

[Shri Jaswant Singh] very question which has already appeared in print in foreign journals, you say that it is not in public interest to tell him what has already appeared in the foreign journals. It is a very strange thesis.

Finally, one small point I would like to submit. Quite frequently we come across this aspect that there are representatives for foreign sales or sales of military equipment from the country or purchase of military equipment by the country. Now we have had that very unseemly incident of Larkins wherein in a wholesale manner the entire creed of ex-servicemen was attempted to be painted by the same brush. It is highly reprehensible and this is not acceptable to me. I shall certainly recommend very strongly to the Government that the whole business of having representatives, whether for sale or purchase, be regularised and the whole thing be done openly on official basis.

#### REFERENCE TO THE FUNCTIONING OF THE SPORTS AUTHORITY OF INDIA

SHRI SURESH KALMADI (Maharashtra): Sir, the formation of the Sports Authority of India has formally been approved by the Government. It will function under the overall supervision guidance and control of the Department of Sports at the Centre. The sports complexes built during the Asiad worth over Rs. 200 crores and also all sports institutions in the country will come under the Sports Authority of India. In reply to my Unstarred Question No. 88 of 28th February, the Minister has given the composition of this Sports body. You will be surprised to know that the President of the Authority is shown in the name of Mrs. Indira Gandhi not by virtue of the office she holds; the Vice-President is the Union Minister Incharge of Sports which is by office and not by name; and many other Ministers of the Union Government are the ex-officio members of

this body. How an exception has been made in the case of President by not mentioning the office but mentioning the name is not understood. I do not have any objection to Mrs. Gandhi being the President of the Sports Authority of India provided it is by virtue of the high office she holds. One cannot say that it is due to any inadvertence that her name appears against presidentship of the Authority. It is obvious from the Government Resolution which says that after Mrs. Gandhi ceases to be the President of the Sports Authority of India, the Sports Authority of India will elect a new President. This is understandable only when the Prime Minister is not the ex-officio President. The lacuna might have been intended to let Mrs. Gandhi remain President of the Sports Authority of India even when she is not the Prime Minister and that is where the doubt comes in. The aim clearly and surely is to ensure that all the sports organisations and their assets—movable and immovable—running into several crores of rupees should remain permanently under Mrs. Indira Gandhi and in the hands of the Congress (I). People without any knowledge of sports who are only experts in the political game have been filled up in the body. Since these are serious misgivings, I would demand that the Government should clarify the position by making a statement on the subject and what exactly will be the role and functions of the Authority vis-a-vis the Sports Ministry may also be mentioned.

#### DISCUSSION ON THE WORKING OF THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE.

श्री सुधाकर षण्डय (उत्तर प्रदेश) :  
उपसभापति जी, शिक्षा मंत्रालय के कार्य-  
कलापों का मैं समर्थन करता हूँ और  
शिक्षा मंत्री जो जिस समर्पित भाव से और  
उन के कर्मचारी जिस समर्पित भाव

से शिक्षा के क्षेत्र में कुछ नयी आयोजन कर रहे हैं और चुनौती जो उनके भीतर और उन के मंत्रालय के भीतर यह दिखाई पड़ रही है कि कुछ अभिनव हो, उसके लिये उन्हें मैं बधाई देता हूँ। विगत वर्षों में शिक्षकों के लिये दो, दो कमीशनो की स्थापना भारतीय कला परिषद् की स्थापना, प्रधान मंत्री जी की अध्यक्षता में शिक्षा के क्षेत्र में कुछ नया कर सकने की कामना और उन की प्रगति उन्हें बधाई का पात्र बनाती है और जब 1951 या 1952 में हमारी योजना बनो थी तो शिक्षा पर लगभग 7 प्रतिशत व्यय होता था। उन की कला को मैं दाद देता हूँ कि आज शायद 3 प्रतिशत से भी कम शिक्षा के लिये मिल रहा है फिर भी काम अधिक हो रहा है और उस समय छात्रों की जितनी संख्या थी उसके अनुपात में आज जो संख्या बढ़ी है, मेरा ऐसा विश्वास है कि इतने कम खर्च में जब कि शिक्षा पर राष्ट्रीय आय का खर्च होना चाहिए, इतने कम में इतना अच्छा काम वह कैसे कर रहे हैं, यह आश्चर्य का विषय है। यूँ, एक शंका भी उत्पन्न होती है कि क्या 6 प्रतिशत की मांग शिक्षा मंत्रालय ने की या नहीं की और अगर की तो उसे मिलने में क्या अड़चनें उपस्थित हुईं? या उस योजना में क्या कामियां थीं जिसके कारण 6 प्रतिशत हमें नहीं मिला और शिक्षा की गति उतनी तीव्र नहीं हो सकी जितनी तीव्र की जा सकती थी, रुपये के अभाव में या धन के अभाव में।

