कई स्टेट्स ने अब तक इम्प्लमेंट नहीं किया है। मैं कहती हूँ कि जो स्टेट्स अपने यहां के टीचर्स की सैलरी नहीं बढ़ाती हैं उनकी एड बन्द कर दी जायें। आप इस मामले में रुकावट पैदा कीजिये जिसमें वे ज्यादा देर न कर सकें। आप उनसे कहिये कि चूँकि वे टीचर्स की सैलरी बढ़ाने में इंटरेस्ट नहीं ले रहे हैं इसलिये दूसरे अमाउंट भी नहीं मिलेंगे। जब आप इस तरह से करेंगे तभी टीचर्स की सैलरी बढ़ सकेगी।

आज समय आ गया है कि रूल एजुकेशन बढ़नी चाहिये। आप सैनिटरी इन्स्पेक्टर्स की ट्रेनिंग भी शुरू करने जा रहे हैं। इसी मिलमिले में नाइट स्कूल का मामला भी आता है। मैं आपको एक सूचना देना चाहती हूँ कि आप जैसे नाइट कालेज बना रहे हैं उसी तरह से पहले हमने हैदराबाद में बनाया था। और कहीं पर भी हिन्दुस्तान में वैसा नहीं हुआ। हैदराबाद में वह कालेज पन्द्रह साल से चल रहा है और बहुत अच्छा चल रहा है। इसके लिये मैं सुझाव देना चाहती हूँ कि जिस तरह से आप नाइट कालेज बना रहे हैं उसी तरह से स्कूल भी होने चाहिये, लड़कियों के लिये और उनमें शार्ट कोर्सेज रखिये।

आज आप लोग रा हैंड्स रख कर शिक्षा का काम करवाते हैं, लेकिन बहुत से ऐसे लोग हैं जो कि इस काम में आपकी मदद कर सकते हैं और बहुत अच्छी मदद कर सकते हैं। बहुत से रिटायर्ड टीचर्स हैं जो कि आपके यहां धानरेरी काम करने के लिये तैयार हो सकते हैं। हां यह है कि उनको प्रोत्साहन देने के लिये आपको कुछ करना चाहिये। आप उनको टाइल वगैरह दे सकते हैं जिससे उनको उत्साह हो काम करने का। आज बहुत से ऐसे भ्राममी बैठे हुए हैं जो कि रिटायर हो चुके हैं। वे बहुत अच्छा काम कर सकते हैं लेकिन चूँकि

उनको भ्रष्टा काम नहीं मिल सकता है इसलिये वे बेकार बैठे रहते हैं और काम न होने के कारण उनकी तन्दुरुस्ती खराब हो जाती है और वे जल्दी ही मर जाते हैं। इसलिये मैं चाहती हूँ कि आप पढ़ाने का काम रिटायर्ड लोगों से लें। अगर आप उनको रखेंगे तो पढ़ाई भ्रष्टा हो सकेगी और बच्चों को घरों में पढ़ाने की जरूरत नहीं पड़ेगी। आप बच्चों को होम साइंस सिखला दीजिये। उनको बतलाइये कि किस तरह से रहना चाहिये। अगर वह ठीक से और सफाई से रहना सीख जायेंगे तो उनकी हैलथ भ्रष्टा होगी और उनकी हैलथ को ठीक रखने के लिये आपको बहुत कम पैसा खर्च करना होगा। वह पैसा आप एजुकेशन की तरफ खर्च कर सकते हैं। जब भ्रष्टा मिटिजन्म हांगे तो वे अपनेको कंट्रोल करके रखेंगे और वे लड़ेंगे नहीं। वे बड़े होकर अगर भ्रष्टा प्रादमी बनेंगे तो आपको पुलिस पर कम खर्च करना होगा क्योंकि देश में गड़बड़ी कम होगी। इस तरह से अगर हैलथ पर कम खर्च करना होगा, पुलिस पर कम खर्च करना होगा। अगर हिन्दुस्तान में भ्रष्टा काम होने लगे तो यह बहुत सी चीजें बेकार हो जायेंगी। भ्रष्टा काम सही एजुकेशन से ही सकता है। अगर किसी बच्चे में कोई खराबी होती है तो सब उससे पूछने लगते हैं कि कहां पढ़ा है, कैसे पढ़ा है, किस टीचर ने पढ़ाया है। इस तरह से छोटी-छोटी बातों से एजुकेशन और एजुकेशनल इन्स्टिट्यूशन पर धब्बा आ जाता है। आज दुनिया में जो भी गड़बड़ी हो रही है सिर्फ खराब एजुकेशन की वजह से हो रही है। इसलिये मैं समझती हूँ कि प्लानिंग विभाग वाले और एजुकेशन विभाग वाले यह फील करेंगे कि एजुकेशन पर ज्यादा पैसा खर्च करना चाहिये। लेकिन मैं यहां पर एक बात देखती हूँ। सन् १९६१-६२ का जो बजट है वह १०२३ करोड़ ६० का है लेकिन आप एजुकेशन पर क्या खर्च कर रहे हैं। कुल १८ करोड़ ६०। लगभग १००० करोड़ में से १८ करोड़ आखिर कितना होता है? इस पर आपको बहुत ज्यादा पैसा खर्च करना

चाहिये, और खुसूसन एजुकेशन के लिये जो औरतों की नेशनल काँसिल है वह जो मुझाव देती है उनको पूरा करना चाहिये। अगर आप ऐसा नहीं कर करेंगे तो मैं समझती हूँ कि आपके बच्चे और भी पन्द्रह साल तक कमजोर ही चलते रहेंगे।

श्री नरदेव स्नातक (भलीगढ़—रक्षित—भनुसूचित जातियाँ) : उपाध्यक्ष महोदय, मैं अपनी बात कहने से पहले शिक्षा मंत्री जी को और उनके मंत्रालय को धन्यवाद देना चाहता हूँ। बहुत वर्षों के बाद यह पहला अवसर है कि संस्कृत के सम्बन्ध में शिक्षा मंत्रालय ने काफी उदारता से काम लिया है।

आप जानते हैं कि संस्कृत भाषा को मृतप्राय कहा जाता है। लेकिन हमारे डाक्टर साहब ने उसमें कुछ ऐसी जान डाली है कि उसको अब मृतप्राय नहीं कह सकते। जितनी भारतीय भाषाएँ हैं संस्कृत उनकी जननी है। मेरा तो मुझाव है मंत्री जी से कि स्कूलों में संस्कृत पढ़ाने का कुछ न कुछ समय निश्चित किया जाये और इसको कम्पनसरी किया जाये। दूसरे जो संस्कृत पढ़ाने वाले अध्यापक हों वे शास्त्री, आचार्य आदि उपाधि वाले व्यक्ति हों और उनका वेतन वही हो जो स्कूलों और कॉलेजों में प्रिंसेजी पढ़ाने वाले अध्यापकों और प्राध्यापकों का होता है। इसी तरह से मेरा मुझाव है कि जो प्रश्न पत्र संस्कृत में आये उनका उत्तर भी संस्कृत या हिन्दी या प्रादेशिक भाषाओं में हो, प्रिंसेजी में न हो। अगर ऐसा किया जायेगा तो मेरा विश्वास है कि जो संस्कृत के बारे में यह धारणा है कि यह सब भाषाओं की जननी होते हुए भी मृतप्राय है यह धारणा दूर हो जायेगी। इसके लिये, जैसा कि कहा गया है, बहुत कम पैसा रखा गया है। मेरा मुझाव है कि संस्कृत के प्रचार और विस्तार के लिए कम से कम एक करोड़ रुपया रखा जाये।

दूसरी बात मैं माननीय मंत्री जी से यह निवेदन करना चाहता हूँ कि अनेकों वर्षों से

## [श्री नरदेव स्नातक]

प्रयत्न करने के बाद भी हम उन गुरुकुलों को जो प्राचीन पद्धति से शिक्षा देते हैं काफी सहायता नहीं दे पाये हैं, उनकी उपेक्षा होती रही है। जो तीसरी पंचवर्षीय योजना हमारे सामने आने वाली है उसमें गुरुकुलों के लिए कुछ रुपया रखा गया है। मैं समझता हूँ कि वह रकम दस लाख है। पह रकम हमारे देश के गुरुकुलों के लिए काफी कम है। उनकी शिक्षा का स्तर काफी ऊंचा है। इसलिए जो पैसा यानी दस लाख रखा गया है वह कम है। इसमें कुछ न कुछ वृद्धि करनी चाहिए। मेरा सुझाव है कि गुरुकुलों के लिए कम से कम ५० लाख रुपया रखना चाहिए। ये जो गुरुकुल हैं इनकी पुरानी शिक्षा पद्धति है जिसमें शिक्षा के साथ-साथ सदाचार पर अधिक ध्यान दिया जाता है। शिष्य गुरुओं के साथ रहते हैं और शिष्यों का गुरुओं का ज्यादा से ज्यादा सम्पर्क रहता है। इससे उनको शिक्षा भी अच्छी मिलती है। अगर गुरुकुलों को आर्थिक सहायता दी गयी तो हम उस पुरानी शिक्षा पद्धति को कायम रखने में सफल होंगे।

14.23 hrs.

[MR. SPEAKER in the Chair]

अंग्रेजों के राज्य में यह पद्धति समाप्तप्राय थी। स्वराज्य होने के बाद इसमें कुछ जान प्रायी और हम कह सके कि हमारी भी एक पुरानी शिक्षा पद्धति है। इसलिए गुरुकुलों के लिए और स्कूलों में संस्कृत का प्रचार और विस्तार करने के लिए कम से कम एक करोड़ रुपया तो रखना ही चाहिए।

इसके बाद मैं मंत्रालय को जो उसने हिन्दी के सम्बन्ध में प्रयत्न किया है उसके लिए धन्यवाद देना चाहता हूँ। मैंने देखा है कि कुछ ही वर्षों में मंत्रालय ने इस दिशा में काफी प्रयत्न किया है और नागरी प्रचारिणी सभा में एक विश्वकोष का भी निर्माण कराया जा रहा है। एक भाग पूरा हो चुका है और

दूसरे भाग की तैयारियाँ हो रही हैं। उसके लिए मैं मंत्रालय को धन्यवाद देता हूँ। परन्तु इन कामों में काफी डील हो रही है। इनमें शीघ्रता की जाये।

वैज्ञानिक शब्दावली का निर्माण किया गया है लेकिन जैसा कि सेठ गोविन्द दास जी ने कहा, उनकी संख्या बढ़ाकर बतायी जाती है। मेरा मंत्रालय से निवेदन है कि वह इस दिशा में तेजी से प्रयत्न करे और विश्वकोष की इस समय देश को बड़ी आवश्यकता है। इसको शीघ्र से शीघ्र तैयार कराना चाहिए जिससे हिन्दी के प्रसार और विस्तार के लिए उनका उपयोग किया जा सके।

इसके साथ ही साथ मैं यह निवेदन करना चाहता हूँ कि सेंट्रल गवर्नमेंट के जो मंत्रालय हैं उनमें जो हिन्दी के शिक्षक हैं उनकी संख्या काफी कम है। मंत्रालय काफी हैं और उनमें काम करने वालों की काफी संख्या है। अगर पढ़ाने वाले थोड़े हों और पढ़ने वाले ज्यादा संख्या में हों तो बड़ी कठिनाई होती है। तो मेरा निवेदन है कि इस दिशा में भी प्रयत्न किया जाये और इन अध्यापकों की संख्या बढ़ायी जाये। ऐसा करने से जो मंत्रालयों के कर्मचारी हिन्दी पढ़ना चाहते हैं उनका भी कार्य होगा और साथ ही जो हमारा उद्देश्य है कि सन् १९६५ तक हिन्दी राष्ट्रभाषा के पद पर पूरी तरह आ जाये वह भी पूरा हो जायेगा। इस और भी शिक्षा मंत्रालय को ध्यान देना चाहिए।

इसके साथ ही साथ विश्वविद्यालय अनुदान आयोग को कुछ सुझावों के बारे में भी कह देना चाहता हूँ। विश्वविद्यालय अनुदान आयोग ने यह कहा है कि जो उच्च-स्तरीय शिक्षा देने वाले विश्वविद्यालय हैं उसमें काफी भीड़भाड़ हो रही है। आप जानते हैं कि जो विद्यार्थी माध्यमिक स्कूलों से पढ़ कर निकलते हैं उनके पास किताबी ज्ञान के सिवा और कुछ चीज नहीं होती, उनको किसी कलाकौशल या

बन्धे की शिक्षा नहीं होती। वे केवल किताबी ज्ञान ग्रहण कर लेते हैं। ये लोग विश्वविद्यालयों में जाने की कोशिश करते हैं और इस कारण विश्व विद्यालयों में काफी भीड़ हो रही है और इस कारण शिक्षा का स्तर नीचे गिर रहा है और इस भीड़भाड़ के कारण ही अनुशासनहीनता भी बढ़ रही है। विश्वविद्यालय अनुदान आयोग ने तो यह भी कहा है कि योग्य अध्यापकों के अभाव के कारण ही हमारे विद्यार्थियों में अनुशासनहीनता फैल गयी है। लेकिन इसका कारण भी तो विश्वविद्यालय ही हैं। वे यदि योग्य अध्यापक रखें तो योग्य विद्यार्थी बनें और अनुशासन में भी रहें। बात यह है कि विश्व विद्यालयों से जो अच्छे विद्यार्थी निकलते हैं वे अन्य सरकारी नौकरियों में चले जाते हैं और व्यावसायिक फर्मों में चले जाते हैं क्योंकि उनको वहां अच्छा वेतन मिलता है और उनकी इज्जत भी होती है। वे पढ़ाने के काम में नहीं जाना चाहते क्योंकि वहां वेतन बहुत कम मिलता है। जो व्यक्ति विश्वविद्यालय से निकलते हैं उनका ध्यान यही होता है कि हम ज्यादा से ज्यादा पैसा कमा लें और कम से कम काम करें। तो विश्वविद्यालय अनुदान आयोग का यह कहना है कि हमको चाहिए कि हम इसमें कुछ बन्दिश लगायें। उन्होंने तो यहां तक कहा है कि अमरीका जैसे देश में जहां कि शिक्षितों का प्रतिशत ९५ जितना है, वहां एक हजार व्यक्तियों के पीछे १७ व्यक्ति विश्वविद्यालयों में जाते हैं, जबकि हिन्दुस्तान में जहां ३५ प्रतिशत शिक्षित है वहां एक हजार के पीछे २.५ व्यक्ति विश्वविद्यालय में जाते हैं। इस तरह से देखा जाये तो हमारे देश में शिक्षा का विस्तार कम है। अंग्रेजी राज्य में तो बहुत काम था। स्वराज्य के बाद इस दिशा में काफी प्रयत्न किया गया है। तो आज की स्थिति में हमें विश्वविद्यालयों में भीड़भाड़ को रोकने के लिए प्रयत्न करना ही पड़ेगा।

दूसरी बात में यह कहना चाहता हूँ कि हमारे बच्चों में अनुशासन हीनता बहुत बढ़ गयी है और उसका कारण यह है कि यूनिवर्स

और दूसरी संस्थाओं के चुनाव। इसके अतिरिक्त कुछ राजनीतिक पार्टियां भी स्कूलों और कालिजों के विद्यार्थियों और अध्यापकों से चुनावों में सहयोग लेती हैं। मेरा निवेदन है कि दलगत राजनीति से विद्यार्थियों और अध्यापकों को दूर रखना चाहिए। मेरा तो यहां तक कहना है कि अध्यापकों को तो कम से कम विधानसभा के और पार्लियामेंट के चुनाव में भाग नहीं लेना चाहिए। यदि अध्यापक और प्राध्यापक दलगत राजनीति से दूर रहेंगे तो बच्चों में अनुशासन की भावना बढ़ेगी और पढ़ने लिखने में ध्यान देंगे। जो सुझाव विश्वविद्यालय अनुदान आयोग ने दिये हैं वे बहुत महत्वपूर्ण हैं और उन पर अमल होना चाहिए। मेरा शिक्षा मंत्रालय से कहना है कि उन चीजों के विस्तार के लिए ज्यादा रुपया रखना चाहिए।

एक बात जो कि हमारे कुछ साथियों ने कही है वह यह है कि इस समय देश के अर्थव्यवस्थात्मक भावना का अभाव है। जब तक शिक्षकों में या विद्यार्थियों में धार्मिक भावना नहीं होगी तब तक वे सच्चे अर्थों में शिक्षक या विद्यार्थी नहीं कहे जा सकते। यह कहा जाता है कि हमारा देश धर्मनिरपेक्ष है। यह ठीक है लेकिन धार्मिक शिक्षा की जरूर आवश्यकता है।

सदाचार की शिक्षा का भी कम महत्व नहीं है। सदाचार के भी स्कूलों और कालिजों में नम्बर गिने जाने चाहियें। अगर इसके भी नम्बर दिये गये और इस आधार पर उनको पास और फेल किया जायेगा तो लोग समझेंगे कि उनको अनुशासन में रूढ़ना चाहिये, उनको पढ़ना लिखना चाहिये। सदाचार और धर्म की शिक्षा भी अगर दी जाये तो हमारा काम चल सकता है। बिना इन विषयों की शिक्षा दिये हुए हमारी जो शिक्षा है वह अधूरी ही रहने वाली है। शिक्षा में सदाचार के अर्थों का और धर्म के अर्थों का समावेश अत्यावश्यक है।

[श्री नरदेव स्नातक]

अध्यापकों के वेतन जो बढ़ाये गये हैं तथा इनको बढ़ाने के लिए जो रुपया रखा गया है उसके लिए माननीय मंत्री जी बधाई के पात्र हैं। कुछ न कुछ इस दिशा में प्रयत्न किये जा रहे हैं। जो रिपोर्ट हमारे सामने आई है, इसमें चौदह करोड़ रुपये तृतीय योजना में अध्यापकों के वेतन बढ़ाने के लिए रखे गये हैं। चार सूबों में ५५ से ले कर ६५ रुपये तक का वेतन है, पांच राज्यों में ६५ से ले कर ७५ रुपये तक का वेतन है और शेष चार राज्यों में ७५ से अधिक का वेतन है। इन तरह से पता चलता है कि शिक्षा मंत्री महोदय ने कुछ वेतनों में वृद्धि की है। यह बहुत अच्छी बात है। मैं आशा करता हूँ कि अध्यापकों के वेतनों पर, जिन पर कि राष्ट्र के भावी निर्माता तैयार करने का उत्तरदायित्व है, सहानुभूतिपूर्वक विचार किया जायेगा। सरकार कहती है कि जो बच्चे स्कूल और कालिजों में पढ़ते हैं, वे राष्ट्र के निर्माता होने जा रहे हैं। जब ये राष्ट्र के निर्माता होने जा रहे हैं तो इन निर्माताओं को जो बनाने वाले हैं, उनको ही खाना नहीं मिलेगा, कपड़ा नहीं मिलेगा, रहने के लिए मकान नहीं मिलेगा तो कैसे वे इन निर्माताओं को बना सकेंगे। ऐसी दशा में मैं आशा करता हूँ कि अध्यापकों के मामले में कुछ न कुछ अवश्य किया जायेगा और शीघ्र ही किया जायेगा।

अन्त में मैं इतना ही निवेदन करना चाहता हूँ कि संस्कृत के प्रसार और प्रचार के लिए अधिक कोशिश की जाये और गुणकुलों की ओर अधिक ध्यान दिया जाये। गुणकुलों में जो शिक्षा दी जाती है वह जो भारतीय संस्कृति है, उसका आधार है, मूलाधार है और इस शिक्षा पद्धति की ओर ध्यान दे कर हम अपने देश को ऊंचा उठा सकते हैं, देश को धागे बढ़ा सकते हैं।

साथ ही साथ मैं यह भी चाहता हूँ कि गुणकुलों के लिए जो १० लाख रुपया रखा

गया है, इसमें वृद्धि की जाये, इसको कम से कम ५० लाख किया जाये और संस्कृत के प्रसार के लिए कम से कम एक करोड़ रुपया रखा जाये और हिन्दी और संस्कृत के लिए पांच करोड़ की कम से कम व्यवस्था की जाये। यदि यह किया जायेगा तो जरूर शिक्षा मंत्री जी और भी अधिक धन्यवाद के पात्र होंगे।

Some Hon. Members rose—

Mr. Speaker: Hon. Members should make up their mind. If I call them now and if they want me to call them on some other demands, I am not prepared. There is a complaint that the same set of Members speak on all the demands, in the general discussion, on the President's Address, etc. Except for special spokesmen of groups, I want to distribute the opportunity to speak as much as possible. Let them make up their mind. If they speak now, they must be prepared to forego their chance on other demands.

श्रीमती जयबेन शाह (गिरनार) :  
अध्यक्ष महोदय, शिक्षा मंत्रालय पर बोलने का जो आप ने मुझे अवसर दिया है, उस के लिये मैं आप को बधाई देती हूँ।

हम देखते हैं कि सिलेबस के अतिरिक्त एजुकेशन में जो भी त्रुटियां हमें नजर आती हैं और जैसे जैसे नजर आती हैं, वैसे वैसे उन को दूर करने का हम प्रयत्न करते हैं। जब जब सिलेबस में कोई परिवर्तन करने की बात आती है तो वैसे भी हम लोग करते हैं। जैसे जैसे हम त्रुटियों को देखते हैं, वैसे वैसे नई नई स्कीमों भी शुरू करते जाते हैं। अभी यहां कहा गया है कि स्टूडेंट्स में सर्बिस की स्पीरिट का अभाव है और जो उन का मारेल स्टैंडर्ड है, वह गिर रहा है। इस तरह की चीजें जब नजर में आती हैं तो नई स्कीम बना कर उस की पूर्ति करना चाहते हैं। नेशनल डिस्प्लिन स्कीम हम



ने चलाई, नैशनल सर्विस स्कीम हायर एजुकेशन के बाद जाने वाली है और मारल और रिलिजस एजुकेशन की भी एक स्कीम बनने वाली है। इस के बारे में कमेटी बनाई गई है। उस ने कुछ सिफारिशों भी की हैं। इस संबंध में मेरी प्रार्थना यह है कि सारे का सारा जो सिलेबस है, सारे का सारा जो करिकुलम है, इस को फिर से देख लिया जाय और कैसे ऊंचे दर्जे की एजुकेशन दी जा सकती है, इस पर पूरी तरह से विचार करने के बाद, और नुटियों को निकालने के बाद एक पूरी स्कीम बनाई जाय और जिस तरह से ह्यूमन पर-सनेलिटी इंटीग्रेटेड होती है, उसी इंटीग्रेटेड पर सनेलिटी के तौर पर एजुकेशन भी हो तो अच्छा रहेगा। आज जो कोसिस है, उन से सभी बीमारियां पैदा होती हैं। उन बीमारियों को कैसे दूर किया जाय, उस पर काफी कीमत नियुक्त कर के देखना चाहिये।

माननीय सदस्यों ने एलीमेंटरी एजुकेशन के बारे में अपने विचार प्रकट किये हैं। इस एलिमेंटरी एजुकेशन के बारे में हमारी कुछ कांस्टीट्यूशनल प्रान्सीगेशन्स हैं। इन प्रान्सीगेशन्स को पूरा करने के लिये हमें देखना होगा यहां पर अच्छे से अच्छे कीमत में तैयार कर डालें मगर इन स्कीमों को एम्प्लेमेंट करने की जिम्मेदारी स्टेट्स पर प्राती है। यह कांस्टीट्यूशनल प्रावीजन है। स्टेटों में हम देखते हैं कि जितना महत्व इस काम को दिया जाना चाहिये उतना महत्व वे नहीं देती हैं। पोर्टफोलियो को भी देखें तो हमें पता चलेगा कि एजुकेशन को जितना महत्व दिया जाना चाहिये, नहीं दिया जाता है। यह पोर्टफोलियो किसी जूनियर मिनिस्टर को दे दिया जाता है। यहां पर जो मिनिस्ट्री में लोग हैं, जो स्टाफ है, उस की इस बारे में काफी दिलचस्पी है और वे ऐसे लोग हैं जोकि काम को आगे बढ़ा सकते हैं। मगर स्टेट्स में प्राप जायें और देखें तो पता चलेगा कि आज अगर कोई रेवेन्यू सेक्टर है तो कल उस को एजुकेशन सेक्टर बना दिया जाता है, आज कोई होम सेक्टर है, तो कल

उस को एजुकेशन सेक्टर बना दिया जाता है। यह जो एजुकेशन की बात है यह ऐकडमिक है, सिर्फ एडमिनिस्ट्रेशन की बात नहीं है।

आज देखा जाता है कि जो स्कीमें यहाँ से जाती हैं, वे वहां जाते जाते, दूसरे ही ढंग की हो जाती हैं, उन का रूप ही बदल जाता है। उन का जो कंटेंट है वह ही बदल जाता है। मैं चाहती हूँ कि इस और प्राप का ध्यान जाय। इस सम्बन्ध में स्टेटों का ठीक तरह से मार्गदर्शन किया जाना चाहिये।

एलीमेंटरी एजुकेशन जैसाकि माननीय सदस्यों ने कहा है, डेमोक्रेसी में बहुत जरूरी है। हम पर यह एक प्रान्सीगेशन है, मारल भी और कांस्टीट्यूशनल भी और साथ ही साथ नैशनल भी। इस में जो हम ने दिलचस्पी ली है, जो उन्नति की है और जहाँ हम पहुंचे हैं, वह कम नहीं है। काफी सक्सेस हम ने इस मामले में हासिल की है। लेकिन मुझे खेद के साथ कहना पड़ता है कि जो परसेंटेज हम ने हासिल किया है, उस में लड़के ही अधिक हैं और लड़कियों की संख्या बहुत कम है। जो लड़कियां शालाओं में प्राई हैं, वे बहुत ही कम संख्या में प्राई हैं। बहुत बड़ी तादाद लड़कियों की है जो शालाओं में नहीं प्राती हैं। विमेन नैशनल काउंसिल ने जो सिफारिश की थी विमेन की एजुकेशन के बारे में उस के अनुसार अगर हम लड़कियों को शालाओं में लाना चाहते हैं और ८० परसेंट का जो हम ने टारगेट रखा है, उस को प्राचीव करना चाहते हैं तो वह इस धीमी गति से हम प्राप्त नहीं कर सकते हैं। जिस तरह से आज हम चल रहे हैं अगर उसी तरह से चलते रहे तो वह टारगेट कभी भी हासिल नहीं हो सकता। आज भी देखा जाता है कि देहातों में, करल एरियाज में लड़कियों को मुश्किल से शालाओं में भेजा जाता है। उन में इतनी हिम्मत भी नहीं होती है कि

[श्रीमती जयाबेन शाह]

वे भेजें और औथोडोक्स भी उन में है। इस वास्ते मैं चाहती हूँ कि लड़कियों के बारे में आप कोई खास प्रबन्ध करें। यह बहुत जरूरी है। प्लानिंग कमिशन ने जो रकम मंजूर की है, देखने में आ रहा है, कि अब उस में भारी कट हो जायगा। एलीमेंटरी एजुकेशन जो है और जो विमेन्ज एजुकेशन है, उस के लिये जो रुपया रखा गया है, जो प्रोग्राम ड्रा कर किये गये हैं, उन के पैसे को बहुत काटा गया है और अब मैं समझती हूँ कि जो हमारा मकसद है, वह कभी भी पूरा नहीं होगा। ८० परसेंट का जो टारगेट आप ने रखा है, वह हासिल नहीं हो सकेगा, वह काफी नीचा रह जायगा। अगर हम कांस्टीट्यूशनल आबलीगेशन को पूरा करने के स्वाहिशमन्द हैं तो विमेन्ज एजुकेशन पर हम को खास तौर से ध्यान देना होगा।

हमारी बहनें जो देहातों में काम करती हैं, उन के लिये क्वार्टरों का खास तौर से हमें प्रबन्ध करना होगा। यह बहुत आवश्यक है। आज बहनें पढ़ती तो हैं, लेकिन वे पढ़ाने के लिये रूरल एरियाज में जाना पसन्द नहीं करती हैं और न ही जाती हैं। उन को, जैसे कुछ क्षेत्रों में इंस्टिटुट बोनस दिया जाता है, अगर कोई बोनस के तौर पर चीज दी जाय तो वे जाने के लिये तैयार हो सकती हैं और हमारा कार्य आगे बढ़ सकता है।

आज देखने में आता है कि जब भी कोई काम फालतू करवाना होता है तो टीचर्स के जरिये करवा लिया जाता है। अभी हाल में ही सैसस चला था उस काम के लिये टीचर्स को लगा दिया गया। अगर कोई स्टेटिस्टिक्स इकट्ठा करने की बात आती है, तो इन को इस काम करने के लिये कह दिया जाता है। अगर साइव स्टॉक की गिनती करने की बात होती है, तो यह काम भी उन को सौंप दिया जाता

है। हमारा अनुभव है कि हाल में जो सैसस हुआ है उस में ५० परसेंट टीचर्स लगा लिये गये थे और इन दिनों में शालायें करीब करीब बन्द सी रही थीं जिस का नतीजा यह हुआ कि बच्चों की पढ़ाई नहीं हुई। मैं यह नहीं कहती कि उन को सैसस के काम में नहीं लगाया जाना चाहिये। मगर हर काम में ही उन को लगा दिया जाता है। ऐसा नहीं होना चाहिये। टीचर्स का काम यही है कि बच्चों को अच्छी से अच्छी शिक्षा दें, यही उन का प्राइमरी फंक्शन है एंड इट इज दी प्रोनली फंक्शन। यह चीज साफ हो जानी चाहिये। जब हम एलिमेंटरी एजुकेशन को आगे बढ़ाना चाहते हैं तो उस के साथ में बेसिक एजुकेशन की बात इसलिये कह रही हूँ कि हमारी एलिमेंटरी एजुकेशन बेसिक एजुकेशन में होने वाली है, ऐसा हम को बतलाया गया है। मैं समझती हूँ कि आजकल बेसिक एजुकेशन जिस तरीके से चल रही है, उस में उस का जो कन्टेन्ट है उसे हम भूलते जाते हैं। यह हो सकता है कि हम पूरा सामान न दे सकें, हो सकता है कि जितनी सुविधा उस के लिये चाहिये वह हम आज न दे सकें, लेकिन उस का जो कन्टेन्ट है कि हम बच्चों को किस तरह हैन्डल करें, उन को कैसा हम को बनाना है, उस के बारे में हमारे बीच में पूरी सफाई नहीं है। इस बारे में हम एक तरह से नहीं सोचते हैं, और इसलिये मैं समझती हूँ कि यहां जो बेसिक एजुकेशन इन्स्टिट्यूट बनाया गया है उस को इस की जिम्मेदारी दी जाय कि ऐसा लिटरेचर प्रोड्यूस करे, ऐसी रिसर्च करे जिस से सारे देश को लाभ मिले। आज जो काम चल रहा है उस में मुलभ उद्योगों के ऊपर कुछ और रिसर्च हो रही है। ठीक है, होनी चाहिये, लेकिन इस से आगे कुछ और करना है जिस से सही माने में वह हमें हेल्पफुल हो सकें।

आगर एजुकेशन के बारे में और बहुत

सी बातें हो रही हैं। हमें इस की चिन्ता जरूर करनी चाहिये लेकिन जितनी चिन्ता एलिमेंटरी एजुकेशन की होनी चाहिये उतनी करने की जरूरत नहीं है। हायर एजुकेशन कमी भी यूनिवर्सल एजुकेशन नहीं बन सकती है। यहां ही नहीं, दुनिया भर में यह बात नजर नहीं आती है। हमें दूसरे देशों का जो परसेन्टेज बतलाया गया है उस से वे कहते हैं कि हम निराश हैं हमें निराशा नहीं है वह कहते हैं कि विदेशों में १,००० के पीछे कुल ३५ बच्चों को हायर एजुकेशन मिल सकती है, हमारे यहां केवल २ परसेन्ट को मिल सकती है। लेकिन यह हमारे लिये कोई निराशा की बात नहीं है। मगर मैं एक बात साफ करवाना चाहती हूं। हायर एजुकेशन का मकसद आज साफ नहीं है कि वह बच्चों के लिये हैं या स्टेडी के लिये हैं। मेरी समझ में यह बात नहीं आती है। टेकनिकल एजुकेशन के लिये तो बात साफ हो गई, लेकिन जो आर्ट्स कालेज चल रहे हैं, हमें उन के बारे में सोचना है। उन के सम्बन्ध में यह सोचा जा रहा है कि इवनिंग कालेज चलाये जायें, हो सके तो रात में भी चलायें, एक्स्टर्नल डिग्रीज के लिये चलायें। मैं तो यह सुन कर दंग रह जाती हूं कि आखिर हम क्या करना चाहते हैं। हम बच्चों को क्या बनाना चाहते हैं। जहां तक आर्ट्स की बात है उस में ह्यूमैनिटीज का अभ्यास होता है, लेकिन आर्ट्स में लड़के कुछ अभ्यास भी नहीं कर रहे हैं और कुछ सीखते भी नहीं हैं। बाहर जाकर वे कुछ पैदा नहीं करते हैं और अनएम्प्लायमेंट बढ़ रहा है। अगर डिग्री वितरित करना ही मकसद है तो उस का रास्ता दूसरा हो सकता है, लेकिन अगर बच्चों को विद्याभन देना है तो उस का रास्ता यह नहीं है। इस के बारे में शिक्षा मंत्रालय को बिल्कुल साफ हो जाना चाहिये। ज्यों ज्यों इस तरीके से हम धाने बढ़ेंगे उस से एकलकीकें ज्यादा होंगी और बच्चों में इन्डि-

सिप्लिन बढ़ेगी, और जिन को हम पढ़ायेंगे वे हमारे खिलाफ हो कर रहेंगे जिस से उन की लाइफ में फस्टेशन धायेगा।

अब मैं मीडियम के बारे में कहना चाहती हूं। कई सालों से इस पर चर्चा हो रही है। मेरी समझ में नहीं आता कि क्यों इस की इतनी बात की जाती है। यह एक बिल्कुल सीधी सादी बात है जिस पर कोई डिफेंस आप ओपीनियम होने का सवाल नहीं है। सारे विश्व में ऐसा ही चल रहा है कि जिस की जो भाषा है, जो वह बोलता है, जो अपने साब आत्मसात हो गई है, उस से अच्छा ज्ञान प्राप्त हो सकता है। जितना आप की मातृ भाषा में हो सकता है उतना विश्व की किसी और भाषा में नहीं हो सकता। इस में कोई नई बात नहीं है। लेकिन मुझे कहने में थोड़ा रंज होता है। यूनिवर्सिटी ग्रांट्स कमिशन ने जो बकिंग ग्रुप बनवाया था, उन्होंने जो सिफारिशें की हैं उन को मैं ने देखा है, लेकिन जो कुछ पेपर्स में आया है वह बैसे ही है, जैसा कि मैकाले के बारे में हम ने सुना है, यह उसी मेटेलिटी को बतला रहा है। मैं समझती हूं कि इस से हमारा काम नहीं चल सकेगा। जब मीडियम के बारे में कमी बोलते हैं तो ऐसा लगता है कि हम प्रिंसेपल के खिलाफ हैं। हम कमी प्रिंसेपल के खिलाफ नहीं हैं, लेकिन इंग्लिश सम्बन्ध के तौर पर सिखाई जाय और अच्छी तरह सिखाई जाय, बच्चे उस को जितना अधिक सीखें उतना ही अच्छा है। लेकिन मीडियम का सवाल एक प्रलय चीज है। मीडियम के बारे में रीजनल लेग्वेज को एंटाप्ट करने में जितनी डिले होती है उस से हमारे राष्ट्रीय धन, हमारे बच्चों को, बहुत नुकसान पहुंच रहा है। बच्चों को उसी में पढ़ाना चाहिये, यह बात स्पष्ट है कि अगर आप यह चीज उन लोगों के ऊपर छोड़ दीजिये तो वे अब इंग्लिश मीडियम लेने को तैयार नहीं हैं। मैं मानती हूं कि इस के लिये बहुत से बहाने बनाये जाते हैं एक बहाना टेक्स्ट बुक का है, एक बहाना यह है कि स्टेन्डर्ड गिर रहा है। किस का स्टेन्डर्ड

[श्रीमती जयाबेन शाह]

गिर रहा है? स्टेन्डर्ड कहां है? मैं मानने के लिये तैयार नहीं हूँ कि कहीं पर ग्राज स्टन्डर्ड है। आप बड़े पैमाने पर एजुकेशन चलाना चाहते हैं, मास एजुकेशन लागू करना चाहते हैं तो इस की चिन्ता करने की कोई जरूरत नहीं है। लोग खुद हमारे पास आयेंगे। जिन को डिमांडेसी का अधिकार दिया गया है और उस का जो उपयोग करते हैं उन की ओर हमें देखना चाहिये। जैसा डा० गोविन्द दास ने बतलाया टेक्स्ट बुक्स के सम्बन्ध में अगर मौलिक कार्य हो सके तो सब से अच्छी बात है, और अगर न हो सके तो किताबों का तर्जुमा कर के, ओरल बता कर के इस चीज को जल्दी से जल्दी इम्प्लिमेंट करना चाहिये, नहीं तो मैं समझती हूँ कि हायर एजुकेशन कहीं नहीं रहेगी। यह समझ लेना चाहिये कि इस में ग्राज किसी की दिलचस्पी नहीं है कि ग्रंथेजी को मीडियम रक्खा जाय।

इस के बाद मैं एक बात और बतला दूँ कि जो हमारी सेंट्रल ऐडमिनिस्ट्रेशन यूनियर्सिटीज हैं, जैसे बनारस हिन्दू यूनिवर्सिटी और अलीगढ़ मुसलिम यूनिवर्सिटी या दूसरी यूनिवर्सिटीज हैं, उन को यहां से मदद दी जाती है। जहां तक सेंटिमेंट की बात है, मैं किसी के सेंटिमेंट या फीलिंग को अफेन्ड नहीं करना चाहती, लेकिन जब हम सेंटर की ओर से कोई काम चलाना चाहते हैं तो उस में हमारा कोई आब्जेक्टिव होना चाहिये, कोई तस्वीर होनी चाहिये कि हमारी यूनिवर्सिटीज से जो विद्यार्थी निकलेंगे वे ऐसे होंगे, ऐसे होंगे। लेकिन ग्राज हम क्या देखते हैं। दूसरी यूनिवर्सिटीज जो हैं उन के मुकाबले में इन यूनिवर्सिटीज में कोई खास बात नहीं है। पुराने दिनों में जो बात थीं, जैसे कि मालवीय जी के दिनों में, उन दिनों में जो गौरव इन को प्राप्त था, वह ग्राज नहीं है। ग्राज उनको अच्छे से अच्छे बनना चाहिये इसी तरह से पैसा देते जाने में और उन का स्तर ऊंचा न करने से कोई फायदा नहीं है।

अभी मैं सुन रही हूँ कि रूलर हायर

एजुकेशन के बारे में थर्ड प्लेन के अन्दर खास प्राविजन रखा गया है। जो सेंट्रली स्पांसर्ड स्कीम है उन पर आप पैसा लगाइये। लेकिन बहुत सी रूलर हायर एजुकेशन की स्कीम्स हैं वे अच्छी हैं। हमें इस कंटेक्ट में चीजों को देखना चाहिये। हम अगर बिना कंटेक्ट के चीजों को देखेंगे तो कोई प्रोग्राम हमारा पूरा नहीं होगा। आखिर एलिमेंटरी एजुकेशन के बारे में बच्चों की, जो कट आने वाला है उस के बारे में माननीय सदस्यों ने चिन्ता व्यक्त की है कि इस में क्या होने वाला है। एलिमेंटरी एजुकेशन के बारे में हमारा प्रथम फर्ज है कि कोई कट आने से पहले उन लोगों का ध्यान करें जिन पर इस का प्रभाव पड़ेगा। अगर हम डिमांडेसी को चलाना चाहते हैं, अगर जो हमारे मास्टर्स हैं हम उन को एजुकेट करना चाहते हैं, तो मैं कहूंगी कि डिमांडेसी का सक्सेसफुल होना इसी बात पर निर्भर है कि जो कट प्लेनिंग कमिशन की तरफ से मिनिस्ट्री आफ एजुकेशन पर आने वाला है वह न हो सके। यह सदन एक राय है इस मामले में, और जो माननीय सदस्य इस बारे में बोले हैं मैं भी उन से सहमत हूँ।

आखिरी चीज सोशल वेलफेअर के बारे में है। उस का जो काम चल रहा है उस से बहुत से लोग नाराज हैं और उस का क्रिटिसिज्म भी करते हैं कि हमारा जो एक्स्पेंडिचर है उतना काम नहीं हो सकता है। या जो सोशल वेलफेअर बोर्ड ने जो काम किया है उस की रिपोर्ट की बहुत टीका की गई है। मैं समझती हूँ कि उन के पास जो मेटिरियल है उन से वे जो काम कर रहे हैं उस को देखें। रूलर एरियाज में जो अग्रपढ़ बहनें काम कर रही हैं उन्होंने एक हद तक एक वायुमंडल बनाया है, और यह आपके समझने की बात है।

वे रिक्वायर ए सिटिस और सिम्पेबी।

मैं ने जो सुझाव दिये हैं, मैं समझती हूँ कि माननीय मंत्री महोदय उन पर ध्यान देंगे।

श्री पद्म बेब (अम्बा): माननीय अध्यक्ष जी, इस समय देश के अन्दर जिस प्रकार शिक्षा

के विस्तार का प्रयत्न किया जा रहा है उसको देखते हुए यह कहा जा सकता है कि इस विभाग ने इस दिशा में पर्याप्त उन्नति की है। शिक्षा का प्रसार इस समय काफी तेजी से हो रहा है। शिक्षा के विस्तार के साथ यह भी विचार है कि विद्यार्थी की मानसिक शक्तियों के विकास के साथ ही साथ उसकी शारीरिक शक्ति का भी विकास हो इस हेतु एन० सी० सी०, ए० सी० सी० आसनों आदि व्यायाम द्वारा विकास करने की ओर ध्यान देना आवश्यक है। बेसिक स्कूलों के सम्बन्ध में भी काफी उन्नति हुई है और काफी स्कूलों की संख्या बतायी जा सकती है। अनेक स्कूलों के अन्दर कार्य चल रहा है और अनेक विषयों का प्रशिक्षण देने का प्रबन्ध है यह हम देखते हैं। तकनीकी शिक्षा का भी विस्तार किया जा रहा है, इसके अलावा विद्यार्थियों में अनुशासन की शिक्षा के लिए भी प्रयत्न किया जा रहा है। विदेशों भी विद्यार्थी भेजे जाते हैं ताकि वहां की रीति नीति का अध्ययन करके यहां उसका विस्तार करें और बाहर से भी विद्यार्थी बुलाए जाते हैं और इस प्रकार शिक्षा का आदान प्रदान करने का प्रबन्ध है। इसके साथ साथ प्रौढ़ शिक्षा के लिए रात्रि पाठशालाएं भी प्रचलित की जा रही हैं। आदिम जातियों, हरिजनों और मजदूरों की शिक्षा के लिए काफी रुपया खर्च किया जाता है, और इसके साथ ही विश्वविद्यालयों में भी काफी परिवर्तन करने का प्रयत्न किया जाता है। उनके लिए काफी धनराशि भी खर्च की जाती है। हम झांझों को देखें तो मालूम होगा कि शिक्षा प्रसार के लिए अनेकों योजनाएं बनी हैं। स्त्रियों की शिक्षा के लिए भी योजनाएं बनी हैं ऐसा भी हम देखते हैं।

परन्तु जो शिक्षा इस समय हमारे देश में हो रही है वह कितनी अच्छी है यह तो इसके परिणाम को देखने से ही जाना जा सकता है जैसे कि फल को देख कर पेड़ का अनुमान होता है मैं यह कह सकता हूँ कि जहां तक इस वक्त शिक्षा के प्रसार का सम्बन्ध है, वह बहुत

हो रहा है इसमें शक नहीं है। हिमाचल जैसे छोटे से प्रदेश में जहां की आबादी केवल ११ लाख है वहां १२०० के करीब शिक्षा संस्थाएं हैं और एक लाख २५ हजार के करीब लड़के लड़कियां पढ़ रहे हैं और उद्योगों का प्रशिक्षण और दूसरी बातें भी काफी हो रही हैं। लेकिन जितनी ज्यादा शिक्षा बढ़ती चली जा रही है, माननीय मंत्री महोदय को इस बात से खेद भव्य होता होगा कि उतनी ही बेरोजगारी भी बढ़ रही है। जब लड़का एम०ए० पास हो जाता है और उसकी आयु २० साल से ज्यादा की हो जाती है, तो उसके पास कोई रोजगार नहीं होता लेकिन एक सुनार या लुहार या किसान का लड़का जब १५, १६ या १७ साल का होता है तो वह बेरोजगार होता है। किन्तु जो शिक्षित होता है उसको बेरोजगारी का एक पट्टा मिल जाता है। तो आज की शिक्षा का परिणाम यह है।

दूसरी चीज शिक्षा के सम्बन्ध में यह कहना चाहता हूँ। हमारे यहां विद्या के बारे में यह धारणा है :

विद्या ददाति विनयं, विनयं ददाति पात्रतां,  
पात्रत्वाद्धनं मान्जोति, धनाद्धर्मम् ततो सुखम्।

अर्थात् विद्या से नम्रता आती है, नम्रता से इन्सान का चरित्र बनता है, चरित्र बनने से धन प्राप्त होता है, धन से धर्म की वृद्धि होती है और उसमें सुख प्राप्त होता है। इस दृष्टि से यदि आज की शिक्षा पर विचार किया जाए तो हम देखते हैं कि जो विद्यार्थी स्कूलों में शिक्षा प्राप्त कर रहे हैं उनमें अनुशासन आज बिल्कुल ही कम है। हमारे प्राप जानते हैं कि स्कूलों और कालिजों में विद्यार्थी और शिक्षकों का पारस्परिक सम्बन्ध कैसा है। मैं इन बारे में अधिक नहीं कहना चाहता। हमारे मंत्री जी इस विषय में अधिक जानते हैं क्योंकि उनको रोजाना इस किस्म के विवादों को निपटाना पड़ता है और उनको इन बातों को देखकर दुःख भी भव्य होता होगा।

विद्यार्थियों में उच्छ्रंखलना की वृद्धि अधिक हो रही है। मैं कहना चाहता हूँ कि

### [श्री पद्म देव]

कि जहाँ शिक्षा का बहुत ही प्रचार और प्रसार हो रहा है, उसके साथ साथ उसके जो परिणाम हैं वे लोगों के अन्दर अधिक कटु नजर आते हैं।