उपसभापति जी, शिक्षा का विषय जो है, यह बड़ा गंभीर विषय है। आजादी के आंदोलन के समय भी जो शिक्षा के हमारे विश्वविद्यालय थे, अंग्रेजी द्वारा प्रदत्त निरंतर हम उन का विरोध करते रहे हैं और एक राष्ट्रीय शिक्षा-प्रणाली उस समय तैयार थी और गांधी जी के नेतृत्व

में जारी थी और विद्यापीठों की स्थापना की श्रृंखला की कड़ी उस की ही देन है और आजादी के बाद मुझे यह कहने में संकोच नहीं है कि शिक्षा का प्रसार बहुत हुआ है लेकिन यह वास्तव में शिक्षा नहीं, साक्षरता थी शिक्षा तो बुद्धि का पर्याय है, बुद्धि हमारी विद्या है जो मुक्ति दायिनी है और सारे बंधनों से हमें अलग करती है। उस के माध्यम से जीवन का जयगान हमें मिलता है और क्योंकि उस के माध्यम से हम प्रगति ही नहीं करते हैं, कल्याण और मंगल की कामना भी उस के माध्यम से हम करते हैं। आज कुछ ऐसा लग रहा है कि शिक्षा खंडों में विभाजित हो रही है। विश्वविद्यालय की शिक्षा अलग है, स्कूल और कालेजों की शिक्षा कुछ अलग है, अनौपचारिक शिक्षा कुछ अलग है और उसको जोड़ने वाली बिन्दु नहीं है। यूनिवर्सिटी-ग्रान्ट्स कमीशन के माध्यम से या विश्व विद्यालय अनुदान आयोग के माध्यम से उच्च शिक्षा की उन्नति की दिशा में आयोजन किया जा रहा है। किन्तु समवर्ती सूची में होते हुए भी स्कूल की शिक्षा के लिए कोई आयोग गठित नहीं किया गया है। मैं शिक्षा मंत्री जी से जानना चाहता हूँ कि स्कूल की शिक्षा ज्यादा लोग प्राप्त कर रहे हैं और स्कूली शिक्षा की जो स्थिति है उस स्थिति को देखते हुए यह कहा जा सकता है कि हमारी नींव जो है वह बड़े कमजोर धरातल पर रखी जा रही है। प्राइमरी शिक्षा के बारे में गांव का दौरा करने के बाद इस निष्कर्ष पर मैं पहुंचा हूँ कि शायद पशुशालाएँ उस से अच्छी हैं। उन शिक्षा के मंदिरों से जहाँ न तो अध्यापक पढ़ाते हैं, न छात्र पढ़ते हैं, न टाट है, न बोरा है। यह मैं मानता हूँ कि यह प्राइमरी शिक्षा राज्य का विषय है। या सेकण्डरी शिक्षा राज्य का विषय है, किन्तु समवर्ती सूची में भी शिक्षा है और शिक्षा राष्ट्र

[श्री सुधाकर पाण्डेव]

का विषय हो होना चाहिए, किसी राज्य या किसी क्षेत्र का विषय नहीं होना चाहिये और यही सोच करके शायद समवर्ती सूची में रखा भी गया है।

आयोग की जब मैं बात करता हूँ तो प्राइमरी और सैकेंडरी दोनों शिक्षा की बात करता हूँ और यह बात जब मैं करता हूँ, तो किसी राज्य के अधिकार छीनने की बात नहीं करता हूँ। उन राज्यों का भी तालमेल उसके माध्यम से हो, उसके माध्यम से उच्च शिक्षा या विश्वविद्यालय की शिक्षा का भी उसके माध्यम से सम्बन्ध हो। उसके माध्यम से जो और हमारी शिक्षा संबंधी संस्थाएँ या एजेंसियाँ हैं, उनका भी समायोजन किया जाये ताकि किसी का अधिकार लिये बिना प्रज्जबल चीज जो है, जो जीवन को जिला सकती हैं, आगे बढ़ा सकती हैं, वह आये।