जब से हम आजाद हुए हैं, हमारे देश ने अनेक दिशाओं में प्रगति की है जैसे उद्योग धन्धों में, कृषि आदि में। जहाँ तक शिक्षा का सवाल है उसमें साक्षरता और उपाधि प्राप्ति में तो बहुत उन्नति हुई है, लेकिन जो विद्या का असली मकसद और उद्देश्य है वह पूरा नहीं हो रहा है। उसका कारण यह है कि हमने शिक्षा के सम्बन्ध में उसी तरीके का अनुसरण किया है जो कि अंग्रेजों ने चलाया था। अंग्रेज तो क्लर्क चाहते थे अपनी मशीनरी को चलाने के लिये। उन्होंने जो कार्य इस दिशा में आरम्भ किया था उसी को हमने थोड़ा बहुत परिवर्तन करके जारी रखा और उसी का परिणाम है कि जहाँ हम दूसरी चीजों में आगे बढ़ रहे हैं वहाँ शिक्षा के सम्बन्ध में अधिक प्रगति नहीं हो रही है।

इसके सम्बन्ध में मैं आगे सामने कुछ सुझाव रखना चाहता हूँ। एक तो यह है कि जैसे और चीजों की योजना है उस तरह से शिक्षा के लिये योजना नहीं बनायी गयी है। उपाधि प्राप्त करने की योजना है और ज्यादा स्कूल और कालिज खोलने की योजना है और उन कालिजों को चलाने के लिये अधिक विषयविद्यालयों की योजना है। लेकिन इससे तो ज्यादा अच्छा परिणाम नहीं निकला है। मैं चाहता हूँ कि अपने देश के अन्दर इस दिशा में भी योजना होनी चाहिये। मेरा सुझाव है कि आ भी कक्षा तक तो हर स्त्री पुरुष को अनिवार्य रूप से शिक्षा दी जानी चाहिये। आठवीं से जो लड़के ११वीं कक्षा तक जाएं उनको अगर वे गरीब भी हों तो सरकार की ओर से प्रोत्साहन मिलना चाहिये उनमें से जिस प्रकार के योग्यता के लोगों की आवश्यकता हो वैसे लोग तैयार किये जाने चाहिएं। ११ वीं कक्षा के आगे जो विद्यार्थी

अपने खर्च से आगे जाना चाहें वे जाएं। लेकिन अगर कोई गरीब विद्यार्थी जो योग्य हो और आगे पढ़ना चाहे उसको सरकार की ओर से मदद मिलनी चाहिये। ऐसे लड़कों को इंजीनियर, प्रोफेसर, डाक्टर आदि जिन लोगों की देश में न्यूनता हो वैया बनाना चाहिए। उनको सरकार की ओर से सहायता मिले और उनको आगे पढ़ने के लिये प्रोत्साहन मिलना चाहिये। जब ये लोग पढ़ कर निकलें तो उनके लिए सरकार की ओर से उपयुक्त रोजगार का प्रबन्ध किया जाना चाहिये ताकि उनकी आजीविका का प्रबन्ध हो सके। और उनको इतना वेतन मिलना चाहिये ताकि वे उससे अपना निर्वाह कर सकें।

आज कुछ पब्लिक स्कूल हैं जिनमें विशेष शिक्षा दी जाती है और वहाँ विद्यार्थियों को कुछ पैसा भी मिलता है। लेकिन उनके अन्दर भी जो पिछड़े इलाके की जनता है या जो गरीब लोग हैं उनको आगे आने का मौका नहीं मिलता। अगर आप इन संस्थाओं की जांच करेंगे तो आपको पता चलेगा कि उनमें उन्हीं लोगों के बच्चे आते हैं जिनके पास पहले भी धन है और जो अपने बच्चों को पढ़ा सकते हैं। इसलिये मैं चाहता हूँ कि इस दिशा में भी माननीय मन्त्री जी को अधिक ध्यान देना चाहिये।

एक बात मैं और इस विषय में कहना चाहता हूँ। इसमें शक नहीं है कि पिछड़े इलाकों के लिये सरकार बहुत पैसा खर्च कर रही है, लेकिन जिन इलाकों में बिरल जनसंख्या है वहाँ लोगों को इससे ज्यादा लाभ नहीं हो रहा है। अगर आप वहाँ प्राथम स्कूल खोलें तो उनको काफी लाभ हो सकता है या उनको दूसरे इलाके में ले जाकर उनकी शिक्षा का प्रबन्ध किया जाए। और सरकार की तरफ से उनको छात्रवृत्तियां मिलें ताकि उनका निर्वाह हो सके। हिमाचल की ही

में मिसाल लेता हूँ। अगर हम पांगी और चीनी के अन्दर पढ़ाई की सुविधाएँ देते हैं, तो बहुत ज्यादा पैसा आपको खर्च करना पड़ेगा। उसी इलाके के लड़कों को अगर ३०-४० रुपये माहवार की छात्रवृत्तियाँ दे दी जायें तो मेरा ब्याल है कि वे ज्यादा संख्या में दूर के स्थानों पर जाकर शिक्षा प्राप्त कर सकते हैं। बाहर जाकर अधिक सूझबूझ वे अपने अन्दर ला सकते हैं और अधिक संख्या में पढ़ सकते हैं। पिछड़े हुए इलाकों और बगों के लिए या तो आश्रम व्यवस्था होनी चाहिये या फिर उनके लिए दूसरे स्थानों पर शिक्षा का प्रबन्ध होना चाहिये और उनको इसके लिये छात्रवृत्तियाँ दी जानी चाहियें।

15 hrs.

में देवता हूँ कि हमारे यहाँ आज काले जों के खोलने में एक हाड़ भी लगी हुई है। उनके अन्दर हम केवल पाठिकारी लड़के ही पैदा कर रहे हैं। स्वामी तोर से जो इंजीनियरिंग कालेज या कृषि कालेज हम खोलने हैं उनके अन्दर हम यह देखें कि केवल उनकी संख्या अधिक न हो लेकिन वे सर्वपाठन सम्पन्न हों ताकि जो भी विद्यार्थी वहाँ से पढ़ कर निकले वे योग्य में योग्य निकले। आज हमारे देश में उपाधि के लिये बहुत दौड़ धर की जाती है। इसका पता आपको पुस्तक विक्रमियों की दूकानों से लग सकता है। हर चीज के गाइड बने हुए हैं। किताब विद्यार्थी पढ़ें या न पढ़ें गाइड और नोट्स पढ़ कर उपाधि हासिल करने में वे सफल हो जाते हैं। वे उपाधि के लिए इसलिए पागल हैं कि उपाधि से नौकरी मिलती है और नौकरी से आजीविका चलती है। इसका नतीजा यह हो रहा है कि विद्यार्थियों में योग्यता का अभाव होता जा रहा है। अगर इस ओर ध्यान न दिया गया तो काफी हानि होगी। आज जो हमारे पास लीबर हैं, वे कितना जानते हैं, उनको कितना ज्ञान है, कितनी जानकारी है, कितने पढ़े हुए हैं, इसको सब जानते हैं लेकिन जो नेता लोग

आज पैदा हो रहे हैं, उनको कितना ज्ञान है, कितनी जानकारी है, इसका पता आपको इधर उधर देखने से ही लग सकता है। आजकल विद्यार्थियों को ऊपर का ज्ञान ही होता है, गहरा ज्ञान नहीं होता। इसका कारण यह होता है कि न तो वे कालेजों के अन्दर रहते हुए शिक्षा प्राप्त करने की कोशिश करते हैं और न ही शिक्षा समाप्त करने के बाद स्वाध्याय की परम्परा का पालन करते हैं। इस सब का नतीजा बहुत खराब निकल रहा है और मैं चाहता हूँ कि इस ओर आप ध्यान दें।

भाषा के सम्बन्ध में काफी माननीय पदस्थों ने अपने विचार प्रकट किये हैं। जहाँ तक राष्ट्रीय भाषा का सम्बन्ध है, मैं समझता हूँ कि इस मिनिस्ट्री को जरा सक्ती के साथ कदम उठाना होगा। मैं यह नहीं कहता कि किसी पर यह भाषा थोपी जाए। सक्ती से मेरा मतलब यह नहीं है। मेरा मतलब यह है कि जिन इलाकों में अभी तक इस दिशा में काम नहीं हुआ है, वहाँ पर काम को हाथ में लिया जाना चाहिये, वहाँ पर अधिक काम किया जाना चाहिये। जो संस्थायें इस दिशा में काम करती हैं उनको जब सरकार की ओर से रुपया दिया जाता है तो देखा जाता है कि कुछ यह भी रोजगार का जरिया बन जाता है। मैं चाहता हूँ कि इस बारे में मन्त्री महोदय अधिक सतर्कता से काम लें।

जहाँ तक प्रांतीय भाषाओं का सम्बन्ध है, जिनको प्रांतीय भाषायें स्वीकार किया गया है, उन भाषाओं में ऊँचे दर्जे का साहित्य तैयार करवाया जाना चाहिये। यहाँ पर एक प्रस्ताव भी आया था कि देवनागरी सकिप्ट को सभी भाषाओं के लिये स्वीकार कर लिया जाए; यदि इसको स्वीकार कर लिया जाए तो एक जल के बोंगों को दूसरे प्रांत के बोंगों की भांति को समझने में बड़ी मुश्किल हो जाएगी। यहाँ पर समझा गया था कि ऐसे प्रस्ताव का उद्देश्य यह है कि दूसरों की भाषाओं

## [श्री पद्म देव]

के सक्रिप्टस को ही खत्म कर दिया जाए। यह बात नहीं थी। इसका उद्देश्य केवल मात्र इतना था कि हर एक भाषा को हर एक प्रादमी समझ सके। यदि उनको स्वीकार कर लिया जाता है तो प्रान्त एक दूसरे के निकट आर्येंगे और लोगों में राष्ट्रीय भावना का प्रसार हो सकेगा, राष्ट्र संगठित हो सकेगा।

संस्कृत के सम्बन्ध में अब मुझे कुछ कहना है। यह ठीक कि देश की राष्ट्रीय भाषा हिन्दी मानी गई है। लेकिन यह भी सही है कि हिन्दी को सीखने के लिये संस्कृत का ज्ञान होना बहुत जरूरी है और अगर देश में संस्कृत का प्रसार होगा तो इसका परिणाम यह होगा कि भाषायें एक दूसरे के नजदीक आर्येंगी। अभी बताया गया है कि बंगला में ६० प्रतिशत के करीब शब्द संस्कृत के हैं, साथ ही साथ दक्षिण की जो भाषायें हैं, उनके अन्दर भी संस्कृत के शब्दों का बाहुल्य है, दूसरी जो भाषायें हैं उनके अन्दर भी संस्कृत के शब्द पर्याप्त रूप में पाये जाते हैं। इस वास्ते यदि संस्कृत की शिक्षा सारे देश में दी जा सके और इसके लिये साधन मुहुरैया किये जा सक तो दूसरी भाषाओं को सीखने का भी मौका मिल सकता है।

अंग्रेजी के अन्दर भी बहुत सा अच्छा साहित्य है और उसका सीखना भी जरूरी है। उर्दू जिसका प्रचलन देश में काफी समय से है और जिसके अन्दर कवितायें बहुत ऊंचे दर्जे की हैं, वह भी जरूरी हैं। जितनी भी भाषायें हैं, इनके बारे में सही दृष्टिकोण अपनाया जाना चाहिये। लेकिन ये भाषायें हैं राजनीतिक झगड़े के केन्द्र के रूप में प्रयुक्त नहीं होनी चाहिये, बल्कि साधु रूप से इन सब पर विचार होना चाहिये इनका प्रसार होना चाहिये।

अन्त में मैं इतना ही निवेदन करना चाहता हूँ कि जो बातें मैंने कही हैं, उन पर

माननीय मन्त्री जी विचार करेंगे और उनके अन्दर जो सार है, उसको अवश्यमेव ग्रहण करेंगे :

**Shri Karni Singhji (Bikaner):** Mr. Speaker, Sir, I shall confine my speech today to the sports activity in India which I consider is a very essential aspect of education.

I have had the honour of being a sportsman and at the same time to have been a Member of Parliament, and I would, therefore, like to put before this House my personal experiences. It is obvious that although all of us realise the need of sports in the life of our nation, not all of us are prepared to give this the due emphasis that is necessary.

I have been thinking for a long time that the time has come when the Government of India should consider having an entirely separate Ministry for Sports. While I have no doubt that the Ministry of Education is doing everything possible to sponsor the sports activity in our country, if we were to have a Ministry of Sports entirely separate, we would be able to sponsor sports in the country in a much better way.

**Mr. Speaker:** A Minister for Sports?

**Shri S. M. Banerjee (Kanpur):** A sportsman should be a Minister.

**Shri Karni Singhji:** Whoever happens to be the Minister of the Ministry of Sports, I hope, would also be a man who would have the background of having been a sportsman himself.

**Mr. Speaker:** After seeing the circus, I thought that there must be a college for circus.

**Shri Ram Sewak Yadav (Bara-banki):** But this suggestion should be taken in a sportsmanlike manner.

**Mr. Speaker:** I am not saying anything against it.

**Shri Karni Singhji:** I make this suggestion because I think it is a very



serious matter. If we were to build up healthy men, we must have healthy citizens, and it is only by having people who are fit and who have a sportsmanlike attitude to life, that we can infuse an entirely new way of thinking in our everyday living.

I would like to say a few words now on the sports organisations in our country. Having been a sportsman, who represented India at the Rome Olympics, I got rather intimately connected with how they function. Take the Indian Olympic Association. I should not go into too much of details, but I know that the interest that the Indian Olympic Association took in their sportsmen was far from satisfactory. I shall give you my own example.

When we were selected in the shooting team to represent India at the Olympics, and when we wrote to the Indian Olympic Association to help us out with guns and cartridges, you would be surprised to know that absolutely nothing was done for us, so much so that the shooting team that went to Rome sponsored themselves; they purchased their own cartridges, and the Indian Olympic Association were not able to arrange for cartridges even at Rome. It was to the credit of our friends in England that they were able to help us out. I realise that some of us were in the happy position of being able to afford having purchased these cartridges, but you will appreciate and sympathise with me that unless you feel that your country is behind you and that the nation feels a pride in their sportsmen, it is not very good for the morale of a man who is sitting thousands of miles away trying to represent his country.

I hope that the Ministry of Education will endeavour to see that we drive the politics out of our All India Council of Sports and the Indian Olympic Association, because this is undermining the activity. Just before the team left for Rome, we know all

too well the resignations etc. that took place. You know, Sir, that when we are trying to cross swords with other countries whose sportsmen are better equipped than we are, we cannot do so unless our organisation, and things at home are put in order first. The All India Council of Sports is a new organisation and I hope it will function better than the IOA. But unfortunately, there are not enough men of stature in this organisation. We feel that people like Vijay Merchant, and many more men like him who are veteran sportsmen and who have the courage to speak out their mind, should be taken on bodies like this.

If we go into the behaviour of our important men who were controlling the destinies of sports at the Rome Olympics, the managers, I am sorry to say, as an Indian citizen proud of my country, that it made me hang my head in shame. Most of our managers and officials were far too busy going on a Roman Holiday. I was there among the 80 men, and it was very difficult at times for me to be able to contact our managers or our *chef de mission*. I also have the experience of knowing how other managers behaved and it made us feel that these people were trying to go on a Roman Holiday. That was not the purpose our nation sent them for.

**Mr. Speaker:** Are they sportsmen themselves?

**Shri Ansar Harvani (Fatehpur):** No.

**Shri Karni Singhji:** They were there as managers who were trying to look after the sportsmen. Their primary function was to see to their comforts and well-being of the sportsmen so that their men could perform well.

I therefore request that when next time we send our teams abroad, we keep politics out and select managers and officials who are really devoted and dedicated to the good of their

[Shri Karni Singhji]

sportsmen. I believe Shri Jaipal Singh had once made a suggestion that we should have a small surcharge on cinema tickets in the form of entertainment tax which could be devoted entirely to sports fields in schools and colleges throughout the country. I do not know whether this is absolutely possible, but I think a surcharge in this shape could certainly be utilised to collect funds so that we could have good playing fields in all sports avenues in schools and colleges throughout the country.

Now, I would like to say a few words about the new coming sport, that is, rifle shooting. I shall quote the Prime Minister. He said while opening the Sixth National Championships of Delhi:

"I strongly feel that compulsory training in shooting should be introduced in all schools and colleges in the country to develop not only athletic skill in the younger generation, but also make it more alert, mentally and physically, and what is most important, better disciplined."

This sport, which was very ably sponsored and guided by our late Pandit Govind Ballabh Pant—who is no more today—is coming up so much so that we have been able to compare ourselves with world standards now. This will also prove to be a second line of defence if we take the movement into the schools and colleges, and right out into the villages. For that it is important that the shooting sport is clearly understood—its motives understood—and the organisers who are trying to organise this sport are real shooters who themselves realise the importance of shooting and the safe handling of guns. Unfortunately, though the Home Ministry has been today trying to sponsor rifle clubs throughout the country, most of the organisers are ex-officio Presidents of these organisations, and as a result, we have rifle clubs on paper but hardly any of them functioning.

Before we could make this movement really popular, it is important that guns and cartridges are manufactured within the country. I have had occasion to use some of the factory made cartridges in India and I can claim with a fair amount of authority that our cartridges are as good as any. I am proud to say that the standard of precision of our ammunition is first-rate, but I am sure the Ministry of Defence could also work in co-operation with the Ministry of Education to see that the standard of precision is improved further.

If we want to carry the shooting sport to the villages and to the poorest man in our country, it is essential that the cost of guns and cartridges is lowered. For that purpose, I would suggest that instead of going in for big bore or shot guns, we should have air rifles which have become very popular throughout the world. I am happy to say that we build air rifles in India now at Hyderabad—if I know it correctly—and if we increase the production of air rifles, we could supply them to the smallest villages and see that our teachers who go through the teachers' training colleges are also imparted the right training in gun handling and gun safety, so that they may be able to impart training in shooting and self-defence to each and every villager in our country. The maximum cost of practices would not exceed a few annas a month as compared to Rs. 30—Rs. 40 a month if we indulge in any other form of shooting.

It is important also for us from now on to take part in world championships and the Olympics, in whichever sport we find our sportsmen are doing well. But it is important for the Ministry of Education to make the younger generation feel that the responsibility of turning out sportsmen entirely depends on that age bracket. Unfortunately, throughout my speeches at schools and colleges, I found that the younger generation were diffident

about their own standards. But it did not take me very long to convince them that the future champions could easily come up from those very schools and colleges. I hope that we shall try and organise our sports in such a way that wherever talent lies, it is picked up—no matter whether the person concerned is rich or poor. Let us pick out the best men, let us sponsor them, let us pay for their training and let them go out into the world championships, and I am sure the nation will not let you down.

I shall revert to the shooting sport. In the United States 120 million cartridges are fired every year on clay target shooting; as against that, we fire only about 12,000 or less. And then our Ministry expects us to compare our scores with their scores! I am sure that if we want our boys and girls in schools and colleges to come up to these world standards in different sports activities, the cost of their training has to be borne by the Ministry of Education.

I have no doubt that if we had a Minister entirely and exclusively in charge of sports, we would be able to show up as a much healthier nation with a much higher standard of sportsmanship in our country, and then he would be responsible to see that the best men are picked up so that they may represent our country outside creditably and well.

**श्री कौरटकर (हैदराबाद) :** अध्यक्ष महोदय, मैं आज अपना भाषण सिर्फ एक दृष्ट तक सीमित रखना चाहता हूँ और एक सुभाव मिनिसटर साहब के सामने रखना चाहता हूँ। उस का सम्बन्ध हिन्दी के विकास और हिन्दी माध्यम में शिक्षण से है हिन्दी में शिक्षण दिये जाने के बारे में और हिन्दी के विकास के बारे में अभी बहुत कुछ कहा जा चुका है, और हमारे शिक्षा विभाग ने बहुत सा काम किया है, छात्रों को बहुत कुछ करने की प्राणा है। इस के पहले कि मैं अपने सुभाव को मंत्री महोदय के सामने रखूँ, मैं सदन के सामने एक बात

रखना चाहता हूँ कि हमारे कांस्टिट्यूशन की दफा ३४३ में यह तय किया गया था कि हमारी राजभाषा हिन्दी होनी चाहिये। इसी के साथ दूसरी दफा ३५१ में इस की जिम्मेदारी शिक्षण विभाग पर रखी गई थी कि वह लोगों को इस लायक बना दे कि पन्द्रह वर्षों के अन्दर अन्दर सारे का सारा हमारे एडमिनिस्ट्रेशन का कारोबार हिन्दी भाषा में हो सके। इस में शिक्षण विभाग कितना कामयाब हुआ है, इस के लिये मुझे कुछ कहने की जरूरत नहीं है। सब के सब लोगों को इस बात से निराशा है कि इस को अब तक पूरा नहीं किया जा सका चुना है इस के लिये दस वर्षों की अवधि और बढ़ाई गई है। इस बारे में मैं शिक्षण विभाग के सामने रूस का उदाहरण रखना चाहता हूँ। रूस भी एक ऐसा ही देश है जैसाकि हमारा भारतवर्ष है। वह भी बहुत सी भाषाओं का देश है। वहाँ बहुत सी भाषायें बोली जाती हैं और उन में से रूसी भाषा भी एक है। वहाँ पर बहुत सी ऐसी भाषायें थीं जिन की कोई लिपि नहीं थी लेकिन रूस ने जब भाषाओं के विकास की तरफ ध्यान दिया तो १५ वर्षों के अन्दर उन भाषाओं की इतनी उन्नति की कि जिन की लिपि तक नहीं थी आज उन भाषाओं में यूनीवरसिटी का शिक्षण दिया जा रहा है, और उन प्रान्तों का सारा कारोबार उन्हीं भाषाओं में चल रहा है। रूस की एक बड़ी भारी वजह है जो यह है कि हमारी कार्यपद्धति में और रूस की कार्य पद्धति में थोड़ा सा फर्क है। हम दस वर्षों तक इसी उलझन में पड़े रहे कि हमारे पास किताने लिखने के लिये शब्द नहीं हैं, क्या किया जाय। हम ने एक कमेटी मुक़र की, दो साल बाद उस कमेटी का बॉर्ड बना दिया गया और अब मुनाई देता है कि सन् १९६० से यह बॉर्ड कर्मयोग्य हो जायगा। लेकिन यह सब होते होते भी अब तक यही हुआ है कि दो लाख ६० हजार पारिभाषिक शब्द बनाये

## [श्री कोरटकर]

गये हैं, श्रीर जैमाकि सेठ गोविंद दास जी ने कहा है इन शब्दों में से बहुत से तो पाकि-भाषिक किसी तरह से भी नहीं कहे जा सकते और ये शब्द तीन तीन स्थानों पर आ गये हैं। मैं आप के सामने एक चीज और रखना चाहता हूँ कि मुझे इस बात का यकीन है कि जो शब्द तैयार हुए हैं उन में से ७० प्रतिशत से ज्यादा आगे आने वाली किताबों में नहीं लिखे जायेंगे। कभी भी उन का उपयोग नहीं होगा। यह एक बिल्कुल उल्टा तरीका प्रस्तियार किया जा रहा है कि पहले पारि-भाषिक शब्द तैयार किये जाय और फिर किताबों की तरफ ध्यान दिया जाय। नैकन रूस में जो किया गया था वह यह कि एक कमेटी पहले किताबें लिखने के लिये बनाई गई। तो वह बॉर्ड या कमेटी मुक़रर हुई और वह इसलिये कि वह किताबें वहाँ की भाषाओं में शिक्षण देने के लिये लिखे, और जैसे जैसे किताबें तैयार होती जा गयीं वैसे वैसे शब्द तैयार होते गये। यानी शब्दों के पहले किताबें तैयार हो गयीं और होता भी यही है। किसी भाषा का कोष पहले से नहीं बनता, पहले भाषा बनती है, भाषा विकसित होती है और फिर लोग उस का कोष बनाते हैं। लेकिन यहाँ उल्टा तरीका स्वीकार किया गया और साक्षों रपया इस पर खर्च हो गया जिस में से कि बहुत बड़ा हिस्सा जाया जायगा।