मैं कह रहा था कि शिक्षा खण्डों में विभक्त हो रही है, विश्वविद्यालय स्वायत्तता की मांग कर रहे हैं। मैं यह मानता हूँ कि विश्वविद्यालय स्वायत्त होने चाहिये, सभी यह मानते हैं कि विश्वविद्यालय स्वायत्त होने चाहिये, क्योंकि यह देश दो लोगों से चलता रहा है। यह गुरुओं का देश रहा है और माताओं का देश रहा है। तो माताओं के क्षेत्र में अब तो माँ का दूध कम लोग पीते हैं, बोटल का दूध ज्यादा लोग पीते हैं। इसलिये अब बोटल की कसम चलेगी, कुछ दिनों के बाद माँ के दूध की कसम नहीं चलेगी। और शिक्षा के क्षेत्र में सब से बड़ा कार्य गुरुओं का है।

अध्यापक विश्वविद्यालय में पढ़ाना चाहते हैं कि नहीं पढ़ाना चाहते हैं, यह राम ही जानते हैं और सारे लोग भी इसको जानते हैं क्योंकि विश्वविद्यालय

में अध्यापक पढ़ाना नहीं चाहते, छात्र पढ़ाना नहीं चाहते और कागज के सर्टिफिकेट्स लेकर वह देश की नौका ना चाहते हैं। उन्हें यह भी जानकारी नहीं होती है कि जिस जिले में विश्वविद्यालय है, उस जिले का इतिहास क्या है उस जिले का भूगोल क्या है ?

वह किताबें तो पढ़ लेते हैं, और किताबें भी कभी-कभी पढ़ लेते हैं, हमेशा नहीं पढ़ते हैं, और मुझे तो ऐसा लगता है कि बहुत से स्थानों में तो इम्तहान देते समय किताबें पढ़ते हैं नकल करने के लिये, और नकल भी ठीक से नहीं कर पाते हैं।

तो यह गुरु पढ़ा नहीं रहा है। सबसे बड़ी समस्या पढ़ाने की है और चले पढ़ नहीं रहे हैं। अब यह व्यवस्था की जा रही है कि अंग्रेजी का स्तर बहुत गिर रहा है और अंग्रेजी के गिरते हुए स्तर को उठाया जाए।

मैं यह बताना चाहता हूँ कि ज्ञान के सभी क्षेत्रों में और सभी भाषाओं का स्तर गिर रहा है। उसको उठाने की आवश्यकता है और यह तभी हो सकता है—स्वतन्त्रता का अर्थ अमर्यादा नहीं होता, स्वतन्त्रता का अर्थ स्वच्छंदता नहीं होता—मुझे जो जानकारी है युनिवर्सिटियों के बीच में रह कर वह यह कि विद्या परिषद्, जो विश्वविद्यालय हैं, वह पूर्ण रूप से स्वतन्त्र हैं, कहीं कोई बन्धन विद्या परिषदों पर नहीं है और विद्या परिषदों के माध्यम से जो पाठ्यक्रम तैयार हो रहे हैं, वह क्षमा करेंगे अध्यापकगण, मैं भी अध्यापक हूँ, उस स्तर के नहीं हैं, जो स्वतंत्र भारत में होना चाहिये। शिक्षा यदि व्यक्ति को संस्कार नहीं दे सकती है, संस्कृति नहीं दे सकती है, तो वह शिक्षा बिल्कुल बेकार है और गूंगो है।

दुर्भाग्य इस देश में है कि अध्यापकों के लिये एक कमीशन नियुक्त किया गया है, जिसने मूल्यवान शिक्षा की व्यवस्था की है। अध्यापकों में ऐसी शिक्षा की व्यवस्था की जाये, जो राष्ट्र, राष्ट्रीयता और विश्व मानव को दिशा में आगे बढ़ सके और उसके लिये उन्होंने मेहनत से काम किया है।