इस के बाद दूसरी चीज जो मैं सदन के सामने रखना चाहता हूँ वह यह है कि हमारा उद्देश्य यह है कि हमारा सारा एडमिनिस्ट्रेशन हिन्दी में चला करे। इस उद्देश्य को किस तरह से पूरा किया जा सकता है। सब से पहले मैकाले ने इस को अच्छी तरह से जाना था। सब लोग जानते हैं कि मैकाले ने एडमिनिस्ट्रेशन की भाषा को ही एक दम शिक्षण का माध्यम बना दिया। जहाँ बहुत कम लोग अंग्रेजी जानने वाले थे वहाँ अंग्रेजी में शिक्षण दिया जाने लगा। अंग्रेजी को उच्च शिक्षा का माध्यम बनाया गया और उस का नतीजा

है कि वह एडमिनिस्ट्रेशन ही उनके जमाने में अच्छा चला इतना ही नहीं, लेकिन आज दस वर्ष अंग्रेजों के जाने के बाद भी एडमिनिस्ट्रेशन वाले बार बार यही कहते हैं कि हिन्दी में हम इस को नहीं चला सकते, अभी अंग्रेजी ही रहने दीजिये। बात यह है कि जब तक उच्च शिक्षण उस भाषा में नहीं दिया जायगा जिस भाषा में कि आप अपना एडमिनिस्ट्रेशन चलाना चाहते हैं, तब तक कभी भी यह काम सफल नहीं हो सकता। आप कितने ही सालों तक क्लासेज खोलें और उन को थोड़ी थोड़ी हिन्दी सिखा दें और फिर उन से यह आशा करें कि वह हिन्दी में काम करें, तो यह नामुमकिन है। वे लोग किस्सा कहानी की किताबें पढ़ सकेंगे लेकिन जब अपने दफ्तरों में बैठेंगे तो अपने ऊँचे ऊँचे विकारों को इन्दी में लखने में मसर्य नहीं हो सकेंगे। इसलिये बहुत जरूरी है कि सब से पहला काम हम यह करें, अगर हम अपने उद्देश्य को पूरा करना चाहते हैं, कि जितनी भी जल्दी हो सके यूनीवरसिटियों में शिक्षण हिन्दी भाषा के द्वारा देना शुरू करें।

लेकिन इस के साथ एक और बड़े भारी विषय को मैं माननीय मंत्री महोदय के सामने रखना चाहता हूँ, जो वह यह है। मुमकिन है कि अगले पांच, दस या १५ साल में उत्तर भारत में यूनिवर्सिटियों में शिक्षा का माध्यम हिन्दी शुरू हो जाय लेकिन अगर यह माध्यम अभी दक्षिण भारत में नहीं होता है तो क्या आप दक्षिण भारत के उन विद्यार्थियों से यह आशा करेंगे कि जो विद्यार्थी एडमिनिस्ट्रेटिव सर्विस में जाना चाहते हैं वे लखनऊ या इलाहाबाद में आ कर शिक्षण प्राप्त करें। मैं समझता हूँ कि उन से इस प्रकार की आशा नहीं की जा सकती और अगर की जाय तो यह बहुत बड़ा बुराब्रह होगा। इस बारे में भी मैं रूस का उदाहरण आप के सामने रखना चाहता हूँ। रूस में सभी भाषाओं की उन्नति हुई है

और हर प्रांत में जहां प्रादेशिक भाषा के माध्यम से विश्वविद्यालय में पढ़ाई होती है वहां ऐसे भी कालिज हैं जिन में कि रूसी भाषा के माध्यम से शिक्षण दिया जाता है। एक रूसी भाषा का कालिज है और दूसरे प्रादेशिक भाषा के कालिज हैं। भारतवर्ष में भी इसी उदाहरण के अनुसार कार्य करना चाहिये तभी हम भी उन्नति कर सकेंगे और मैं आप से कहना चाहता हूँ कि दक्षिण के प्रदेशों में हिन्दी के माध्यम से कालिज चलाये जायें इस की जवाबदारी केन्द्र पर है। विधान की दफा ३५१ में जो केन्द्र की जवाबदारी है उस के अन्तर्गत यह चीज भी आती है। केन्द्र को चाहिये कि जल्दी से जल्दी दक्षिण में भी ऐसे कालिज शुरू करे कि जिन में हिन्दी के माध्यम से शिक्षण दिया जा सके ताकि वहां भी ऐसे स्नातक और ग्रेजुएट तैयार हो सक जाँकि उत्तर भारत के विद्यार्थियों के साथ उन के मुकाबले में पूरी तरह हिन्दी में काम कर सकें। अगर वहां ऐसे विद्यार्थी तैयार नहीं हुए तो यकीन जानिए कि दक्षिण में हिन्दी के विरुद्ध हर वक्त आवाज उठती रहेगी कि वहां के लोग उत्तर के लोगों के बराबर में सेंट्रल एडमिनिस्ट्रेशन में नहीं आ सकने। तो इस चीज की तरफ बहुत ही ज्यादा ध्यान दिया जाना चाहिए। अगर केन्द्र यह नहीं करता है तो कम से कम जो संस्थाएं इस दिशा में अपना काम चलाना चाहती है और दक्षिण भारत में हिन्दी के माध्यम से शिक्षा देना चाहती हैं उनको ऐसा करने के लिए प्रोत्साहन दिया जाना चाहिये। चुनावों में मन्त्री महोदय के सामने अपने प्रान्त की बात रखना चाहता हूँ कि आन्ध्र में हैदराबाद में इसको किया जा रहा है। इस बात की तैयारी की जा रही है कि वहां हिन्दी माध्यम का एक महाविद्यालय खोला जाए और इसके लिए बहुत सा प्रयत्न भी किया जा चुका है। मुमकिन है कि वह अपने जून में खुल भी जायेगा लेकिन इसके लिये हमको सेंटर से ज्यादा मदद मिलनी चाहिये। दो साल के कारोबार के बाद मुझे से सिर्फ यह पूछा गया

था कि आपको कालिज को उस्मानिया यूनीवर्सिटी एफिलिएट कर सकती है या नहीं। अगर नहीं कर सकती है तो फिर हम यह खर्च किम लिये करें ? लेकिन बहुत हर्ष की बात है कि जब उस्मानिया यूनीवर्सिटी से यह प्रश्न किया गया कि अगर हिन्दी माध्यम से कालिज खोला जाए तो आप उसको एफिलिएट करेंगे कि नहीं, तो उन्होंने इस बात को सिर्फ स्वीकार ही नहीं किया बल्कि उन्होंने यह आशा भी दिलायी कि हम यूनिवर्सिटी में भी ऐसा कालिज खोल सकते हैं अगर हमको केन्द्र से सहायता मिल सके। यह बहुत ही उत्साहजनक चीज है कि दक्षिण का एक विश्वविद्यालय इस बात के लिये तैयार है कि वह हिन्दी को शिक्षा का माध्यम बना कर उसको चलाए।

तो मैं यह चीज मन्त्री महोदय के सामने रखना चाहता हूँ कि सिर्फ एक ही नहीं बल्कि ऐसे कई प्रदेशों में इसकी कोशिश की जानी चाहिये। प्रदेश सरकारों के ऊपर इस को नहीं छोड़ा जा सकता क्योंकि उनको अपने काम करने के लिये ही काफी साधन नहीं हैं। आपने देखा होगा कि प्रदेशों के जो बजट आए हैं वे सारे के सारे घाटे के बजट हैं। यह देखने हुए एक नए माध्यम में शिक्षा देने की बात को उनके ऊपर छोड़ना एक नामुनामिब बात होगी। यह जवाबदारी सेंटर की है और उसको उसे उठाना चाहिये। प्रदेश अपनी प्रादेशिक भाषाओं में शिक्षा देने के काम को ही कर सकेंगे। लेकिन हिन्दी माध्यम में उच्च शिक्षा देने की व्यवस्था किये वगैर यह आशा करना कि वे हिन्दी भाषी क्षेत्रों के लोगों के साथ कम्पीटीशन में बैठ सकें, एक तरह की नादानी है। यह एक छोटा सा प्रश्न है लेकिन बड़े ही महत्व का है। अगर दक्षिण में ऐसे लोग तयार हो सकें जो कि ऊंचे से ऊंचे पदों पर बैठे हुए हिन्दी सीखें हुए दूसरे लोगों के साथ मुकाबला कर सकें तब आप यह सब जानिये कि हिन्दी के विरोध में कभी भी कोई आबाज नहीं उठेगी और भारत की एकता

[श्री कोंटकर]

कायम रह सकेगी। अगर भारतवर्ष की एकता को कायम रखना है तो सबसे पहला काम जो आपको हाथ में लेना चाहिये वह यह है और अगर आपने इसको किया तो आगे आने वाले उच्च शिक्षा प्राप्त लोग हिन्दी के विरोध में किसी प्रकार की भी आवाज नहीं उठा सकेंगे। यह एक छोटा सा प्रश्न है जो मैं आपके सामने रखता हूँ और आशा करता हूँ कि इस पर विचार किया जाएगा।

**Shrimati Ila Palchoudhuri (Nabadwip):** Mr. Speaker, Sir, there are one or two points which I want to put before the Education Minister. We are very happy that the Education Budget is rather more this year and that we are going to have more money for the various schemes. But, at the same time, there are some schemes that I would like to point out to the Minister, particularly those that affect the people in general very vitally.

After all, it is quite true that whenever one wants to cut down anything in the Planning Commission they seem to put the scissors on the Education. It is a very bad thing. After all, education is the basis of any planning that you may do. Whatever regrettable things have happened in India today, whether they be in Assam or in Jabalpur or even the other day in Moradabad, it has all been due to lack of education. If we did have the kind of education that we want, many of these things might have been avoided.

Having said that much in general, I come to a few specific things. I feel that the primary teachers must have some consideration. Already there is some agitation in West Bengal. Everybody says that West Bengal is a problem State and there is always agitation there. But the condition of the primary teachers in the rural areas and even in the urban areas is unthinkable. They are going to build your nation. And, what is the price that you pay for their

labour? It is much less than what you pay for any peon anywhere. Is it possible that you are going to get good men? Already 80,000 of the teachers in Bengal are going in for some kind of token squatting or strike. I do not say that I condone that move. But what can they do when they have no means of livelihood? They work the hardest of any profession that you can think of. Though it is a State subject, I would certainly say that the Centre should come into the picture and give the State that much of money so that the State can give the teachers a little more.

I would also like to say one thing about the Youth Hostels. The Youth Hostels are under the Education Ministry has some plan for the Youth Hostels. The Youth Hostels movement is a definite movement with an ideology. But buildings, which the Education Ministry has been able to sponsor have not been satisfactory. In fact, if Youth Hostels were transferred to the Ministry of Transport and Communication — Department of Tourism, I think, the buildings might be got rather quicker. That is something I would certainly recommend and ask the Ministers to consider whether they cannot—in collaboration with the Department of Tourism—do something about the buildings of Youth Hostels. What we have is very inadequate and the kind of Hostels that have been built cannot be termed as the real kind of Youth Hostels.

Thirdly, I would come to the question of sports. The physical fitness of our nation is a vital thing. Physical fitness is being sponsored through various programmes amongst them there is the National Discipline Scheme, which, I think, is a very laudable scheme. It has done really wonders in the past years. I think it has expanded itself and proved its worth more than most other paper schemes of Government. Just think of it that by the end of 1960-61, 2040 instructors

would be training about 8 lakh of children in 14,000 schools and institutions. This is something of a real achievement; and I hope more allocation that they may need will be readily available from the Education Ministry.

While speaking on the National Discipline Scheme, which works so well, I would like to bring to the notice of the Minister something about the camps under the Bharat Sevak Samaj. Here is a scheme that is very good in its conception, very worth while and all that. I have no quarrel with the scheme. But their accounts have not been given in time. Just imagine that there are 400 cases of camps that have yet to render their accounts. This is a very peculiar state of affairs. Not only that. In 1959-60 there is an unutilised amount of Rs. 81,000; and they have yet to render accounts for Rs. 1,70,000.

**An Hon. Member:** Why should they render accounts.

**Shrimati Ila Palchoudhuri:** The accounts must be there before Parliament. I do not mistrust them. I am sure they will render accounts. They have very good men at their head. But it should be done. I bring it to the notice of the Ministry.

Then, sports. When we send our people for sports to other countries, I would really plead with the Minister that we should send really good managers, because when the managers, as my hon. friend has just now pointed out, go out, they go out there to have a good time. This happened with the person who led the Women's Hockey team once and the hon. lady in question whoever it may be; I will not give the name had a very good time. But I do not think the Hockey team did very well. This applies to many other managers also. They are there to look after the people who are going to represent India in sports in the eyes of the world. What happens? These people go to a foreign land; they eat so much that they put on weight and some of them, actually, had to have steam-baths to reduce

the weight. What kind of manager-ship is this that allows people to do this? This should be stopped absolutely.

**An Hon. Member:** No women team should be sent out.

**Shrimati Ila Palchoudhuri:** Why not? The managers are there to look after the teams. It is not the young people that go there that over-eat; it is rather the old people that overeat. It is not good to put on so much weight. I would also plead with the hon. Minister that there should be more support to Rifle Clubs. I am also a President of a Rifle Club at Nabadwip; and there women also do very well.

Sir, in fact, a lady competitor there has, with fifteen days training, done much better than the men. Everybody would be glad to hear that. I want much more support for our rifle clubs because after all, it is the second line of defence, just as the merchant navy is the second line of defence. The resistance group; would be nowhere unless they knew how to handle a gun and they must be taught this right from the beginning. I hope that rifle clubs will get full support. I also hope that the air rifle movement will grow because it is light and we also manufacture them in India and once we learn how to shoot, we are not only disciplined but we have more courage, and are mentally alert. At least a young man will learn how to shoot straight, shoot true and shoot firmly should an occasion arise.

There is some fund for the displaced students from East Pakistan and West Pakistan. So many displaced students have come recently from Assam. The amount of waiting they have to do to get any kind of grant is really pitiful. I hope the Ministry will look into this and see if something could be done about this.

I do not want to take any more time of the House. I only want to make these points. There should be some sort of a support from the Cent-

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ral Ministry for rifle clubs and the national discipline scheme. For women there should be some support when there is the condensed course in the extension projects and the maternity units should not be done away with. I hope the hon. Minister would look into them sympathetically.

**Shrimati Renuka Ray:** Sir, I think you very much for giving me this opportunity to speak today. Of all the things in our Plan, education is the most important or, rather the social services. The whole country is saying so, we say it; all our leaders say it. But when it comes down to brass-tacks, what happens? Last year, the outline of the Draft Third Plan was not there before us. But we do hear that children of the 6—11 age group were to be brought in the schools. Afterwards we had the Outline of the Plan before us and I have to confess that it is very disappointing. After all these years, if we are to bring the children of the 6—11 age group into the schools, there should be some thinking in regard to the quality and content of their education. Perhaps the Ministry has inhibitions in regard to the Planning Commission for even in his Ministry's report this year, there is not that emphasis on quality content of this education which is going to come at last to the children of the 6—11 age group in our country. It was year ago that basic education was propounded it was not propounded as a very expensive scheme but it has become more and more expensive as our vision seems to change, or what ever be the reasons. Today we do not even say that we are going to bring any basic education to the children of the 6-11 age group.

All our thinking is that we want a socialist pattern of society; it is the objective in the Preamble to our Constitution. If that is true then the quality content of the education must be emphasised. If there is one kind of education for the children of the wealthy and another kind for those who are in the rural areas and other places, then we should defeat our

very objectives. There is very little time left before the Third Plan is going to be finalised. But even in the very little time that is left, we must lay proper stress on quality content of education; this includes health education also. What kind of education are these children of the 6—11 age group going to get if they do not have any health education and if there is no proper mid-day meal for them? We know that blindness in a large number of children is due to lack of proper nutrition and yet today in the Third Plan there is no mention about tackling this. I have to confess that there is no mention of the provision of midday meal for the children of this age group for whom we are building schools. We have money in different Ministries and in different sections. For nutrition propaganda we have money. What propaganda would be better than providing for each child in the 6-11 age group a free mid-day meal in the school? Then parents will be able to see what type of minimum balanced diet we should produce. It is not true to say that no work has been done in this direction. The State of Madras has set an example to the whole of India today in this respect. They have provided in a large number of elementary schools including those in rural areas mid-day meals at 10 nP per meal per child of which the State contributes 6 nP and the community 4 nP.

Again, we talk of public co-operation and we want to enthuse the public. We get money: the Planning Commission gives it direct and also through the different Ministries for public co-operation to sponsored Organisations. Could there be a better way of enlisting public co-operation than by providing something tangible which would benefit the children in every home in every village? If the parents find that mid-day meal is provided for the child, I am quite certain that we shall not have any difficulty in trying to enforce compulsory primary education. Legal enactments alone will not do much.



particularly for girls. We should get the willing cooperation of the parents, and of the village community. If we do this, we shall be able to get the full co-operation for this scheme and it will be popular all around. I have laid a lot of stress on this particular point because I feel that somehow or the other although we mean well we do not seem to co-ordinate all these things from the Ministry of Food and Agriculture from the Health Ministry, from the Education Ministry and from the Community Development Ministry, I think there is enough money, even as the Plan stands, to be able to support this work.

Here I would like to say that it is a very sad reflection that when pruning of a Plan has to take place, the first casualties are health and education. They are State subjects or casualties are health and education. They are State subjects of course. But whether it comes under the State sector or the Central sector, it is getting pruned and the first casualty is the social services, health and education. We talk of building human beings. When it comes to any pruning, we prune this part of the programme. We need key industries and many kinds of industries. We must go ahead and produce more. We must have agriculture in this country and many other things. But who is going to bring about the improvement?

There is only one means by which ultimately we can bring it about and that is by building the people who are going to bring it about. If even today we cannot implement plans for the children who are the citizens of the future and who are going to build up our nation, what is the use of talking of key industries? What is more essential, what is a better key industry than the industry of building up the children of this country?

Sir, I would like to point out one thing to the Education Ministry. When I was going through their report, although nowadays a much better picture is given of the work done and

the limits of the central and State sectors are also given, I found that certain things which are necessary for this Parliament and the country to understand are not given there. This Ministry claims to be a co-ordinating body. We should have before us the picture of the co-ordinated achievement of the States so that we can understand the position. I know there are certain things given therein which can give us some idea. We are getting information with regard to the progress of primary education, middle education etc., but we do not get a comprehensive picture of the money that has been spent and about its proper utilisation in the State sectors. I wish that in the next year at least the hon. Minister would look into this matter and place that information before us because it is only here, it is on this forum that the matter as a whole can be discussed as far as education is concerned.

Sir, education is a State subject. But it is also a national subject in which every one in this country is vitally interested. Sir, I make this point not with any idea of quibbling but because we cannot even get a proper picture as to where we are with regard to girls' education and, what is more, where we are with regard to teachers.

Even the Planning Commission in its Draft Outline did not think it fit to give a paragraph about the training of the educators of this country. I must point out to the hon. Minister—here also I do not say that it is not mentioned—that a great deal more emphasis could have been laid on the training of teachers. It may be that the State sector undertakes it, but without proper training of the teachers how can we get quality content in our education. I know that a good deal of attention is now being given to the matter of teachers' training by the Education Ministry and the departments of Education in the States. But I feel that when the pruning comes into effect that prun-

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ing is having its effect on the teachers' training.

When I say 'teachers' training' I not only mean the training of teachers—it is a vital matter—but the status, the salaries and various other benefits for the teachers are equally necessary. With the present position that we have in regard to our teachers and their status I do not know how we can go forward as swiftly as we desire.

Sir, when we consider the content of education we find that in every stage of education it is the same, whether it is primary, secondary or university education. A great deal has to be done to usher a standard of development in education which will build worth while citizens. Several hon. Members have already spoken about it and I do not want to repeat what they have said—I have also not got the time for that I only want to point out one happy feature. At least at the Visvabharati, which is one of the central universities, in the year of the centenary of our great poet Gurudev Rabindranath, we see signs of a better type of education being brought in, and we hope that the objective for which Gurudev brought this into being will be on its way of being realised since a new Vice Chancellor has come to that University full of understanding of what is required

Before I conclude, Sir, I just want to make my appeal again to the Planning Commission,—I mentioned it before also—because it is the Planning Commission who is the arbitrator, and also the Finance Ministry, that whatever cuts they may make—certainly I can understand that our resources are limited and cuts may be necessary—let them not effect the cuts on the vital portions like education and health schemes, social welfare schemes etc., through which alone we can build up the young people who will ultimately build up our nation; only then we shall be able to go ahead

according to the objectives that we have set in our Constitution.

श्री भक्त वरदान (गढ़वाल) : अध्यक्ष महोदय, मैं शिक्षा मन्त्रालय की जो वार्षिक रिपोर्ट है उसके लिये श्रीर उस वर्ष भर में जो कार्य किया गया है उसकी सफलता के लिए माननीय शिक्षा मन्त्री महोदय तथा उनके सहयोगियों को साधुवाद देना चाहता हूँ।

परिस्थिति यह है कि माननीय शिक्षा मन्त्री महोदय को प्रायः दिन सदन में श्रीर सदन के बाहर के महानुभावों की आलोचना का शिकार होना पड़ता है; लेकिन एक ओर जहाँ धन की कमी उनके सामने रहती है, श्रीर जैसा कि हम सब को मालूम है कि संविधान में व्यवस्था होने के बावजूद भी हम इतने वर्षों के बाद भी अभी तक सारे देश में निःशुल्क प्राथमिक शिक्षा की व्यवस्था नहीं कर पाए हैं, ता दूसरी ओर राज्य सरकारें श्रीर विश्वविद्यालय अपनी स्वतन्त्रता के नाम पर भी अड़ने लगाते रहते हैं, श्रीर इस कारण केन्द्रीय शिक्षा मन्त्री की स्थिति बड़ी दयनीय है, श्रीर उम्मीद है जब मैं गम्भीरता से इस प्रश्न पर सोचता हूँ तो मुझे यह कहने में संकोच नहीं होता कि जिन जटिलताओं श्रीर कठिनाइयों के बीच में होकर माननीय शिक्षा मन्त्री महोदय को शिक्षा मन्त्रालय की नाव को खेना पड़ता है, उनको देखते हुए उनकी सफलता के लिये हमें बधाई देनी ही पड़ती है।

जैसा कि शिक्षा मन्त्री जी का नाम है मैं आशा करता हूँ कि वह अपने नाम को पूरी तरह से सार्थक करेंगे। माली का मतलब है गार्डनर। जहाँ वह शिक्षा के उपवन में बहुत अच्छे फलों श्रीर फूलों के पीढे लगाते हैं।

श्री राम लक्ष्मण यादव : मैं चाहता हूँ कि वह अपने नाम को सार्थक न करे क्योंकि माली बड़े लोगों के बगलों की शांभा बढ़ाता है और छोटे लोगों के घसों की नहीं श्रीर ऐसा ही वह कर रहे हैं।

श्री भक्त बर्लन : हमारे शिक्षा मन्त्री जी शिक्षा के उपवन के माली हैं, उनका काम जहां बहुत अच्छे फलदार और फूलदार पीदे लगाना है वहां उनकी रक्षा करने के लिये उनका यह कर्तव्य हो जाता है कि जो कूड़ा करकट उनकी वृद्धि में बाधक होता है उसको भी उपवन में से हटा दें। मेरा मतलब यह है कि प्राज भी देश के स्वतन्त्र होने के बाद भी, देश के कोने कोने में ऐसे बहुत से बड़मूल निहित स्वार्थ हैं जो कि समय समय पर हिन्दी और भारतीय भाषाओं के मार्ग में रोड़े घटकाने का प्रयत्न करते रहते हैं। इस सम्बन्ध में मैं खास तौर से विश्वविद्यालय अनुदान आयोग पिछले दिनों की जो नीति अपनायी उसका उल्लेख करना अपना कर्तव्य समझता हूँ। उसकी अधिक प्रालोचना नहीं करना चाहता, केवल इतना ही निवेदन करना चाहता हूँ। कि हमारे शिक्षा मन्त्रालय ने डा० डी० एस० कोठारी की जो विश्वविद्यालय अनुदान आयोग के चेयरमैन की जगह नियुक्ति की है उसके लिये मैं बधाई देना चाहता हूँ। यह नियुक्ति बहुत उपयुक्त अवसर पर की गयी। डा० कोठारी इस देश के ख्याति प्राप्त वैज्ञानिक ही नहीं हैं बल्कि अपनी सज्जनता, राष्ट्रीयता और बुद्धिमत्ता के लिए भी प्रसिद्ध हैं। मेरा विश्वास है कि उनके नेतृत्व में विश्वविद्यालय अनुदान आयोग उत्साह से कदम उठाएगा और अब तक जो उसकी प्रालोचना होती रही है वह समाप्त हो जाएगी।

यह भी शिक्षा मन्त्री जी ने बहुत अच्छा किया कि पारिभाषिक शब्दों के लिये जो जो स्थायी आयोग नियुक्त किया जा रहा है उसका अध्यक्ष भी डा० कोठारी को नियुक्त किया है। मैं समझता हूँ कि जो कुछ गलतियाँ अभी तक इस दिशा में होती रही हैं अब प्रागे से वे नहीं होंगी।

तो मेरा विश्वास है कि शिक्षा मन्त्री महोदय अपने नाम को पूरी तरह से सार्थक

करते हुए प्रागे वर्षों में शिक्षा मन्त्रालय के कामों में और अधिक सफलता प्राप्त करेंगे और जो प्राज प्रालोचना होती है वह समाप्त हो जाएगी।

16 hrs.