मैं शिक्षा मंत्री जो से यह बात जानना चाहूंगा कि क्या उनको जो रिपोर्ट है, उस रिपोर्ट पर आगे कार्यवाही होगी और क्या गुरुओं को बचाने का कारखाना बनेगा, क्योंकि आज जो ट्रेनिंग कालेजों में पढ़ाई हो रही है, वह व्यर्थ और निरर्थक है क्योंकि वह आदमी नहीं बनाती है, नौकरी ढूँढने वालों को तमगा देती है, जिसके माध्यम से उन्हें स्कूलों में नौकरी मिल जाती है।

यही आश्चर्य की बात है कि जब तीस लाख लड़के विश्वविद्यालय में पढ़ते हैं, पहले तो एक, दो या चार लाख पढ़ते थे और बी० ए० पास होने के बाद हम लोगों के चित्र भी छपते थे, पर जब तीस-तीस लाख पढ़ रहे हैं, तो प्राइमरी, मिडिल और हायर सेकण्डरी में पढ़ाने के लिए तो टीचर्स के लिये आज ट्रेनिंग की अनिवार्य व्यवस्था करते हैं, किंतु विश्वविद्यालय में एम० ए० पास व्यक्ति प्रथम श्रेणी में अगर पाउ हो जाए, या पांच प्रतिशत जितने नम्बर मिल जायें, वह दूसरे दिन से लैक्चरर हो जाता है। और वह पढ़ाना आरम्भ कर देता है। तो क्या विश्वविद्यालयों के लिये भी शिक्षकों के प्रशिक्षण की कोई व्यवस्था भारत सरकार करेगी? अगर वह नहीं करती है तो वह अपने कर्तव्य का निर्वाहन नहीं करेगी।

श्रीमान्, शिक्षा के क्षेत्र में सांस्कृतिक अवदान की युनिवर्सिटी शिक्षा में बहुत बड़ी आवश्यकता है और आज राजनीति विश्वविद्यालयों में जिस तरह पहुंच गयी है, उस पर अंकुश नहीं लगाना है, लेकिन उसको

इस प्रकार सुधारना है जिससे राष्ट्र का निर्माण हो सके क्योंकि वातावरण अगर शिक्षा का होगा तो वह अपने आप सुधर जायेगी। आज राजनीति से किसी को रोका नहीं जा सकता है और राजनीति जब कूटनीति का रूप धारण कर लेती है जैसे कि आज हो रहा है तो उससे बड़ी विषमता उत्पन्न होती है। राजनीति सेवा का माध्यम रही है हमारे देश में, लेकिन कूटनीति का रूप जब वह राजनीति धारण कर लेती है तो उससे विसंगतियां पैदा होती हैं। आज कई राज्यों में यह स्थिति दिखाई पड़ रही है कि कुलाधिपति के अधिकारों के बारे में क्या किया जाये। क्या सरकारें वहां की जो चाहती हैं, वही कर दिया जाये या उन मूल्यों की रक्षा की जाये जिनके माध्यम से विश्वविद्यालय चलते हैं। विश्वविद्यालयों का जो वाइस चांसलर होता है, उससे निरीह प्राणी इस संसार में और नहीं होता है क्योंकि जब वहां पहुंचता है तो उसका स्वागत और अभिनंदन तीन महीने तक होता है। उसके बाद बिना भाव के उसके ऊपर पड़ने शुरू हो जाते हैं। मैं मानता हूं कि कुछ लोग आजकल यह नारे लगाते हैं कि राजनीतियों को शिक्षा में नहीं होना चाहिये। अगर मालवीय जी, महाराज तिलक, नरेंद्रदेव जैसे लोग शिक्षा में रहें और राजनीति में भी रहें तो कोई पाप नहीं लगेगा। अगर राजनीतिक क्षेत्र के लोग शिक्षा में रहें और शिक्षा के क्षेत्र के लोग राजनीति में रहें तो कोई असंगति नहीं। यह बंधवारा तो छोटे लोग करते हैं। बड़े लोग कार्य के बड़प्पन को देखते हैं। यह भेदभाव वे लोग अपना रहे हैं जो अपना वर्चस्व चाहते हैं और अपने वर्चस्व के लिये वह कूटनीति या निकड़म का रास्ता अपना रहे हैं। जो सही पथ इस देश का है सेवा और समर्पण का वह नहीं अपना रहे हैं। तो जो विश्वविद्यालय हैं उनमें पहले एक आंदोलन चला कि एकरूपता सबके भीतर हो, सबके कानून एक ढंग के हों, सबको नियुक्ति व्यवस्था एक ढंग की हो। लेकिन वह व्यवस्था