श्रीमान प्राज सारे देश में लोग समय समय पर विद्यार्थियों की अनुशासनहीनता, उछूहलता और कर्तव्य हीनता की बात सुनते हैं और इस सदन में भी समय समय पर इस बारे में विवाद होते हैं। विश्वविद्यालय अनुदान आयोगों ने भी इस बारे में समितियाँ नियुक्त की हैं। और विभिन्न राज्यों से भी इस सम्बन्ध में विचार विमर्श हुआ। बहुत से इसमें मुझसे दिए गए हैं। लेकिन जैसा मैंने एक बार निवेदन किया था प्राज फिर करता हूँ कि अगर हम विद्यार्थियों की जो नई पीढ़ी है, जो नए पीढ़े उग रहे हैं, उससे इसको प्रारम्भ करें तो मुझे आशा है कि कुछ ही वर्षों में हम एक ऐसा स्थायी मुधार कर सकेंगे जो कि देश के नक्शों को ही बदल दे सकता है। दिल्ली में बीसे तो कई बार राष्ट्रीय अनुशासन योजना के अन्तर्गत जिन व्यक्तियों को शिक्षित किया गया है, उनके प्रदर्शनों को देखने का हमें मौका मिलता रहना है लेकिन अभी अभी एक सप्ताह पहले इस योजना के अन्तर्गत केन्द्रीय ट्रेनिंग कैम्प चलकर के नजदीक मिरमका में ट्रेनीज के कार्य को देखने का हमें अवसर मिला था। उसको देख कर हम लोग दंग रह गये। देश के नौ प्रान्तों के ट्रेनीज बर्तों प्रागे, ये प्रागे जब वे एक ही प्रकार से कदम मिया कर पीरेड के मैदान में चल रहे थे तो ऐसा अनुभव हो रहा था कि मानो देश ही हमारा प्रागे कदम बढ़ाता चला जा रहा है। नौ प्रान्तों के, नौ भाषाओं के बोलने वाले लोग एक ही तरह की भाषा बोल रहे थे, एक तरह का ही गीत गा रहे थे और एक ही अंठे के नीचे चल रहे थे। देश की भावनात्मक एकता का जो स्वप्न हम देखते हैं, उसको वहाँ हमने साकार पाया। मुझे लगता है कि जब वे ट्रेनीज बर्तों से निकल कर देश के

### [श्री भक्त दर्शन]

अलग अलग भागों में, देश के कोने कोने में जायेंगे और हजारों और लाखों, विद्यालयों में, उनके द्वारा प्रशिक्षित छात्र और छात्रायें कदम मिला कर चनेंगी तो हमारे देश को प्रगति पथ पर अग्रसर होने में कोई रोक नहीं सकेगा ।

मुझे से पहले बोलते हुए श्री बैरों साहब ने इस बात का जिक्र किया कि हमारी जितनी भी आर्थिक व्यायाम या विकास की योजनायें चल रही हैं, उनके बीच में सामंजस्य होना चाहिये, उनका एकीकरण किया जाना चाहिये । यह विचार बहुत अच्छा है । शिक्षा मंत्रालय ने डा० एच० एन० कुंजरू की अध्यक्षता में एक कमेटी भी नियुक्त की है । इस कमेटी ने करीब करीब अपना कार्य समाप्त कर लिया है । मुझे विश्वास है कि वह समिति एक ऐसा आधार स्थापित करेगी, कोई ऐसी नई योजना शिक्षा मंत्रालय और देश के सामने रखेगी जिससे जो मल्टीप्लीकेशन हो रहा है, बेकार खर्चा हो रहा है, वह समाप्त हो सके । जहां तक मेरी व्यक्तिगत राय का सम्बन्ध है, मैं कहना चाहता हूँ कि मैंने कमेटी के सामने भी इसको रखा था और शिक्षा मंत्रालय के सामने भी रखता थाया हूँ कि जो योजना बने वह ऐसी बने जिसका आधार राष्ट्रीय अनुशासन योजना हो, उसमें संशोधन और सुधार करके उसको आगे बढ़ाया जाए । आज हमारे देश के लगभग प्रत्येक विद्यालय में व्यायाम शिक्षक नियुक्त है, उसको ट्रेनिंग दी जा चुकी है । अगर इस नयी योजना के अन्तर्गत उनको रिफ्रेशर कोर्स दिया जाए तो मैं समझता हूँ कि उसी रुपये से, उसी खर्च से सारे देश में इस योजना को व्यापक बनाया जा सकता है । इस किताब में और पंचवर्षीय योजना का जो प्रारूप दिया गया है, जो प्रोग्राम तैयार किया गया है, उसमें भी मैंने देखा है कि इस बात का उल्लेख मौजूद है कि जो लोग पहले से इस फील्ड में कार्य कर रहे हैं उनको रिफ्रेशर कोर्स दिया जाए । पिछले दिनों हमारे शिक्षा मंत्री

हमारे वित्त मंत्री तथा दूसरे मंत्रीगण गए थे और उन्होंने इस योजना को देखा था और मुझे पूरा विश्वास है कि वे इस बात से प्रभावित हुए होंगे ।

इस सम्बन्ध में जो एक भ्रांत धारणा है, उसका भी मैं अन्त कर देना चाहता हूँ । राष्ट्रीय अनुशासन योजना को लोकप्रिय बनाने का मतलब यह नहीं है कि जितनी और योजनायें हैं, उनको समाप्त कर दिया जाए । मैं समझता हूँ कि इस योजना में संशोधन करके और समझौता करके चला जा सकता है । इस वास्ते यह जो भ्रम है कि दूसरी योजनाओं को समाप्त कर दिया जाएगा, यह निराधार है । जहां तक एन०सी०सी० का सम्बन्ध है, उसको कालेजों में रहने दिया जाए, क्योंकि वहां जा कर लड़के लड़कियां काफी नौजवान हो जाते हैं, वे बन्दूक चला सकते हैं, उनको सामरिक शिक्षा दी जा सकती है, उनको देश की रक्षा के प्रहरी बनाया जा सकता है । जो नीचे की कक्षायें हैं, खास तौर पर जूनियर हाई स्कूल और हायर सैकेंड्री की कक्षायें हैं वहां इस राष्ट्रीय अनुशासन योजना को चलाया जा सकता है । सारे देश के प्रत्येक जिले में अगर कम से कम एक दो विद्यालयों में इसको लागू कर दिया जाए तो बहुत अच्छा होगा । जिन राज्यों में इसको अभी तक लागू नहीं किया गया है, वहां पर भी इसको लागू कर दिया जाना चाहिये । इस सम्बन्ध में मुझे उत्तर प्रदेश का नाम लेते हुए शर्म आती है । उत्तर प्रदेश में जहां से श्री बैरों भी आते हैं और मैं भी, इतना हल्का होते हुए भी इसको चलाया नहीं गया है । एक कहावत है "तीन लोक से मथुरा न्यारी" । उत्तर प्रदेश की महिमा ही अजीब रही है । उत्तर प्रदेश का निवासी होते हुए वहां की सरकार की आलोचना करने में मुझे आनन्द नहीं आता है । लेकिन सारे देश के लिए जब कोई योजना बनती है तो मुझे अपनी राज्य सरकार के रबय्ये को देख कर डाई ईट की मस्जिद और डाई चावल की

खिचड़ी वाली कहावतें याद आती हैं। प्राविशाल एजुकेशन कोर की जो स्कीम वहां चल रही है, उसके विरुद्ध कोई नहीं है, उसके साथ मिला कर इस स्कीम को भी चलाया जा सकता है। मैं चाहता हूँ कि हमारे शिक्षा मंत्री महोदय, इस पर गम्भीरता से विचार करें।

मैंने देखा है कि पिछले वर्ष इसके लिए २६ लाख रुपया रखा गया था। इस साल इसके लिए ३६ लाख २६ हजार रुपये की व्यवस्था की गई है। इसका मतलब यह हुआ कि पहले से ज्यादा रकम रखी गई है। लेकिन जिस तरह से अन्य माननीय सदस्यों को इस पर सन्तोष नहीं है, उसी तरह से मुझे भी नहीं है। इसके विकास की जो योजना दी गई है, उसमें यह मांग की गई है कि तृतीय पंचवर्षीय योजना में इसके लिए कम से कम पांच करोड़ रुपये की व्यवस्था की जाए, यानी प्रति वर्ष कम से कम एक करोड़ रुपया इसके लिए मिलना चाहिए। जैसा मैंने निवेदन किया कि जो हमारे पुराने व्यायाम शिक्षक हैं उनको ही रिफ्रेश कोर्स दे दिया जाए तो बहुत कम खर्च में इसको और आगे बढ़ाया जा सकता है। मैं आशा करता हूँ कि इस पर माननीय मंत्री जी विचार करेंगे।

श्रीमान, मैं शिक्षा मंत्री जी को इस बात के लिये बधाई देना चाहता हूँ कि पिछले कुछ दिनों से उनका ध्यान संस्कृत की शिक्षा और प्रसार की ओर गया और स्वाम करके जो गुरुकुल की संस्थाएँ पहले से चल रही हैं, उनको महायता प्रदान करने का और उनको मान्यता देने का प्रश्न सरकार के विचाराधीन है। गुरुकुल संस्थाओं या वहाँ की शिक्षा प्रणाली से हमारे शिक्षा विचारकों का कुछ मतभेद हो सकता है, और मतभेद की गुंजाइश भी है। लेकिन इस बात में कोई सन्देह नहीं है कि जिस जमाने में, ब्रिटिश जमाने में हमारे देश में पश्चिमी प्रकार की शिक्षा चल रही

थी तो इन गुरुकुलों ने रेगिस्तान में एक तरह से नखलिस्तान का काम किया था और भारतीयता के राष्ट्रीय झंड को इन्होंने बुलन्द किया था। यह बहुत सुन्दर बात है कि हमारी संस्थाओं को मान्यता प्रदान की जाए। मैं मंत्रालय को इसलिये भी बधाई देना चाहता हूँ कि वह कोई कानून इस तरह का बनाने वाला है कि जिसके द्वारा उनको विश्व-विद्यालयों का दर्जा दिया जा सके। मैं चाहता हूँ कि वह जल्दी में जल्दी होना चाहिये।

इस सम्बन्ध में मैं एक यह भी निवेदन करना चाहता हूँ कि अभी तक भी हमारा शिक्षा मंत्रालय पूरी तरह से इस बारे में जागरूक नहीं है। उदाहरण के लिये इसी रिपोर्ट में कहा गया है कि गुरुकुल कांगड़ी के लिए एक लाख रुपया मंजूर हुआ है। मुझे बताया गया है कि कुछ वर्ष पहले जब इस गुरुकुल कांगड़ी की जुबिली मनाई गई थी तो पांच लाख रुपये की घोषणा स्वयं शिक्षा मंत्री महोदय ने की थी। वह पांच लाख घटते घटते एक लाख ही रह गया है। लेकिन यह भी उसको अभी तक नहीं मिला है। ३१ मार्च आने वाला है और इससे पहले पहले यह रुपया मिल जाना चाहिये। कभी वित्त मंत्रालय कोई अड़चन डाल देता है, और कभी नियमों की अड़चन डाल दी जाती है। जामा मिलिया और दूसरी संस्थाओं को पैसा मिल भी चुका है परन्तु गुरुकुल कांगड़ी को यद्यपि वित्तीय वर्ष समाप्त भी होने वाला है अभी नहीं मिला है, अभी तक लिखा पढ़ी ही हो रही है। मैं चाहता हूँ कि इसमें शीघ्रता लाई जाए और जो रुपया उसको देना है वह तुरन्त दे दिया जाए।

अध्यक्ष महोदय, आपकी आज्ञा में पिछले अधिवेशन के अन्तिम दिन मैंने एक आधे घंटे की चर्चा उठाई थी और वह स्थापना

## [श्री भक्त दर्शन]

संग्राम में जिन राजनीतिक पीड़ितों ने अपनी जानों की आहुति दे दी थी, उनके आश्रितों के सम्बन्ध में थी। आज भी जो राजनीतिक पीड़ित जीवित हैं, वे बड़े कष्ट में अपने दिन बिता रहे हैं। कुछ लोग हैं जो अनुभव करते हैं कि बहुत से मंत्री हो गए, एम० पी० हो गए, एम० एल० ए० हो गए और उनकी अच्छी हानत हो गई है। लेकिन अगर आप तट में जायें तो मैं समझता हूँ कि आप पायें कि सारे देश में जहां तक एक लाख व्यक्तियों ने कुर्बानियां की थी, उनमें से ६०-७० हजार अब भी ऐसे हैं, जो बहुत ही गरीब हैं, बहुत ही कष्ट में दिन बिता रहे हैं। उनके लिए कोई विशेष कार्य नहीं किया गया है। बड़ी मुश्किल से, बड़ा हल्ला मचाने के बाद अध्यक्ष महोदय, आपके समर्थन में एक योजना तैयार की गई है कि उनके आश्रितों को शिक्षा सम्बन्धी सहायता दी जाए। लेकिन रिपोर्ट में कहा गया है कि अभी तक केवल चार राज्यों में ही उसे लागू किया गया है और वे राज्य हैं, आंध्र प्रदेश, बिहार, मैसूर और उड़ीसा। दिल्ली मनीपुर और त्रिपुरा जो कि केन्द्र शासित प्रदेश हैं उनमें भी इसको लागू किया गया है। इस कार्य में ५० प्रतिशत सहायता केन्द्रीय सरकार की ओर से दी जाती है। उस दिन माननीय शिक्षा मंत्री महोदय ने आश्वासन भी दिया था कि विशेष परिस्थितियों में इस सहायता की मात्रा को बढ़ाने का भी वह प्रयत्न करेंगे। राज्य सरकारों का यह जो रबैया है यह निराशाजनक है। हमारे देश में राज्यों की स्वाधीनता की स्वतंत्रता की आवाज उठती है, इस प्रकार का नारा लगाकर अपने को अलग करने की भावना मैं समझता हूँ, स्वतंत्रताक है और इस सम्बन्ध में जरा कड़ा हल्ल घपाने की आवश्यकता है। मैं शिक्षा मंत्री महोदय से अपील करता हूँ कि राजनीतिक पीड़ितों के आश्रितों के लिये जो योजना उन्होंने तैयार की है वह है तो बहुत सुन्दर लेकिन इस बात

का प्रयत्न किया जाना चाहिये कि आगामी तीन चार महीनों में यानी पहली जुलाई से तो कम से कम इसको पूरी तरह से लागू कर दिया जाए। इसलिये यह आवश्यक है कि तमाम प्रान्तों में राजनीतिक पीड़ितों की सूचियां तैयार हों, उनका सैसस हो। मैं समझता हूँ कि केन्द्रीय सरकार ने अभी पिछले दिनों यह निश्चय किया है कि जिन्होंने स्वाधीनता संग्राम में भाग लिया था उनका एक "हू इज हू" तैयार किया जाए, उनकी एक परिचय पुस्तिका तैयार की जाए, उसको प्रकाशित किया जाए। मैं कहना चाहता हूँ कि उनके नाम पुस्तक में छप जाना ही काफी नहीं है। इसको आप करें, यह बड़ी अच्छी चीज है। हर एक प्रदेश में इसको तैयार किया जाना चाहिये। अगर और देश की बात होती तो होना यह चाहिये था कि जिन्होंने स्वाधीनता संग्राम में भाग लिया था, उनको राष्ट्रपति जी के हस्ताक्षरों से अभिनन्दन पत्र समर्पित किए जाते और उनको प्रत्येक समारोह में बहुत ही गौरव के स्थान दिये जाते। लेकिन इसको छोड़ दीजिये। यह तो गई बीती बात है अब जो योजना आपके सामने है और जो बड़े संघर्ष के बाद स्वीकार की गई है, मैं शिक्षा मंत्री जी से अनुरोध करूंगा कि बड़े उत्साह और बड़ी लगन के साथ राज्य सरकारों को वह मनाने का प्रयत्न करें ताकि आगामी १ जुलाई से प्रत्येक राज्य में इसकी सुविधा राजनीतिक पीड़ितों के आश्रितों को प्राप्त हो सके।

धन्य में अधिक न कहते हुए मैं इतना ही कहना चाहता हूँ कि जो बातें मैंने कही हैं, उनपर विचार किया जाये और उनको धन्य में नाने का यथाशीघ्र प्रयत्न किया जाए।

Mr. Speaker: Every other man gets an award. Those persons that suffered and took part in the freedom movement in the whole of India must be helped. A list must be made of

such persons, and they and their children must be given some help and assistance. Their children should be helped in their study. That is a good suggestion. A Who's Who of every blessed man in the world is there, but not of these people, who fought for the freedom of this country and all of them are perishing.

**Shri Ram Sewak Yadav:** What about the honour given to freedom-fighters at the Queen's reception at Jaipur?

**Shri S. M. Banerjee:** Chandra Sekhar Azad was killed; his family is suffering.

**Mr. Speaker:** The Centre is somewhat helpful. But what about the States?

**An Hon. Member:** There are so many.

**Shri Khadlikar:** Mr. Speaker, Sir, a few minutes back you wrongly styled me as a politician.

**Mr. Speaker:** I will call him a statesman.

**Shri Ram Sewak Yadav:** May I know whether he has changed his educational policy or whether he holds to the same policy?

**Shri Khadlikar:** All the ills that are there in the academic world perhaps are due to the politics that has entered the field. I will strive to eschew it. Recently in last November, if I am not mistaken, the Education Minister addressed the Education Ministers from the States. He gave a review and a sort of perspective view of our education in reference to our Third Plan. I find from the review that he missed one vital element or vital factor, which he ought to have considered when he was talking about education, particularly in reference to the Third Plan.

We are on the verge of a revolution so far as the field of education is concerned, viz., the traditional society is slowly being penetrated by neo-literate, new developmental efforts and

other social activities. There is a certain ferment all round. What is happening today is, naturally there is a certain amount of conflict between generation and generation one can understand that. But unfortunately there is a big cleavage between reality and education in this country. This problem was very pointedly mentioned in a recent study of Soviet society by a newspaper man, who is a communist and who spent five years in U.S.S.R. He made a rewarding study, which has been recently published. In that study, he has made a very pertinent reference to problems and reforms in education in Soviet society. They are very much relevant to our problems, because the Soviet society is in a phase of transformation. While a society is in a state of transformation, just as we look to the industrial projects and other social developmental aspects, it is incumbent on us to look at the problems of education from a fundamental point of view.

Most of our pioneers in the field of education were, if I am not mistaken. Oxbridge people, as they call it, with Oxbridge shine. My friend, Shri Hiren Mukerjee will excuse me if I use that expression. When they laid the foundation, certain liberal ideals were there. But today the ideals have changed, and we want to bring into our educational schemes in the next Plan about 80 per cent of children in the age group 6—11 and at the university level by the end of the year, if I am not mistaken, about 9 lakhs students. This is a gigantic problem and unless we apply our mind altogether in a different way, I do not think mere grants or certain schemes envisaged by the Education Ministry would be able to meet the situation.

I would read out one or two sentences in order to illustrate my point. This book is entitled Inside The Khrushchev Era written by an objective observer, Mr. Giuseppe Boffa, an Italian communist, who spent five years in Russia. He was given all facilities to study all facets of Soviet life. There is a particular chapter

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on school reform. I am referring to this very penetrating analysis of the school system prevalent in the Soviet Union and the problems that they are facing, because they are more similar to our problems: He says:

"A cleavage was developing between education and reality as school became detached from life to become an end in itself. The objective of a school, particularly the high school, cannot be only to create specialists. It has a much higher task—to find man for his existence in a Socialist society...."

Another observation he has made in this context is also very important:

"At the base of the reform is a new and revolutionary idea. All young people, whatever their origin and their attitude, must have a job in the productive life of the country after a determined cycle of study has been completed. Thereafter, for a given period, study and work will go together and selection for university training will take into account achievements in both spheres."

This is very important, because this is a problem facing not only India but all the world, for instance, in Britain. Recently I saw one report. This problem is exercising the mind of the educationists there in Britain and they have appointed a committee under the presidentship of Lord Robins, to suggest how to meet the needs of the expanding university population on the one side and the needs of a new society on the other

In this country, immediately after freedom, we had such a commission on university education and it reported in 1949 or 1950. That was known as the Radhakrishnan Commission. I do not mean any disrespect to them, but this commission did not apply its mind to the changing or transforming

society. I have seen their report and that is my view. In ten years, I must say that our society has transformed, which perhaps few in this House realise. If you go to a village, in our society which has got the hierarchical caste system, if you go to the lowest bottom, when a child once enters into a primary school, his parents naturally desire that he must have education, whether he is so much qualified or not, stage after stage till he enters university, because without entering the university, he is not likely to fit himself in the new social environment and get a suitable job. This is very important.

Of course, there is some element of truth in saying that people coming from the rural areas are at a great disadvantage. This is not only in India. There also in Russia I would like to refer to one small quotation. We generally assume that in the Soviet Union, there is no discrimination. But there also, this author says that people who have got influence get easily into higher and technological institutions vis-a-vis other students. There are rigid examinations and students coming from rural areas are at a disadvantage compared to the students coming from the city areas. This is an observation made even by this author that in the so-called "developing socialist society" these things are also seen. I will read one or two sentences:

"A single examination by no means discovers the best candidates. The use of influence was possible; a parent of prominence in the community or with ties in university circles could get his child admitted unfairly. But the crucial fault with the examination system was the advantage it gave city students compared to those in the country."

These are all very significant things.



Today in the countryside colleges are sprouting up even at the talukas. So far as my area is concerned, formerly there was one university. Now there are four. I do not know how they get qualified teachers. But there is a demand, and they get them, whatever the qualification; because, qualification becomes a secondary thing. You have got to provide teachers. Therefore, my first submission is that they will have to view the problem in a different context, appoint a committee of this nature, wherein we will consider how we are going to fit in the whole educational apparatus within the framework of a transforming society, where the traditional old social order is definitely being undermined and is being disrupted slowly. This is one aspect regarding higher education which I want to place for your consideration.

There are some other aspects which I will refer to in a few minutes. There is the question of the university language. What should be the medium of instruction? Unfortunately, I must give a warning at this hour to those who would like to heed it. There are fanatics and the worst fanatics are the language fanatics; that is to say, those people who say "here and now, we must have Hindi as the medium of instruction" or the people who go to the other extreme and say, like Shri Maganbhai Desai, "all education must be in the regional language, in Gujarati" What is happening? Already we say that our national unity today, with all talk of national integration, emotional integration and all that, is being weakened because, after the creation of language States, there is a greater identity with the regional language feeling, regional patriotism, regional casteism, tradition and what not. We look at India with all this. When we go back to our State, leave aside this House, people look at India from that regional angle and they consider the only problem is the problem of their State.

**Shri Yadav Narayan Jadhav:** No, not like that.

**Shri Khadilkar:** This is my view. Therefore, if you want to contain this regional patriotism within the broad framework of national unity, you will have to take steps regarding the language or medium of instruction in the universities with more caution.

There is another aspect to it—one hon. Member referred to that—and that is regarding the technical terms. Unfortunately, in this country, in our mistaken patriotism, we coin many words. Dr. Raghu Vira has opened a mint for manufacturing words. He is creating words which have no meaning. Words or language can be built up only through social intercourse. He forgets all that and he feels he can throw away words as if he is running a mint, as it was once in America that introduction of education was looked at as the production of manpower; you can produce any number of engineers you want. How many educated people you want for this establishment? "All right, put them, as they say, on the assembly line and you will get so much manpower for this technical job and so much for that".

I will give you one small instance. All people in this country know what is cement. In Marathi also we call it cement and everybody knows it. But if you call it *Vajrachurna*, I do not know with all your Sanskrit scholarship how you will translate it to your people; I simply fail to understand it. Therefore, the only way to translate the highly technological terms is to absorb them; that is to say, retain the international terms. There is no other alternative. If you want to educate people in this way, then alone you can make them technically literate. Today we are technically illiterate. And when we look at the west, particularly the Soviet Union and America, we find that technical graduates every year are produced at a higher rate in the Soviet Union than even in America. You will have to meet that demand in this country.

Therefore, I would like to urge that all this fanaticism regarding invention

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of new terminology—as I said, counterfeit minting of words—must be stopped, and fanaticism regarding the introduction of language for teaching at the university level should not be carried too far. I for one certainly want one language. We must speak in one voice. But that language must certainly appeal to me, must inspire me in such a way as my mother-tongue does to express myself in a better way. Is it happening today? It is not happening. There are certain barriers which we must remove. And when we call a language a national language, it is the duty of those who sponsor the national language to enrich it, to develop it, to introduce it at all levels and say “we are going this way at the administrative level, at the university level, in all this region”, so that others might follow that example.

Sir, one small thing and I have done. Recently there was an enquiry regarding Aligarh. Two years back there was an enquiry regarding Banaras. I think these are symptomatic. It is no use apportioning the blame, because, as I say, in all walks of life today the ideological objective is lost sight of and instead of thinking in terms of philosophy, we have given up all philosophy and think in terms of politics and of groups. Whether it is in politics or academic life, say a medical conference or any conference, or in any organised body, we just come round to one grouping, that is grouping of politics and power.

If you want to fight this menace, it is the duty of the Education Ministry and the educators of this country and the new generation that is coming up, that they must feel that there is a new intellectual ferment in the country, that new ideas are developed and absorbed and new ideals are placed before them, ideals of a new society which is emerging out of all our effort. If such an attitude is not adopted by the Education Ministry with all the other equipment at their disposal, I do

not think future generations will say that they were equal to the task.

**Mr. Speaker:** I shall now call upon Shri D. A. Katti. My difficulty is that I cannot call every group on every subject. I am not calling every group on every subject. Groups that have three, four, five or six Members I must allow, but because he represents the Scheduled Castes I have called him. Otherwise, I would have called Shri Supakar or Shri Yadav.

श्री रामसेवक यादव: अध्यक्ष महोदय, शिक्षा का प्रश्न बहुत महत्वपूर्ण है।

**Mr. Speaker:** I will call him on another time. I cannot help.

श्री रामसेवक यादव: श्रीर विषय पर आप चाहे न बोलने दें पर शिक्षा पर तो अवश्य मौका दिया जाये।

**Mr. Speaker:** He wants to talk on every subject.

**Shri Ram Sewak Yadav:** Those grants which involve some policy.

**Mr. Speaker:** I do not know if there is any subject which does not involve policy! Yes, Mr. Katti.

**Shri D. A. Katti (Chikodi):** In this ever-progressing world, education has become a matter of the utmost importance. But in spite of this importance and in spite of so many schemes and in spite of so many programmes, seminars, exchange of scholars and scholarships and all this noise, I feel that education is being neglected.

16.30 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

I do not know whether this is done consciously or unconsciously. But we must remember that in this country which is beset with all the ills and

evils, we have to take proper care of education, because education will take care of the rest.

There is a general feeling, or rather there is a general complaint from most of the people in the country that there is an awful fall in the standard of education, that there is chaos in the sphere of education. To save the present generation from any further fall, it is very necessary to go into the causes that have led to this fall or this deterioration in the system of education, and try to improve the quality of education.

I have tried to study this question, and I have found that primary education which is the foundation has been weakened by following a wrong method and a wrong policy in respect of education. I have visited many of the schools in the villages as well as in the towns, especially the primary schools, and I have got some impressions which I would like to place before the hon. Minister, through you, Sir, for his consideration.

One will find in the primary schools, especially in the first four classes, that there are about fifty to sixty students in every class, and it is absolutely impossible for one teacher to teach so many children or to take care of so many children. Of course, in the colleges, it is possible that one lecturer may lecture for about hundred students, but especially in the primary schools it is not at all possible to take special care of as many as sixty students. Therefore, I would like to suggest that for every group of twenty-five students there should be one teacher. Thus, we would be requiring a greater number of teachers. But then, if we want to improve the quality of education, and if we want that the teachers should take special care of the students, then we shall have to provide for these teachers also.

Then, there are so many other activities in these schools, extra activities; for example, there are several special

weeks celebrated, such as the prohibition week, the small savings week, and so on; I think there are as many as twenty-six such weeks. The students are taken on those days in the procession, and they shout slogans, and then they come to the school-building. There, some *gram-panchayat* man is dragged and forced into the president's chair, and he is made to preside over the meeting; and the teacher then delivers a speech on prohibition or on small savings and so on, as the case may be, before his audience which consists mostly of students; actually, the lecture is meant for the villagers, but the teacher delivers his lecture as far as his knowledge goes, to those students only. This is waste of time and waste of energy. This sort of thing should be done away with.

Thirdly, I would like to say a word about basic education. Last time also, I referred to this subject, and the hon. Minister said then that it was too late to do anything in that respect. I say that it is never too late. You must study the results, and then you must be prepared to adjust and readjust according to the circumstances. If the results are not good, you must be prepared to read just this basic education. I have seen what this basic education is; it means simply spinning and sweeping the rooms; a lot of time is spent on this. The teacher never takes any interest and the students also take no interest; simply, a lot of time is spent on this sort of education. Those who advocate this basic education are sending their children only to the convent schools. They tell others that they must send their children to the basic education schools. Why should there be this kind of discrimination? If you believe in basic education, you must be prepared to send your children to the basic education schools.

The lot of the teacher is worse than that of others. As everybody knows, the teacher is the lowest paid servant under the Government. He is the most unhappy person. He has not got any

[Shri D. A. Katti]

desire to teach, and especially the primary school teachers have got a number of children; I do not know why; when they have got so many children, and they have to shoulder these family responsibilities, and they get just about Rs. 60 to Rs. 70, they are not in a position to carry on with that amount; so, they are longing for so many tuitions; thus, they never take care of the students in the schools.

Further, the primary school teacher has not got any social status also. In this country, power is worshipped; in this country, money is worshipped; even the ordinary police constable is valued because he has got a sort of status, but this poor teacher has not got money; he has not got power, and therefore, he does not get any social status at all. Therefore, in order to enhance his status, you must give him at least Rs. 100 minimum salary per month, including all allowances. Instead of spending crores of rupees on construction of buildings, if you help this man, the teacher, he can put his heart and mind into his work and can teach his students well. That way it will be possible to improve the quality of education.

Secondly, I come to the suggestion about mid-day meal. Shrimati Renuka Ray referred to it. I agree that mid-day meal should be given to the students who are poor. But I am opposed to that because if you give this mid-day meal to poor students only in the school, that will create inferiority complex in their mind. If at all you want to give mid-day meal, give to all the students; otherwise, do not give to anybody. It is a very wrong principle they are following and I vehemently oppose it. Instead of mid-day meal, Government could give them scholarships. That way they could be helped. Or they may be helped with stationery, books etc.

You are going to spend this 16 nP which is not going to reach the students. I know very well what

happens. The teachers do not spend the amount. They are poverty-stricken. So they also do not spend all the money on the children. This is what is happening. So it should be done away with.

**Shrimati Renuka Ray:** May I interrupt for a minute....

**Shri D. A. Katti:** I do not yield.

**Mr. Deputy-Speaker:** When he is not yielding, the hon. Member has to be content with that.

**Shri D. A. Katti:** The constitutional responsibility of the State Governments is to provide universal education; it ought to have been done by 1960. there is no progress in that respect also. Very attractive figures are given in the Report. It is said that by the end of the Second Plan, there will be about 338 lakh students in primary schools. In this respect, I made an inquiry and found that about 50 per cent of them are not attending schools. Therefore, I am not going to be led away by these figures which are so attractive. Here also the Minister should pay his attention.

Then as regards secondary and University education, I may say that because of basic education, *sapthahas*, rush in the class and the teachers' inability, the students learn very little. They go to the secondary school and from there to the University. But the student is very weak; he cannot even write his name properly and cannot also read. That is the result of this primary education. I was shocked to see that my son who was studying in the second standard, was not able to read even two or three letters. Then I appointed a teacher and within six months, he could read the newspaper. This is my personal experience. So as Shrimati Renuka Ray said, there is no standard and therefore, there is no question of a fall in standard. It is with this qualification and knowledge that

The student goes to the secondary school.

I do not wish to say anything about the teaching method, but there the examination system is wrong. There is a one-way traffic in secondary and University education, because the teacher or the professor goes on lecturing, lecturing and lecturing, without taking stock of what he has taught and what the student has learnt. This is not the way to teach. Every week he must see what he has taught and what the student has learnt. This system is followed in American Universities. But here it is a one-way traffic. I would request the Education Minister to take this matter also into consideration and see whether he cannot effect any reform as regards the system of examinations. Then there is very often change in the curriculum. That should not be done.

Again, the Ministers in the States, most of them, are not educationists at all. I have put some questions to them, and they have not been able to enlighten me on questions on education. These people are made the Education Ministers, and they, without any purpose, without having any knowledge, dabble with education and spoil everything. For instance, on the question whether English is to be introduced or not, the Minister will come and say something, without knowing its repercussions. Again, when there is criticism, he comes in and says no, no, that was wrong, now we are reversing it. That way, one day English is introduced, and the next day it is removed. It happened in Bombay, and some of the educationists, persons connected with education, made complaints against this. That should not happen.

In view of the failure of the State Governments to impart good education and the chaos that is created, and in view of the importance of education today, I would like to suggest that the Constitution should be amended, and education made the

sole responsibility of the Centre, and not of the States. Then there would be uniformity and some improvement.

**Shri Goray:** Uniform chaos also!

**Shri D. A. Katti:** Otherwise, these Ministers will go on dabbling and spoiling everything.

Nobody in this debate has referred to the indiscipline of students, even though that continues. According to me, this indiscipline among students is due to politics. Politics has entered the holy place of education. The parents have got connection with some political parties, and whenever some movements take place, the parents also do not take any objection. So, they are also responsible. So, politics is responsible for this indiscipline. And for the indecency among students, I think the cinema is solely responsible. You know, Sir, most of them are obscene. There is no check over the cinemas. Any man without knowing anything, writes any bloody story, and that is released.

**Mr. Deputy-Speaker:** If the hon. Member is going to discard everything attractive, how can the Minister help him?

**Shri D. A. Katti:** That can be made more attractive, in a very decent way. Anyway, that is my impression, and I cannot help it.

**Shri Barrow:** You are very orthodox.

**Shri D. A. Katti:** I am not: I too visit the films, but that is my impression. There is nothing instructive, nothing entertaining also. As you say, there must be something attractive and entertaining, but I find nothing entertaining there, and absolutely nothing aesthetic.

Many hon. Members have spoken about Hindi. I do agree that Hindi should be introduced. Everybody should know Hindi, but difficulty is being experienced. The words are not properly coined. In certain places I find P.W.D. is called प.व.द. विभाग

[Shri D. A. Katti]

that is, the department producing people, and a State farm is called राजकीय कृषी । So, you are not getting proper words. It is not necessary to go on coining all the words. You have got, for instance, Krishi Bhavan and Rail Bhavan. Krishi Bhavan is all right, but rail is not Hindi. That way you can use English words. Lok Sabha and Rajya Sabha you can find in the English dictionary. Then why are you so much afraid of English words, and want to translate every word? You can have the same word, and people can very well understand. If it is a coat, say coat. That way too you can enrich your language. Till then, there should not be any insistence upon substituting Hindi for English, because I say English has given you life. There may be hatred towards the English people, but do not have hatred for the English language. It is because of English language that you have been able to fight the English people, oust them and have this freedom. That day, when the Prime Minister was speaking on Congo affairs, he said that the Belgians did not allow those people to receive education beyond the primary stage. If the English people also had started Sanskrit patasalas, what would have happened? Because of this English education you have been able to reach this stage. Otherwise, your freedom movement would have been postponed for a hundred years. (Interruption.) We have reached this stage because of that education. Why go on hating an international language? We have been able to receive a good deal of benefit out of it.

I am glad to read one thing that a committee on religious and moral instruction was appointed and it has made some recommendations about the teaching of religion in the colleges. I welcome this measure; but I would like to suggest also that as there is the Science Institute or the Agricultural Institute, in the same

fashion, there should be a Theological Institute where a comparative study of all religions can be made. Religion has become more and more important because the world is advancing too far ahead and there is technological advancement and scientific advancement. Therefore, proper religion which could help a man to grow in life should be studied. That is why such an Institute would go a long way to achieve this objective.

One minute, Sir, about scholarships. The distribution of the scholarships to the Scheduled Caste students is handed over to the State Government. I would bring to the notice of the hon. Minister that the distribution is not still properly made and the students are not getting the scholarships in time. That way a great obstacle is put in the way of the students. I hope the hon. Minister would instruct the State Governments to do the needful in this matter.

Shrimati Renuka Ray: Sir, on a point of personal explanation. According to the scheme the mid-day meals are served not only for the poor children but for all; but only the rich parents are expected to pay for it.

Shri D. A. Katti: I have said that it is a fact.

Mr. Deputy-Speaker: He has not criticised the hon. Member. There ought not to be any personal explanation.

The hon. Members may now move their cut motions relating to the Demands under the Ministry of Education, subject to their being otherwise admissible.

Need for opening free Hindi teaching centres in non-Hindi areas

Shri Aurobindo Ghosal: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100." (76)

*Need for developing Hindi language by coining important phraseology from all-Indian regional languages.*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (77)

*Failure to introduce free and compulsory primary education*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (231)

*Failure to check indiscipline among students*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (232)

*Failure to maintain the falling standard of education*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (233)

*Failure to introduce Sanskrit in Schools and colleges as a compulsory subject*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (234)

*Failure to introduce the oriental Cultural aspects in text books of schools and colleges*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (235)

*Need to re-orientate the existing system of examination*

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

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (236)

*Inadequacy of facilities for education, training, after-care and employment of physically handicapped persons, particularly the blind and the deaf and dumb*

**Shri S. C. Gupta:** I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (594)

*Need to assess the requirements regarding education, training, after-care and employment of the physically handicapped on States or regional basis and to provide resources accordingly*

**Shri S. C. Gupta:** I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (595)

*Need to investigate the possibility of employment of physically handicapped persons in different industries and to take suitable steps to induce employers to provide such employment*

**Shri S. C. Gupta:** I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (596)

*Need to employ or give out contracts to physically handicapped artisans and craftsmen by Government and by public sector undertakings in suitable cases*

**Shri S. C. Gupta:** I beg to move:

"That the Demand under the head Ministry of Education be reduced by Rs. 100." (597)

*Failure to grant scholarships to the needy students*

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

"That the Demand under the head Education be reduced by Rs. 100." (289)

*Failure in the proper selection of students for foreign scholarships*

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

"That the Demand under the head Education be reduced by Rs. 100." (290)

*Need for more scholarships for the handicapped*

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

"That the Demand under the head Education be reduced by Rs. 100." (291)

*Need to expediate the set-up of the National College of Physical Culture*

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

"That the Demand under the head Education be reduced by Rs. 100." (292)

*Need to form a national committee of sports for the recognition of individual sportmen and teams*

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

"That the Demand under the head Education be reduced by Rs. 100." (293)

*Need for free schools for the blind*

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

"That the Demand under the head Education be reduced by Rs. 100." (294)

*Need for linking the problems of the youth with the National Discipline Scheme*

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

"That the Demand under the head Education be reduced by Rs. 100." (295)

*Need for coaching Indian Sportsmen*

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

"That the Demand under the head Education be reduced by Rs. 100." (296)

*Need for national stadia in big cities*

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

"That the Demand under the head Education be reduced by Rs. 100." (297)

*Need to expedite the completion of the Calcutta Stadium*

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

"That the Demand under the head Education be reduced by Rs. 100." (298)

*Need to give grants to States for setting up a small stadium in each district*

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

"That the Demand under the head Education be reduced by Rs. 100." (299)

*Need for free schools for the deaf and dumb*

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

"That the Demand under the head Education be reduced by Rs. 100." (345)

*Need for showing educational films in schools*

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

"That the Demand under the head Education be reduced by Rs. 100." (346)



*Need for retaining the current scientific terminology in Hindi*

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

"That the Demand under the head Education be reduced by Rs. 100." (347)

*Need for translating the words from regional languages into Hindi*

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

"That the Demand under the head Education be reduced by Rs. 100." (348)

*Need for more scholarships for the school students*

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

"That the Demand under the head Education be reduced by Rs. 100." (349)

*Need to change the basis of awarding national awards to teachers*

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

"That the Demand under the head Education be reduced by Rs. 100." (350)

*Need for a Linguistic University for Indian languages*

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

"That the Demand under the head Education be reduced by Rs. 100." (351)

*Need to lay down strict standards for the non-government Colleges for obtaining grants from the University Grants Commission*

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

"That the Demand under the head Education be reduced by Rs. 100." (358)

*Need for audit on the utilisation of grants made by the University Grants Commission to the colleges*

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

"That the Demand under the head Education be reduced by Rs. 100." (359)

*Need to keep a check on the development of non-government colleges obtaining grants from the University Grants Commission*

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

"That the Demand under the head Education be reduced by Rs. 100." (360)

*Need for a non-official committee of educationists to review the progress and improvement of the colleges which are under the University Grants Commission scheme*

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

"That the Demand under the head Education be reduced by Rs. 100." (361)

*Need to open Evening Colleges in all the Universities*

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

"That the Demand under the head Education be reduced by Rs. 100." (362)

*Need to introduce correspondence courses in all the Universities*

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

"That the Demand under the head Education be reduced by Rs. 100." (363)

*Need to abolish third division in the examination for Masters' degree*

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

"That the Demand under the head Education be reduced by Rs. 100." (364)

*Need for more trained teachers for multi-purpose schools*

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

"That the Demand under the head Education be reduced by Rs. 100." (365)

*Failure of multi-purpose schools scheme in West Bengal*

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

"That the Demand under the head Education be reduced by Rs. 100." (401).

*Need to integrate secondary schools and multi-purpose schools in one category*

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

"That the Demand under the head Education be reduced by Rs. 100." (402).

*Need to provide free universal compulsory primary education*

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

"That the Demand under the head Education be reduced by Rs. 100." (403)

*Need to change the present system of examinations*

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

"That the demand under the head Education be reduced by Rs. 100." (404)

*Need to establish more teachers' Training Schools and Colleges*

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

"That the Demand under the head Education be reduced by Rs. 100." (405)

*Need for the change in the scheme of the Basic Training Schools and Colleges*

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

"That the Demand under the head Education be reduced by Rs. 100." (406)

*Need for abolishing the grants of scholarships to Scheduled Castes and Scheduled Tribes on the basis of caste*

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

"That the Demand under the head Education be reduced by Rs. 100." (407)

*Delay in giving grants by the University Grants Commission*

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

"That the Demand under the head Education be reduced by Rs. 100." (453)

*Need to dispense with the matching grants by the University Grants Commission*

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

"That the Demand under the head Education be reduced by Rs. 100." (454)

*Need for grants by U.G.C. for setting up libraries in colleges*

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

"That the Demand under the head Education be reduced by Rs. 100." (455)

*Need for grants by U.G.C. for purchase of equipment by colleges*

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

"That the Demand under the head Education be reduced by Rs. 100." (456)

*Failure to impart free and compulsory education to all children below the age of fourteen years*

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

"That the demand under the head Education be reduced by Rs. 100." (564)

*Question of pay and other service conditions of teachers of higher secondary schools.*

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

"That the Demand under the head Education be reduced by Rs. 100." (565)

*Question of pay and other service conditions of University teachers*

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

"That the Demand under the head Education be reduced by Rs. 100." (566)

*Need to have a residential University at Kanpur*

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

"That the Demand under the head Education be reduced by Rs. 100." (567)

*Need to have three years degree course in U.P.*

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

"That the Demand under the head Education be reduced by Rs. 100." (568)

*Growing frustration among the students*

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

"That the Demand under the head Education be reduced by Rs. 100." (569)

*Slow progress in providing free primary education*

**Shri Supakar:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (598)

*Need to provide more opportunities for University education*

**Shri Supakar:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (599)

*Development of Sanskrit*

**Shri Supakar:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (600)

*Need to educate and encourage the education of disabled students by awarding them stipends*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (619)

*Need to make Hindi the medium of instruction in the Delhi University*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (620)

*Failure to check growing indiscipline among students*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (621)

*Failure to check irregularities in the Banaras Hindu University*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (622)

*Failure to make proper arrangements to give scholarships to the students of scheduled castes*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (623)

*Need for suitable efforts for the development of Hindi as national language*

**Shri Khushwaqt Rai:** I beg to move:

"That the Demand under the head Education be reduced by Rs. 100." (624)

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

Shri Sadhan Gupta he will have only a few minutes.