**[श्री सुधाकर पाण्डेय]**

भी असफल रही है। हाई कोर्ट जज भी विश्वविद्यालयों में असफल रहे, सुप्रीम कोर्ट के जज भी असफल रहे, प्रशासक भी असफल रहे। इसलिये मेरा निवेदन यह है कि आज विश्वविद्यालयों में वाइस चांसलर उन्हें बनाया जाये जो राजनीति में होते हुये भी सेवा की वृत्ति रखते हों, सेवा करने वाले होते हुये भी शिक्षा के धनी हों। ऐसे लोगों की ढूँढ़ की जानी चाहिये और इस प्रथा को बदलना चाहिये ताकि वाइस चांसलर हंसी का पात्र किसी विश्वविद्यालय में न हो।

श्रीमन्, अधिकार देने से कोई बड़ा नहीं होता है। अधिकार के माध्यम से यदि कोई सेवा करता है तो वह बड़ा होता है। यह कहने में मुझे संकोच नहीं है कि आज जो लोग कोशिश करके किसी युनिवर्सिटी के वाइस चांसलर बनते हैं, वह कोई भला उस युनिवर्सिटी का कर सकेंगे। राम जाने कोशिश करने वालों की जमात आज कितनी लगी हुयी है विश्वविद्यालयों में क्योंकि आज मेहनत करता है वह प्रथम श्रेणी में पास नहीं होता है, प्रथम श्रेणी में पास वह होता है जो छुरा लेकर नफल करता है या सौभाग्य से किसी व्याख्याता, प्रोफेसर का लड़का या दामाद होता है; शिक्षा मंत्री जी से मैं कहूंगा कि यदि वह सूची बनवाये युनिवर्सिटियों की कि किन-किन के लड़के प्रथम श्रेणी में पास हुये तो पता चलेगा कि जो लोग हाई स्कूल में या इंटरमीडियट में या बी० ए० में तृतीय श्रेणी में पास हुये हैं वह युनिवर्सिटियों में प्रथम श्रेणी में पास हुये हैं। युनिवर्सिटियों में प्रोफेसर यह जानते हैं कि प्रथम श्रेणी में आ जायेगा तो हम ही सेलेक्शन कमेटी में रहेंगे तो इसकी व्यवस्था कर देंगे। जो शरीफ हैं वह तो किसी दूसरी युनिवर्सिटी में भरती कराकर यह काम कर लेते हैं, जो जरा गाल बजाकर पंडित बनने वाले हैं वह अपनी ही युनिवर्सिटी में यह व्यवस्था कर लेते हैं। तो शिक्षा के साथ यह खिलवाड़ करने

वाला चाहे वहां का अध्यक्ष हो या प्रोफेसर हो, वह बन्द होना चाहिये।

श्रीमन्, मैं यह भी बताऊं कि इन प्रोफेसरों की स्थिति यह है कि वे 40 मिनट तो पढ़ाते हैं और वह भी प्रतिदिन नहीं पढ़ाते हैं। साल का आधा छुट्टी और आधे समय में वे लोग कमेटी तो मीटिंग करते हैं। इन कमेटी की मीटिंगों में अधिकांश सरकार इनको बुलाती है। तो सरकार से मैं कहूंगा कि अगर इन एक्सपर्टों की बहुत जरूरत है तो उसके लिये गंभीरता से सोच-विचार होना चाहिये क्योंकि इस देश में राजनेता बदल गये, इस देश के गवर्नर बदल गये, मुख्य-मंत्री बदल गए, शिक्षा मंत्री बदल गए।

किन्तु एक्सपर्ट्स की सूची बनाये तो एक्सपर्ट्स वहीं रहते हैं, क्योंकि उनके ऊपर किसी प्रकार का कब आय नहीं दे सकते। ऐसे स्थिति में हम इन एक्सपर्ट्स के बदले क्या यह संभव नहीं है कि सी निष्णात विद्वानों का जिनके ऊपर कोई रिटायरमेंट का प्रतिबन्ध नहीं, यू० जं० सी० में एक-एक परमानेंट, एक स्थायी, विद्वान-मंडल बनाया जाये जो सभी विषयों के हों। वे विद्वान शिक्षा को ऊँचाइयों पर ले जाने की दिशा में यत्नशाल हों। मैं समझता हूँ कि यह योजना बड़ी कारगर साबित होगी। इसमें पैसा भी अधिक खर्च नहीं होगा। भत्ता यदि पर जितना खर्चा होता है उतना अगर छोड़ दिया जाये तो शायद कम ही खर्च होगा, माध्यम से होगा।