**Shri Sadhan Gupta:** Sir, I am referring to the problem of the education of the physically handicapped. In this matter there ought to be a definite direction of policy. Our difficulty is in the matter of the physically disabled; and the people involved are the blind and the deaf and dumb. We are accustomed to see them as beggars; and, naturally, our inclination is to be charitable. But, as a matter of policy, this is not only undesirable but positively harmful. It is very necessary that the problem should be approached not from the charitable point of view but from the point of view of utilising the material in society which is going waste now and which might be very profitably utilised to the benefit of society and, of course, to the benefit of the individuals concerned, if proper training and education are imparted and proper conditions are created.

It must be realised that given proper training and education, the physically handicapped persons, the blind, the deaf and dumb would be able to hold their own in many fields, just in the same manner as any un-handicapped person would be able to hold his own. They would do equally well. I do not say for a moment that every one of them would reach the top; that is an absurdity. Every un-handicapped person does not reach the top profession either. What must be ensured is that every physically handicapped person is able to find the same level which his ability justifies, in spite of his physical handicap and his physical handicap alone should not be allowed to impair his chances of reaching the same level.

The deaf and the dumb, for instance are supposed to make very good artistes. If there is a prejudice against them, that should not be allowed to impair their chances. Similarly, the blind have shone in many professions and occupations such as musicians, industrial workers or as teachers, and perhaps, as lawyers....

**Mr. Deputy-Speaker:** .... and as parliamentarians.

**Shri Sadhan Gupta:** The point is that because of their physical handicaps alone they face certain prejudices and certain difficulties which should not be allowed to stand in their way and suitable provisions must be made for that purpose. The question is: how to do it?

The essentials are: education in training, aftercare in many cases and then suitable employment in gainful occupations. In all these respects, I am sorry to say that very inadequate provision has been made. Let us take education in training. There does not seem to be a sense of proportion in the Government's policy. I believe a school is being established at Delhi at a cost of Rs. 21 lakhs. There is hunger for schools for the blind in all the regions and there are schools existing in every region, in almost every State. There are schools existing in Delhi as well. The effort should be rather at expanding the capacity of the existing schools than to establish costly new schools. Because, if you expand the existing schools, the money is much better spent and more benefits are conferred than if merely a new school is established at a huge cost and it starts from scratch. I also understand that the training facilities for the deaf and the dumb are also very inadequate. There is acute shortage of teachers but then practically nothing is being done. A new department for teachers' training has been opened in the Calcutta school for the deaf and the dumb but even that is not expected to meet more than half the requirements.

Educational facilities for the blind are very inadequate today. The blind people receive training mostly in crafts. That is desirable. I do not say it is undesirable but a general education must accompany the training in crafts. An educated artisan makes a much better artisan or craftsman than an uneducated one. An educated artisan becomes an exponent of the art while an uneducated artisan becomes a kind of mere machine and cannot have new ideas suitable to the arts.

Even in the matter of vocational training, it is useful and it helps the blind or the deaf or the dumb.

But even in that case facilities are grossly inadequate. Most of the educational institutions for the blind have their vocational wings. Some institutions are even exclusively vocational. But even then it does not meet a fraction of the need that exists for vocational training of the blind—I do not know of the deaf and dumb but it must be practically the same. The Dehra Dun Institute, for instance, I believe, does not admit any blind person who has not gone to a school. Although education is necessary, as I said, yet there should not be an absolute bar because an uneducated person can learn a craft, and if they want to establish themselves in life no bar should be placed on this.

To remedy all this, the needs for the training and education of physically handicapped must be assessed. It must be assessed on a State basis. If it is not found possible to assess on a State basis it must be assessed at least on a regional basis. It must be assessed through the Boards concerned with the assessment of the needs of each category of the physically handicapped. In these Boards it is desirable that officials should not dominate. These Boards should consist of people who are aware of the problem and, if possible, of people who are actually blind or deaf and dumb if such persons are available.

The next thing is, there is an acute need for stipends and scholarships to

enable blind persons, particularly, to follow their education. The costs of education in the case of blind persons are very heavy because they have not only to pay the tuition fee but the reader's wages and also conveyance charge for a companion who will take the blind person to a school or college. Many parents of blind students cannot pay, some can pay, but it is unfortunate that the parents are unwilling to pay because they think that it is useless, it is a wasteful expenditure to educate their blind children because education will not profit them. But we cannot allow these men to go waste, we must help them. Often the grant of stipends is delayed. As in the case of justice, Sir, a stipend delayed is stipend denied.

**Mr. Deputy-Speaker:** The hon. Member must try to conclude now.

**Shri Sadhan Gupta:** Sir, I have many things to say, but I will conclude.

**Mr. Deputy-Speaker:** The hon. Minister.

**श्री रामसेवक यादव:** उपाध्यक्ष महोदय, हमारे दल के साथ हमेशा ही अन्याय होता आया है, हमने निवेदन किया था कि जहां तक नीतियों का प्रश्न है . . . . .

**Mr. Deputy-Speaker:** The hon. Member knew what the observations of the hon. Speaker were.

**श्री राम सेवक यादव:** हमारी पार्टी की इस सम्बन्ध में प्रत्यक्ष नीति है ।

**उपाध्यक्ष महोदय:** धानरेविल मेम्बर को पता है कि स्पीकर साहब क्या करना चाहते हैं ।

**श्री रामसेवक यादव:** मुझे प्रथमा नुक्ता नगर रखने का मौका दिया जाए ।

**उपाध्यक्ष महोदय:** दूसरे में वकन ले नीजियेगा ।

**श्री रामसेवक यादव:** धिसा के बारे में बोलने का मौका कैसे दे सकेंगे ?

[श्री राम सेवक यादव]

माननीय उपाध्यक्ष महोदय, मेरा निवेदन है कि मुझे मौका दिया जाए ताकि मैं अपनी बात आपके सामने रख सकूँ जिसका जवाब मंत्री महोदय दे सकें।

**उपाध्यक्ष महोदय :** अब आप मेरी बात मान लें। आज वक्त नहीं है। आपको फाइनेन्स बिल पर इसी बात के कहने का मौका मिल जाएगा। अब आप मेरा निवेदन मान लीजिए और आगे आपको वक्त मिल जाएगा।

**श्री राम सेवक यादव :** उपाध्यक्ष महोदय, जब से संसद बँठी है हम बराबर निवेदन करते आए हैं पर हमको मौका नहीं मिला।

**Mr. Deputy-Speaker :** Order, order. I must request the hon. Member now to resume his seat. I have requested him twice, I have requested him thrice and he is not agreeing to that. Would he kindly resume his seat now?

**श्री राम सेवक यादव :** मुझे मौका दिया जाना चाहिए।

**Mr. Deputy-Speaker :** Would he resume his seat? I have asked the hon. Member to resume his seat. He would kindly do it.

**श्री राम सेवक यादव :** उपाध्यक्ष महोदय, मैं निवेदन करूँगा कि मुझे इस पर मौका जरूर दिया जाए।

**Mr. Deputy-Speaker :** I have listened to him, and I am asking him to resume his seat now.

**श्री राम सेवक यादव :** उपाध्यक्ष महोदय, मैं निवेदन करूँगा . . . . .

**Mr. Deputy-Speaker :** Order, order. Now the hon. Member is persistently obstructing the working of the House. Should I proceed further? I am asking him to sit down. I am warning him that it is not proper for him to persist.

17 hrs.

**श्री राम सेवक यादव :** हमेशा ही हम लोगों के साथ ऐसा होता रहा है, उपाध्यक्ष महोदय . . . . .

**Mr. Deputy-Speaker :** I must ask him to withdraw from the House for the rest of the day.

**श्री राम सेवक यादव :** मैं बोलना चाहता था और मुझे बोलने का अवसर नहीं दिया गया। हम देखते हैं कि हम लोगों के साथ हमेशा ही अन्याय होता रहता है। आपके हुकम के अनुसार मैं सदन को छोड़ता हूँ।

**श्री प्र० ना० सिंह (चन्दौली) :** उपाध्यक्ष महोदय, उस सम्बन्ध में मुझे एक अर्ज करना है। हर मौके पर हम लोगों के साथ इस तरह से ज्यादती की जाती है।

**उपाध्यक्ष महोदय :** स्पीकर माह्व से आप बात कर लें।

**श्री प्र० ना० सिंह :** रेलवे पजट के मौके पर भी हर एक पार्टी के जब दो दो सदस्य बोल चुके तब जा कर हमें मौका दिया गया। भाया के सम्बन्ध में हम लोगों की एक नीति है, सोशलिस्ट पार्टी की एक नीति है और वह अंग्रेजी हटाने के बारे में है। क्योंकि हमारी पार्टी को मौका नहीं दिया गया है, सोशलिस्ट ग्रुप को मौका नहीं दिया गया, इसलिए प्रोटेस्ट के तौर पर मैं वाक आउट करता हूँ।

**श्री जगदीश अश्वथी (बिल्हौर) :** उपाध्यक्ष महोदय, चूँकि इस प्रकार का व्यवहार किया गया है, हमारे एक माननीय सदस्य को बाहर जाने का हुकम दे दिया गया है, इसके विरोध-स्वरूप मैं भी सदन से बहिर्गमन करता हूँ।

17.02 hrs.

(Sarvashri Ram Sewak Yadav, P. N. Singh and Jagdish Awasthi then left the House).

**Dr. K. L. Shrimall:** Mr. Deputy-Speaker, Sir, I am extremely grateful to the House and to hon. Members who have participated in today's debate and have expressed warm appreciation of the humble work which the Ministry has done during the course of the year. I should not like to take the credit for myself. The credit really goes to the persons who are sitting on the official gallery. It is they who have worked hard for achieving what we have done during the last few years.

Several hon. Members—Shri Goray, Shri Barrow, Shri Katti—felt that it was a great mistake that education was not a Central subject and they went to the extent of suggesting that the Constitution might be amended. . . .

**Shri Tangamani (Madurai):** I want a guidance from you, Sir. Is it proper for the hon. Minister here to make a reference to the official gallery? I want to know whether it is proper or derogatory.

**Mr. Deputy-Speaker:** Appreciation has been expressed. He is only saying that it is mostly due to the officials who are on the galleries. He has not named or specified any particular individual. So, hon. Members need not have any objection to that. He is passing on the credit and sharing it with the officers of the Ministry. That is what he said. There is no harm in doing so.

**Dr. K. L. Shrimall:** I think sometimes if the House recognises the work done by the officers there should be no harm; and they will feel encouraged when appreciation is given where appreciation is due.

Several hon. Members suggested that the Constitution should be amended. I should not like to go into this question just now because it is a question which has very wide implications. There are widely divergent opinions on the questions whether we should have a decentralised system of education or a centralised system of education. In the world

today both are functioning and both have their advantages and disadvantages. But the House might judge from what we have done and decide for itself whether the role which the Central Ministry of Education has played has justified the provisions in the Constitution.

The House was naturally concerned with regard to the slow expansion of education, particularly with regard to the implementation of the Constitutional directives. The House is aware of the circumstances under which the targets had to be reduced. Nobody is more unhappy than I that these targets had to be reduced. But the House would be glad to know that a firm decision has now been taken by the Government to provide free and compulsory education all over the country during the Third Plan and vigorous efforts will be made to give a further push to this programme of expansion. By the end of the Third Five Year Plan, the number of primary schools is expected to increase to about 4.28 lakhs and there will be a primary school within easy walking distance from the home of every child. The enrolment of children in the age group 6 to 11 is expected to rise to 482 lakhs or nearly 76.7 per cent. I should be happy if it can reach 80 per cent. This would mean enrolling nearly 142 lakhs additional children, of whom over 80 lakhs would be girls.

The House will remember that Parliament had passed the Delhi Primary Education Bill in September, 1960. At that time, I informed the House that this was going to be a model legislation and it would be circulated to all the State Governments. It is a matter of great satisfaction that most of the State Governments have accepted our suggestion. Punjab has already passed a law on the new lines. Andhra Pradesh has introduced the Bill in the Legislature. The Bill are being drafted and will shortly be adopted in the States of Mysore, Assam, Gujarat, Madhya Pradesh, Maharashtra and Rajasthan.

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Other States are actively examining the matter and it is expected that this new legislation will be implemented on a wide scale during 1961-62 and that by the end of the Third Plan, the entire country will be brought under the compulsory education law.

One of the most significant developments which is going to have far-reaching effects in making our education vital, about which my hon. friend, Shri Khadiolkar laid great emphasis, is the immense interest which the rural communities have evinced in education. In several States like Madras, Rajasthan and Bihar, they have given their support to the programmes of construction and maintenance of school buildings, provision of mid-day meals and school uniforms. At the secondary stage also, about 4,000 new secondary schools are likely to be established during the Third Plan, raising the total number of secondary schools to a little over 19,500. The enrolment of children in this age group is expected to increase from 30.9 lakhs to 51 lakhs, reaching a percentage of 17.8.

At the university stage also, the number of students is expected to increase from 9 lakhs in 1960-61 to 13 lakhs in 1965-66. This phenomenal rise in a relatively short period of time has created many difficult problems. While none is more acutely aware of our deficiencies and shortcomings than myself, it is not always realised that we have to work under various limitations. Shrimati Renuka Ray was quite right when she said that mere expansion will not solve our problems. We must give quality content also, as she said.

The quality of education depends largely on the quality of teachers and the quality of teachers is determined to a considerable extent by the monetary benefits which are available to the profession. Thus, we have been continuously faced by the great dilemma caused by the quantitative growth and qualitative improvement.

In a democratic society we cannot ignore the legitimate claims of people for more education. At the same time, for the survival of democracy it is necessary to improve the quality of education so that right leadership may be available for the continuous growth of our society.

Now, considering our limited resources, the Government of India propose to concentrate their effort in a few selected areas. I propose to mention some of the areas in which we propose to concentrate our efforts. Shri Goray rightly mentioned that the conditions of our primary school teachers and the class of teachers as a whole is very unsatisfactory. He also suggested that a commission might be appointed to survey the conditions under which our teachers are working. Sir, I am in general agreement with him that the conditions of our teachers are far from satisfactory. During the First Plan and the Second Plan the Government of India undertook a number of measures, gave assistance to the State Governments and, as a result of that, I am glad to say, that some improvement has taken place.

Now I should like to mention what further we propose to do to improve the service conditions of teachers. I agree with various hon. Members who said that the teacher is the main pivot of our educational system. Every effort will be made by the Government to improve the quality of teachers by improving facilities for training, as also by creating better conditions of service. I shall not repeat again the several measures which the Education Ministry had undertaken in the Second Plan to improve the salaries of teachers at all levels. I would only like to assure that these efforts will not only be continued in the Third Plan, but additional measures will be adopted to give them a greater sense of security so that they might continue to render



their service in a spirit of dedication. I am not satisfied with the progress. What the teachers gained by the increase in their salaries is being lost by the continuous rise in the cost of living.

**Shri M. C. Jain (Kaithal):** More than lost.

**Dr. K. L. Shrimali:** The University Grants Commission has also assisted the universities in improving the salary scales of teachers. In the Second Plan, the salaries of professors, readers and lecturers were further upgraded, the Commission bearing 80 per cent. of the expenditure. The House would be glad to know that this covers all universities except those of Allahabad, Lucknow, Agra, Bombay and Punjab, where scales were equal to, or higher than, those recommended by the University Grants Commission. The House is aware that recently a further upgrading will take place from 1st April 1961 in respect of the Central universities and the entire cost will be borne by the Central Government, and the U.G.C. will shortly examine the question of further revision of grades in the case of State universities also.

With regard to the affiliated colleges also, revised scales were introduced, the Commission sharing expenditure to the extent of 50 per cent. for men's and 75 per cent. for women's colleges. During 1960-61 about 15,000 teachers in 422 colleges have received benefit under this scheme.

In the course of the Third Plan the Ministry propose to establish an all India scholarship scheme for awarding scholarships to the children of the teachers of the primary and secondary schools, who show outstanding performance at the matriculation or equivalent examination: so that, these children may complete their higher education without being a burden on the financial resources of their parents.

We have also written to the State Governments to give special financial assistance to the teachers' children at the pre-matriculation stage. I am

glad to say that in most of the States education has been made free up to the eighth standard, and it will be our endeavour to secure further concessions for teachers' children, during the Third Plan, which will give some relief to parents, that is those who are also teachers.

**Shri Goray:** If I may interrupt the hon. Minister, the children who show outstanding performance get scholarships any way.

**Dr. K. L. Shrimali:** Well, I do not know; there are many States where there are no scholarships. Our plan is to cover as many outstanding students as possible, and I shall be happy if both children are covered. It will not be possible during the Third Plan, but we are proposing to cover as many children as possible.

The Government of India have already recommended to the State Governments the triple-benefit scheme for the teachers. This scheme enables the teacher to derive the three fold benefit of provident fund, pension and insurance and has been in existence in Madras State for many years. A similar system is in force in Kerala. A similar, if not identical, provision exists in Jammu and Kashmir, Uttar Pradesh and Mysore. States like Orissa and Mysore have written to us that they have examined the question, and we are hoping that the scheme which has been found to be of immense benefit to teachers will be adopted in a large number of States during the Third Plan.

**Shrimati Renuka Ray** mentioned that we have done very little with regard to the training of teachers. If I may be permitted to say so, this is the one area in which the Ministry has concentrated most in the past, and it will continue to make further efforts to improve the quality of teachers. The percentage of trained teachers of the primary and secondary level at the end of the Second Plan period is 60 and 68 respectively. By opening more training colleges and by extend

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ing the intake facilities in the existing institutions it is expected to raise the percentage to 75 in both stages by 1965-66. This will be a considerable improvement on the present position when we remember that we shall have to recruit about 4.5 lakhs additional teachers for the primary schools and over 80,000 for the secondary schools.

The Government of India are also proposing to set up four regional teachers' training colleges as a Central scheme in the Third Plan. Each of these colleges would give free service and in-service training to teachers on technology, agriculture, commerce, home science, fine arts crafts and science. There is perhaps need to have more than four colleges, but owing to the limitations of personnel and resources, only four are being opened at present. The output of trained teachers would be about 200 per college per year.

Then, many Members are probably aware that during the Second Plan the Government of India established several extension service centres at the training colleges. During the first two Plans, 54 extension service centres were established in selected post-graduate training colleges. These centres have done excellent work, and have between them covered over five thousand secondary schools, which come to nearly one-third of the total number in the country. Success has prompted us to extend the scheme to another twenty-five colleges in the Third Plan. We are also proposing to have some pilot projects on the same lines in thirty selected community development blocks at the rate of two projects for each State. This is the one area in which the Government of India are concentrating, in order to improve the quality of the teachers, and providing them better conditions of service and also improving the teacher-training facilities.

Another area in which the Government are concentrating their efforts is to produce text-books at a reduced

cost, so that they may not be beyond the means of needy students. For the primary and secondary stages, the Government of India are negotiating with the UNESCO and other countries for the supply of paper so that free books may be distributed to the children of poorer sections of society.

Under the regional programme for the development of compulsory primary education in Asia, initiated by UNESCO, efforts are being made to stimulate bilateral and multilateral assistance for the development of primary education in all the countries of this region.

The Government of West Germany has made the offer of a printing press for the production of children's books. Negotiations are in progress for securing from some countries gifts of paper for the production of text-books, and powdered milk for the provision of mid-day meals. It is too early to give any details about the size or the source of the assistance which will ultimately be available, but I do hope that our efforts to provide cheap and good text-books to children of primary schools would be materially facilitated by the assistance that is being negotiated at present.

The Government have also entered into an agreement with the U.K. and the U.S.A. for supplying cheap reprints. The U.K. offered to subsidise and take in hand the publication of twenty-three selected titles, which will be printed in the U.K. and will be made available in India very shortly. The price of such books is anticipated to be only one-third of the original cost. The U.K. Government have agreed to take up more titles in subsequent instalments.

For American books, the project will be financed with the PL-480 Funds and will be operated by the American Embassy at New Delhi, within the framework of broad principles agreed upon by the Government of India and

the U.S. Government. As in the case of British books, the sale price of these publications will also be one-tenth of the original price.

This measure, I expect, will greatly help those students who are pursuing their studies in scientific and technological institutions and who find it difficult to purchase books because they are so costly.

I shall not take the time of the House by giving details of the work that has been done in the Hindi Division, and that we propose to do because several other Members, including Dr. Govind Das and others have already enumerated them and have expressed their appreciation. But there is one scheme which we are trying to work out during the Second Plan and to which further impetus will be given, namely the training of Hindi teachers. In order to provide adequate training facilities for teachers of Hindi of non-Hindi-speaking areas, the Government of India have decided to give cent per cent. assistance to set up special training colleges for Hindi teachers in non-Hindi-speaking States. Grants for the purpose have already been paid to Andhra Pradesh, and Maharashtra during 1960-61. A college will shortly be set up in Tripura. The scheme is under consideration in Kerala, Mysore and Madras. The Maha Vidyalaya which was being run by the Akhil Bharatiya Hindi Parishad at Agra has been taken over by the Government of India from the beginning of this year and is being put under the management of an autonomous body called the Kendriya Shiksha Mandal.

Another effort which the Government are making for the promotion of Hindi is the setting up of an all-India Federation of Hindi organisations. In order to promote the spread of Hindi, the Government will invite various voluntary Hindi organisations to form themselves into an all-India Federation of voluntary organisations so that the propagation and popularisation of Hindi may proceed in a smooth and co-ordinated manner.

References were made to switching over the medium from Hindi to English. I have often repeated in this House that it is the Government of India's declared policy that we should switch over to Hindi and regional languages as early as possible, without of course lowering our standards in any way. The House will be glad to know that the Government of India have decided to initiate a project of translation and preparation of standard text-books and reference books on science, technology and the humanities by government agencies, Universities and academic bodies. The Government of India will bear the entire cost of preparation and production of these books. The scheme has been put into operation in Madhya Pradesh, Rajasthan and Bihar where co-ordination committees have been set up. Recently it has also been decided to extend this scheme to the translation of books into all the languages in India.

डा० गोविन्द वास : जैसा कि मैंने कहा था, क्या अनुवाद के अलावा मौखिक ग्रन्थों के लिए भी कोई प्रयत्न होगा और क्या इसके लिए कोई योजना बनी है ?

Dr. K. L. Shrimali: If assistance is available for translation, certainly assistance will be available for original books also. 100 per cent. assistance will now be available for not only Hindi but all the regional languages to the State Governments and Universities for the purpose production and publication of standard text-books, in whichever Indian language they are produced. In my opinion, this is a big, major step which the Government propose to take and give all the financial assistance to the Universities. I hope this would enable the Universities to change over their medium of instruction.

The House will also be glad to know that the Government of India have finalised a scheme for the production in Hindi of popular books in cheap editions for the use of the general public and school children. This scheme contemplates the translation of

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well-known world classics, publication of standard Hindi works edited and reprinted and of original works on the lines of *Mathematics for Millions*, *Everyday Science*, *How and Why* series through special Commissions. A list of 25 books has already been finalised and tenders have been invited through a Press note from publishers. Government propose to purchase one-third of the total number of copies of the first edition of each of these publications.

The House is already aware that the Nagari Pracharini Sabha has brought out the first volume of a 10-volume *Hindi Encyclopaedia*. It is also aware that we are setting up a Commission on Scientific Terminology. Shri Khadilkar asked whether there was a lot of fanaticism and efforts were made to coin words. I expect he has seen the President's directive. It is our policy to adopt international terminology as far as possible not only in Hindi but all the regional languages. It is with this view that the commission has been set up.

We have also taken various measures for the development of Sanskrit studies. We propose to publish textbooks to make the teaching of Sanskrit easy, and we also propose to reprint Sanskrit works which have gone out of print and which are considered valuable. The Government of India also proposes to give assistance to *gurukuls*. These are the institutions which have not only been centres of learning, but have tried to preserve certain of our ancient cultural values. It has also been decided to set up a Central Sanskrit Institute at Tirupati which will conduct research in Sanskrit pedagogy to regularise Sanskrit teaching.

Shri Khadilkar took out a quotation from some book which described the educational system in Soviet Russia. I wish he had taken out a quotation from the writings of Gandhiji or any educational thinker in India. We sometimes feel that great things are

being done at a distance, in Soviet Russia and in China. Very often we forget that similar things, though not very spectacular, are being done in this country. The Government of India have made various efforts to orient all the schools to the basic pattern. In fact, in the Third Plan, if necessary funds are available, it is our intention not only to convert all the training colleges into basic training colleges, but also to orient all the schools into the basic pattern.

**Shri M. C. Jain:** Including the convent schools?

**Dr. K. L. Shrimali:** Shri Khadilkar is aware that the Government of India accepted the recommendations of the Secondary Education Commission, and have set up a large number of multi-purpose schools. In these multi-purpose schools, there are various streams, academic, technical and commercial, and each student, according to his or her aptitude, can take up these courses.

We have set up rural institutes. I wish he had time to go round and see some of these institutions and see for himself what fine work these institutions are doing. The Inter-University Board which is normally considered to be a rather conservative body, has given recognition to these institutions, and graduates of these institutions will now be acceptable to all the universities for post-graduate work.

In order to prepare the youth for the scientific and technological society and to bring education closer to life, to make education more real as Shri Khadilkar put it, the Government of India propose to lay special emphasis on the strengthening of science teaching in secondary schools at the university level. This improvement will take two directions. We propose to provide general science in all the schools, and by the end of the Third Plan, provision for teaching general science will be made in all the secondary schools in the country; and to feed the expanded programme of higher

institutions and to meet the growing demands of industry for middle level workers with a science background, facilities for teaching elective science course will be expanded. We are hoping by the end of the Third Plan that about 9 per cent. more of the schools will be starting science of the elective standard, thereby reaching a target of 47 per cent. in this respect. At the university stage also, the percentage of science students at the end of the Second Plan is about 30. In order to remove this imbalance between arts and science studies, and also to meet the demands of expanding industry, it is proposed to raise the science provision at the universities to 40 per cent. in the Third Plan. In addition to this, we propose to push forward with this programme of science clubs, science days and science exhibitions in order to stimulate creative and original thinking and promote the development of the scientific attitude. I hope Shri Khadilkar will consider this effort as adequate and will not have to go too far to find out how education is being made real.

We are also proposing to set up a Central Institute of Science Education during the Third Plan as a part of the National Institute of Education, to which I will make a reference a little later. The Finance Minister is here. With his blessings and assistance we are proposing to set up a National Scholarship Scheme for meritorious students. The Ministry propose to launch, during the Third Five Year Plan, a comprehensive National Scholarship Scheme which is designed to give adequate financial assistance to students of the highest merit. The main selection will be made on the conclusion of the matriculation stage and the scholarships would be awarded in such a manner that they may cover the expenditure on higher education suitably.

Besides financial assistance, special arrangements would be made to give guidance to the scholarship-holders in their educational career. In short, these scholars will be treated as

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national scholars under the wardship of the State. While the main selection will be held at the matriculation stage, it is recognised that promising merit at an earlier stage should also be identified and its growth promoted.

Now, we also propose to supplement the efforts of the State Governments in this direction by expanding the existing scholarship schemes for the students in the age group of 6—14. Selected students in this age group will be given scholarships to pursue their studies in residential secondary schools. For this purpose, a number of existing secondary schools have been inspected in each State; and more and more secondary schools of a residential nature will be taken on the list, when the scholarship scheme is expanded.

The House will be glad to know that this is the first time in this country that a national scholarship programme of this character is being undertaken. It is proposed to set up an autonomous Board to administer the scholarship scheme at the national level.

**Shri Khadilkar:** May I seek a little clarification? I welcome this scheme. As I pointed out, in the rural sector, people are at a disadvantage when they have to compete on merit with the people of the urban areas. This happened in the Soviet Union also. How do you propose to remove this disadvantage?

**Dr. K. L. Shrimall:** Do you mean to say that the rural areas will not be benefited by this?

**Shri Khadilkar:** If you make it on merit, it is very difficult for one coming from the rural areas with a country background to compete with one with a city background. That is what I have pointed out. In this scheme some method must be devised by which people coming from the rural areas, the new elite from the rural areas, will get equal advantage. They are now put at a disadvantage.

**Dr. K. L. Shrimall:** This a point to be considered....

**An Hon. Member:** Give some concession for the rural people.

**Dr. K. L. Shrimall:** And, we hope that when the final scheme is framed, the point raised by Shri Khadilkar will be considered.

**Shri M. O. Jain:** There should be reservation for the rural areas.

**Dr. K. L. Shrimall:** It is a point which needs consideration.

Whether we should have an autonomous board to administer the scheme or whether it should be done by the Government of India directly is still under consideration. And, it is my hope that as more resources become available, it may be possible to claim ultimately that no student of promising merit at any stage would be deprived of full educational facilities because of parental poverty.

Sir, the House is aware that apart from free tuition, the Ministry of Education has been incurring an expenditure of Rs. 225 lakhs every year on the award of scholarships to the Scheduled Castes, the Scheduled Tribes and other Backward Classes, and the eligible pupils of these communities are now receiving these scholarships and the scheme will be continued next year also.

Besides making provision for scholarships, the Government will provide opportunities to needy students for earning while learning.

It has been decided in co-operation with the Ministry of Commerce and Industry to set up industrial estates in five universities—Osmania, Jadhavpur, Rajasthan, Baroda and Allahabad. Industrial estates are also being attached to rural institutes to provide work opportunities to the students coming from the rural areas. This scheme which is badly needed will be

greatly welcomed, particularly <sup>Q</sup> by those students who want to pursue higher studies and do not have adequate means. To level up the opportunities at the collegiate level and to give a fair chance for higher education to those who could not avail of it in the normal manner, a proposal has been worked out to start correspondence courses and evening colleges during the Third Plan. A tentative allocation of Rs. 140 lakhs has been made for the purpose. It is hoped that the scheme will benefit about 60,000 students of whom 10,000 will be studying science. This programme will be implemented through existing universities in order to maintain appropriate standards.

Before concluding, I should like to refer to a few important measures which the Ministry proposes to undertake during the course of this year. To give co-ordinated direction to research and training work in education, about which also Shrimati Renuka Ray made a reference, it is proposed to set up an autonomous organisation—National Council for Educational Research and training. The State Education Ministers have not only agreed to the proposal but have warmly welcomed it and have also agreed to become members of this Council. The Council will promote educational research and training through the Central Institute as well as the universities, State training colleges and other institutions. At the Centre, it is proposed to bring together the different institutions under the National Institute for Educational Research and Training. This will be managed under the overall guidance of this Council. It will undertake research in co-operation with other institutions and also train the key personnel in the educational field who would be available to the State Governments for their development programmes. It will also render consultation service when it is called upon to do so by the State Governments. The Central Institute will be governed by joint co-operative enterprise between the State Governments

at the Central Ministry and would be accorded the autonomy a high institute of learning should have. We are also proposing to set up a Central Board of Education. The need has made itself felt to have a Central Board which could conduct secondary examinations for those categories of students whose special requirements cannot be met by the State boards. There are some schools in the country which are not affiliated to any State board but to examining bodies outside the country. Then there are students whose parents move on transfer from State to State and therefore, they need to have an examination which they can undertake wherever the parents may be posted. There are certain schools outside the country catering for Indian population abroad which would like to take examinations conducted by the Indian board. To meet all these requirements, Government have under consideration the proposal of the Ajmer Board to reconstitute itself into a Central Board of Education. We hope that the Central Board would be established soon so that the conduct of the examination of the schools in Delhi as well as the special institutions in the country which at present do not have affiliation with the State Boards or whose students require a special examination. A central board of this character will also do much to set high standards for secondary education and conduct examinations on a reformed pattern.

Shrimati Renuka Ray also complained that there was no way to get all the information about the work that is being done in the country. I agree with her that we must have some kind of a clearing house which make educational information available to the State Governments, to parents, to teachers and to various agencies which are interested in education.

There are various good experiments that are being conducted all over India. We sometimes do not know about them. The Government

of India, therefore, in collaboration with the State Governments are bringing out from this year an Year Book of Indian Education which will examine the problems and survey the progress of Indian education from year to year. Within a couple of months that Year Book will be available to the Members of this House also. This annual publication will acquaint education departments, universities, colleges, parents, teachers and all those who are interested in education with ideas and experiments in education in the various parts of this country.

We are also proposing to set up a training centre for Asia in collaboration with UNESCO in implementing UNESCO's regional programme for the development of compulsory education in Asia. A training centre for the in-service training of educational planners, administrators and supervisors for some of the countries of the Asian region is being established shortly at New Delhi under this programme. I expect the institute will begin to function within a few months. The House will realise that this centre will help us to develop good relations with neighbouring countries in Asia, to develop studies of comparative education in this region and also to train our own officers of the State Education Department at a very high level. It will function as UNESCO's centre so long as it is necessary, and then it would be transferred to the Government of India for continuance as a national centre.

I have outlined in brief some of the areas in which the Ministry would like to concentrate. They may not appear to be very spectacular like plans for roads, bridges, river dams and factories. I have, however, no doubt in my mind that the changes envisaged through these programmes will pave the way for a silent social revolution.

The improvement of the quality of teachers by better training and selection is a task which is basic to the

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raising of standards of education. The need for production of cheap and better books of all kinds at all levels of education assumes special importance and urgency as we extend education among the masses. The promotion of national languages is essential for the preservation of our variegated culture. Increased emphasis on science education will equip our students better for the technological aspect which is gradually emerging. Scholarships to the needy and meritorious students will break the economic barriers which prevent talented students from taking advantage of higher education on account of poverty. We are painfully conscious of the fact that our resources fall far short of our needs and expectations—I wish the Finance Minister had been here at this time. I agree with hon. Members....

**Mr. Deputy-Speaker:** He thought it advisable to go away just at this moment.

**Shri Harish Chandra Mathur (Pali):** He is wiser than most of us.

**Shri Goray:** He knew what was coming.

**Dr. K. L. Shrimali:** In this matter, Sir, I agree with all hon. Members that it will be a great mistake to make any reduction in the educational Plan. Nobody will deny that step by step these measures which I have described before the House would enable us to build the foundation of an edifice which would meet the requirements of a socialistic society. Education does not unfortunately get a high priority in our total Plan because planners and financial experts in our country are still to recognise the fact that investment in human resources pays higher returns than investment in non-human capital such as machine and power plants.

**Shri Goray:** We shall quote you.

**Shrimati Renuka Ray:** We will support you.

**Dr. K. L. Shrimali:** In this context, Sir, I cannot do better than quote one of the economists of our times, Professor J. K. Galbraith of the Harvard University. He has recently been designated as the United States Ambassador to our country. Referring to the phenomenal material and technological advances made by the United States during the last 70 years, Pro. Galbraith says:

“Technological advance is the result not of amassing capital:—

these are the words of a leading economist in the world—

it is the work of human beings. And increasingly, of course, it is the result of a deliberate and purposeful investment in human beings.... We are entitled to attribute much if not most of this advance to our investment in people. We almost owe more of our economic gains in the last seven decades to investment in people than to saving and the amassment of capital, and the margin in favour of people is increasing.”

I am sorry that the Finance Minister left just before I finished.

**Shri Goray:** They belong to the same Government. He must have told him all that before.

**Dr. K. L. Shrimali:** I have been to him with my begging bowl several times and I hope that the appeals of mine and the appeals of all sections of the House will move him.

**Shrimati Renuka Ray:** The House is with you. (*Interruptions*)

**Dr. K. L. Shrimali:** I do not want to detain the House longer, but there are a few points more which I would like to answer. (*Interruptions*).

**Mr. Deputy-Speaker:** Order, order. The Education Minister wants the begging bowl to be held; not merely talks!

**Dr. K. L. Shrimali:** I want diamond rings. Shri Barrow quoted from a play



the effect that a kiss is not enough; and he wanted bracelet: I want diamond rings.

**Shri Barrow:** You cannot get it in Delhi. (*Interruption*).

**Mr. Deputy-Speaker:** He cannot offer you diamond!

**Dr. K. L. Shrimall:** Shri Goray in his speech referred to the allowance of primary school teachers and said that it should be equal to that of Government servants. I entirely agree with this point of view. I would like to state the factual position. In ten States out of 15, the dearness allowance paid to primary teachers is equal to that paid to Government servants drawing the same salary.

**Shrimati Renuka Ray:** In the States, it does not compare with what is paid at the Centre. A chaprassi in the Central Government gets higher wages than the teacher in these areas.

**Dr. K. L. Shrimall:** Not in the Centre. She is probably speaking of West Bengal. It is not true in the case of the centre. In the Central Government, teachers are well paid.

**Shrimati Renuka Ray:** My point is different. A teacher in the primary school in the States or in the municipalities is paid less, even now, than the chaprassi in the Central Government.

**Dr. K. L. Shrimall:** That unfortunately is true, in some of the States; but not in the Centrally administered areas. The only States in which there is difference in the dearness allowance paid are Assam, Bihar, Orissa and West Bengal. In two States, Assam and Orissa, funds have been provided in the third Plan to equalise the dearness allowance paid to teachers and the Government servants. This problem, therefore, will cease to exist in these two States. In West Bengal, a sum of Rs. 3.5 crores is provided partly to increase the salaries of teachers and partly to increase their dearness allowance to Rs. 25. At present they get Rs. 12.50 as dearness allowance and the dearness allowance paid to Government servants is Rs. 35 to Rs. 40. In

this State there will be some difference between the DA paid to teachers and the Government servants. I think the hon. Member was referring to West Bengal. I do hope that the hon. Member will take up this question with the State Government.

The Bihar Government has written to us that the matter is receiving consideration. In Uttar Pradesh, the dearness allowance paid to teachers has increased during the current year by Rs. 5, and the basic pay has also increased by Rs. 4. The primary school teacher will, therefore, get Rs. 9 per month more than in the past, but still there will be a difference of about Rs. 20 in the dearness allowance paid to teachers and the Government servants. The proposal to equalise them is under the consideration of the State Government, and we are most anxious that the dearness allowance should be equalised.

The House will be glad to know that in the States' plan, a provision of Rs. 14.20 crores has been made for improvement of primary school teachers' emoluments.

Shri Karni Singhji made some reference to the Ministry of Sports. I am glad that the hon. Member is keen about sports. He is one of our rising stars in the Olympics and I hope he will top the competitors in the next competition. However, I do not agree with him that there is need for setting up a Ministry of Sports. We must realise that in our country, we have given autonomy to sports organisations. I am fully aware that all is not well with our sports organisations. There are complaints of all sorts about the selection of managers and selection of teams that all kinds of things take place. But it will not be a good remedy to nationalise all the sports organisations by setting up a Ministry of Sports. The remedy suggested, in my opinion, does not fit into the democratic set-up we have in this country.

We have been taking various steps to reorganise the Sports Council. The new council which is being set up will

[Dr. K. L. Shrimali]

have members who will not be members of any sports federations either at the all-India level or State level. They will be independent people who have no vested interests. One of the conditions laid down for the membership of the Sports Council is that they should not have any affiliation with any sports organisation. Even after they become members of the Sports Council, they should not become members of any federation, so that we can have an independent Sports Council. We are trying to get the best talent available in the country and we hope that the Sports Council will be able to make itself more effective.

I agree that there is need for tightening up the sports organisations, particularly with regard to the use of public funds and selection of teams and managers. I hope the Sports Council, which is being set up by the Government of India will be able to handle this matter effectively and there will be no need for setting up a Sports Ministry.

**Shri Sadhan Gupta:** Will the members of the Sports Council shut out from the federations?

**Dr. K. L. Shrimali:** There are complaints that once people hold offices in federations, they try to advance the interests of the particular federation they belong to. Therefore, after careful consideration, the Patiala Committee appointed by Government suggested that the members of the Sports Council should not become members of any federation either at the all-India level or State level. They will be people who have attained a certain distinction in sports and if for a couple of years, they keep out of the local organisations, nothing will be lost.

**Shri Sadhan Gupta** referred to the institutions for the handicapped. I am sorry I do not have time to relate all the measures that Government have taken for the development of institutions for the handicapped. We are

giving assistance for setting up institutions for the blind, the dumb, the deaf and otherwise handicapped people. The policy which is being followed by Government is just what Shri Gupta has enunciated viz., we do not set up our own institutions, but we assist the voluntary organisations, so that they can be more effective and render better service. If he kindly brings to my attention any of the delays which have occurred in the payment of stipends, I will certainly look into the matter. I agree with him that delay in the payment of stipends amounts to denial of stipends.

18 hrs.

Then, some question was raised with regard to the purchase of the Motibag Palace. The palace was really purchased by the Government of Punjab some time ago and the national institute took over possession of this property only this month. The first instalment of Rs. 5 lakhs was passed on to the institute only about a fortnight back. It is understood that the Punjab Government had estimated the value of the estate at about Rs. 36 lakhs. But we are paying to the Punjab Government only what they paid to His Highness, that is, Rs. 27.5 lakhs. As far as the Government of India are concerned, they have made this transaction with the Punjab Government, and I have no reason to doubt that the Punjab Government has paid anything more than what was due for this palace. If the hon. Member has got any other information....

**Shri Chinatamoni Panigrahi:** How many people will get training there?

**Dr. K. L. Shrimali:** The whole scheme is being worked out. The institution has just started functioning. We have appointed a director and some staff has been recruited and, I think, some coaches have also been selected. The idea is to have a national institute of sports which will coach national coaches in all the sports and games. These coaches will go all over the country in order to promote sports

and guide the universities and federations who will employ them, and they will be able to render valuable service.

**Shri Jaganatha Rao (Koraput):** The hon. Minister will take some more time. He may continue tomorrow.

**Dr. K. L. Shrimali:** I will finish soon. I think we could sit for another 15 minutes. But I would answer all the points if I could have another 15 minutes.

**Shri Chintamani Panigrahi:** Yes, Sir.

**Mr. Deputy-Speaker:** All right.

**Shri Jaganatha Rao:** We can have half an hour tomorrow.

**Mr. Deputy-Speaker:** I thought the hon. Minister wanted only one hour.

**Dr. K. L. Shrimali:** I have exceeded my time. But, if you will forgive me, I thought the House would be interested in some of the various schemes which we are initiating.

**Shri Jaganatha Rao:** They should be heard by a fuller House.

**Dr. K. L. Shrimali:** As I took more time in explaining some schemes, some of the criticism have been left out. Anyhow, I am in your hands, Sir.

**Mr. Deputy-Speaker:** If on the first day we have started we discard the time-table that we have chalked out, that creates some difficulty. Otherwise, I have no objection. We can do as the hon. Members desire.

**Shri Jaganatha Rao:** We will hear him tomorrow.

**Mr. Deputy-Speaker:** In any case, we have to sit for another 20 minutes—whether you hear the Education Minister or see to the discussion of the demands of the Ministry of Health, that is a different thing. Hon. Members have to decide whether they would like to listen to the hon. Minister of Education or start with the Demands of the Ministry of Health.

**Some hon. Members:** Education.

**Dr. K. L. Shrimali:** I am grateful to you, Sir, and to the House.

There is one misunderstanding which I would like to clear with regard to technical terms. Seth Govind Das said that though 2,90,000 terms have been coined, the number is not perhaps one-fourth of this number, as there are numerous repetitions and many non-technical words have been included. Some other hon. Members also referred to this point. I think this is an exaggeration or is due to some misunderstanding. Therefore, I think I should explain it. It is true that there are some repetitions, but that is inevitable, as the same terms have different connotations, and, therefore, different equivalents in different sciences. I will give only one example. Take, for example, intensity of relation in mathematics. It will be known as प्रगाढ़ता when intensity is related to sound. In physics it will be called तीव्रता. Therefore, sometimes it appears those words have been repeated, but they have different connotations.

**डा० गोविन्द दास :** आप देखें तो आपको मालूम होगा कि उन्हीं शर्तों में वे शब्द हैं, भिन्न भिन्न शर्तों में नहीं हैं। उन्हीं शर्तों में वे शब्द अनेक जगह प्रयुक्त हुए हैं। मैं चाहता हूँ कि इसको देख लिया जाए। काफी रूपया इस पर खर्च हो रहा है और ऐसा न हो कि वे जो तीन लाख शब्द बने हैं या २ लाख ६० हजार बने हैं, जैसे कहा जाता है, वे केवल ५०,००० ही बने हों।

**उपाध्यक्ष श्रीराय :** अगर इंटरपोज़िशन इसी तरह से जारी रहे तो बहुत देर बैठना पड़ेगा।

**Dr. K. L. Shrimali:** I would certainly keep the suggestion in view and will get the matter examined again. As far as my information goes, there is no duplication, and we are now compiling a dictionary or glossary of terminology in vogue up till now and it is under print. This will be out within a few months.

**The Minister of Health (Shri Karmarkar):** With your permission, Sir, may I take it that the Demands in respect of the Ministry of Health will not be reached today?

**Dr. K. L. Shrimall:** Sir, I will take only two minutes more.

**Shri Narasimhan (Krishnagiri):** Health follows Education!

**Mr. Deputy-Speaker:** Yes, we will take Health tomorrow; he can go.

**Shri Karmarkar:** No, Sir, I am coming back again.

**Dr. K. L. Shrimall:** Several Members referred to the revival of the youth festival which we had to suspend for a short period. I would like to say in the first place that the Ministry has not given up the idea of holding youth festivals. In fact, it was only suspended for a short period because of the disturbances that took place. I would certainly consider the suggestion which the hon. Member has made and also consult universities and if they are all agreeable we will be very happy to have the All-India Youth Festival. Certainly, in any case, we are going to have the Regional Youth Festival.

Some reference was made to the National Discipline Scheme also. We have given a high priority to the National Discipline Scheme in the Third Plan, and the tentative provision in the Third Plan is Rs. 85 lakhs. Besides, non-Plan expenditure to the tune of Rs. 150 lakhs will be incurred on the National Discipline Scheme in the Third Plan as committed expenditure. We have not been able to provide more due to the limitation of funds.

I think Shri Chintamani Panigrahi asked a question with regard to play-fields. A sum of Rs. 26 lakhs was placed at the disposal of State Gov-

ernments during the year 1960-61 for the acquisition of play-fields, subject to a ceiling of Rs. 5,000 per play-field. The government grant is meant to cover the entire cost of the acquisition. Reports from State Governments have not yet come, and therefore I am unable to say how much money has been utilised out of this.

I think, Sir, that is all. I am very grateful to the House for the time it has given me and for the appreciation it has given to our Ministry.

**Mr. Deputy-Speaker:** May I put all the cut motions together?

**Some Hon. Members:** Yes.

*All the cut motions were put and .. negatived.*

**Mr. Deputy-Speaker:** The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1962, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13, 14, 15 and 112 relating to the Ministry of Education."

*The motion was adopted.*

**Mr. Deputy-Speaker:** What is the pleasure of the House? Should we adjourn?

**Several Hon. Members:** Yes, yes.

**Mr. Deputy-Speaker:** So the House stands adjourned till 11 A.M. tomorrow.

18.10 hrs.

*The Lok Sabha then adjourned till eleven of the Clock on Tuesday, March 21, 1961/Phalguna 30, 1882 (Saka).*