दूसरी बात यह है कि इस शिक्षा व्यवस्था ने हमें विज्ञान तो दिया और टेक्नोलॉजी भी दी। विज्ञान में हम आगे बढ़ रहे हैं, किंतु मानविकी के लो विषय हैं वे बड़ी पतंग की भांति आकाश में डूब रहे हैं। मानव की जब तक नहीं आयेगी, विज्ञान और टेक्नोलॉजी के माध्यम से हमें जो जानकारी मिल रही है उसमें प्राण की प्रतिष्ठा नहीं होगी।

अगर प्राण की प्रतिष्ठा नहीं होगी तो विवेक नहीं आयेगा और अगर विवेक नहीं आयेगा तो राष्ट्र आगे नहीं बढ़ सकता है। विवेक की प्रतिष्ठा के लिये, जीवन के उन तत्वों की प्रतिष्ठा के लिये जिनके कारण भारत है उन तत्वों की प्रतिष्ठा के लिये यूनिवर्सिटीज को विकास, मानविकों को विकास के लिये अलग से प्रयत्न किया जाना चाहिये क्योंकि एक घेरेबंदी विद्वानों का हो गया है। युनिवर्सिटी के विद्वान अलग और बाहर के विद्वान अलग। अगर इस घेरेबंदी को नहीं तोड़ा गया तो जिन विद्वानों के माध्यम से मानविकी का इतिहास बना वे लोग युनिवर्सिटीज में चपरासी भी नियुक्त नहीं हो पाते। आज का जो स्थिति है उसमें ऐसे बहुत से नाम हैं जिनको गिनाया जा सकता है। श्री मीरो शंकर हीराचंद घोषा, श्री जयशंकर, श्री विद्यालंकार, श्री रामचन्द्र शुक्ल और बाबू श्यामसुन्दर दास आदि बहुत नाम हैं जिनको चपरासी भी नहीं बनाया जा सकता। इन लोगों ने मानविकों की दिशा में बहुत बड़े-बड़े काम किये। इस लिये इस घेरेबंदी की विश्वविद्यालयों के माध्यम से तोड़ने की आवश्यकता है।

उपसभापति जी, संस्कृति किसी देश की आत्मा है और भारत से तो लोगों की बहुत सांस्कृतिक आशायें हैं। कल ही आप सदन में कह रहे थे कि आप सारनाथ के हैं और जापान के प्रधान मंत्री ने भी उस सम्बन्ध को बताया? इसलिये संस्कृति किसी एक विषय की चीज नहीं है। संस्कृति सभी जगह अनिवार्य रूप से लागू हो। पहले जो शिक्षा व्यवस्था थी उस व्यवस्था के तहत हम लोग श्री राधाकृष्णन् से धर्म पढ़ा करते थे। आप धर्म नहीं पढ़ा सकते। आप मानव के मूल्य पढ़ा सकते हैं, आप समाजवाद पढ़ा सकते हैं। समाजवाद से बड़ा दर्शन भारत में जो खोजा गया वह अद्वैत का दर्शन है। उससे बड़ा दर्शन कोई नहीं होता है क्योंकि ऐसा देश ऐसा राष्ट्र हमारा रहा है जिन्होंने

भगवान को भी नहीं माना और कहा कि ज्ञान से ही भगवान को निष्पत्ति हुई है, ज्ञान से ही भगवान पैदा हुआ है और हम ज्ञान के बिना जीना भी असंभव समझते हैं? वह ज्ञान बिना संस्कृति के नहीं आ सकता है। पहले मालवाय जी महाराज ने धर्म को सभी विषयों में अनिवार्य कर दिया था। चाहे विज्ञान हो या इंजीनियरिंग हो, सभी क्षेत्रों में अनिवार्य कर दिया था। संस्कृति का विषय सभी क्षेत्रों में अनिवार्य क्यों नहीं हो सकता है? मैं समझता हूँ कि इसमें कोई बाधा नहीं है जिसमें यह अनिवार्य न हो। यह विषय अनिवार्य न होने के कारण ही हम आज अपने देश को नहीं समझ पा रहे हैं। सिखों को लड़ाई हो रहा है। हम कहते हैं कि पंजाबी लड़ रहा है। हमारे हजारों व्यक्ति लंका में मारे गये। हम यह नहीं कहते हैं कि भारतीय मारे गये हैं। हम कहते हैं कि तमिलियन मारे गये हैं। यह शिक्षा व्यवस्था गुजराती बना रहा है, मराठी बना रही है, पंजाबी बना रही है, किन्तु भारतीय नहीं बना रही है, यह मनुष्य नहीं बना रहा है। लेकिन संस्कृति के माध्यम से हम मनुष्य बना सकते हैं। बिना किसी धर्म को हानि पहुंचाये दिये हम मनुष्य बना सकते हैं क्योंकि इस देश का धर्म रहा है मंगल और कल्याण। मंगल का अर्थ होता है प्रगति और कल्याण का अर्थ होता है उन्नति, आध्यात्मिक उन्नति। इन दोनों के माध्यम से, संस्कृति के माध्यम से, यह शिक्षा अनिवार्य रूप से दी जानी चाहिये।

श्री जगदम्बा प्रसाद यादव (बिहार) :  
ऐसी बात बोलिये जो मंत्री जी के पल्ले भी पड़े।

श्री सुधाकर पांडेय : मंत्री जी सब कुछ समझती हैं क्योंकि वे अध्यापक रही हैं।

शिक्षा और संस्कृति तथा समाज कल्याण मंत्रालय में राज्य मंत्री (श्रीमती श्रीमती कोल) : आपके पल्ले पड़े तो बेहतर है।



**श्री सुधाकर पाण्डेय :** उपसभापति जी, संस्कृति की बात मैं कह रहा था और उसकी अनिवार्यता की बात भी मैं कह रहा था। संस्कृति की क्षेत्र में हमने बहुत सी अकादमियां खोली हैं। आवश्यकता इस बात की है कि उनको उपयोगी बनाया जाये। उन अकादमियों के कार्य की कई बार पड़ताल हुई और पाया गया कि इतने विशाल देश के लिये उपयोगी नहीं है और आवश्यक दिशा निर्देश करने की स्थिति में ये अकादमियां नहीं हैं। इनमें नया जीवन और नयी चेतना लगाने का यत्न किया जाये।

महोदय, परीक्षा एक अनिवार्य चीज है और यू० जी० सी० लेकर विभिन्न बोर्डों तक ने परीक्षा में सुधार की व्यवस्था के संबंध में निर्णय लिये। कुछ राज्यों ने तीन माह से लेकर तीन वर्ष तक की सजा और 5 हजार रुपया का जुर्माना इसके लिये निर्धारित किया। तमाम परिक्षाओं में नकल की बीमारी फैली है। यह बीमारी केवल शिक्षा संस्थाओं में ही नहीं पनप रही है बल्कि रेलवे कमीशन के जो पर्चे होते थे उसकी चर्चा आप लोगों ने यहां की और बड़े-बड़े लोग आपको उसमें मिले। और भी जो परीक्षायें हो रही हैं वहां भी बहुत सी जगहों पर गड़बड़ियां दिखाई दे रही हैं। क्या यह जरूरी है कि जो हमारी डिग्रियां हैं ये नौकरी का पासपोर्ट रहे? इन डिग्रियों को नौकरी से विलग कर देने में कोई हानी नहीं है और अगर कोई डिग्री रखना ही चाहते हैं तो परिक्षाओं को आप प्राइवेट चलाइये और जो इम्तिहान लेता है वह डिग्री भी दे दे और जिसको आपको काम देना है, आई० ए० एस० से लेकर कर्नल तक का काम देते हैं, टाइपिस्ट का काम देते हैं आप उसके लिये परीक्षा लेते ही हैं। उस परीक्षा को एक के बदले और दो बार ले लें। लेकिन अगर

इन डिग्रियों को नौकरी का पासपोर्ट आप बनाते हैं तो सचमुच में वह गौरवता इन शिक्षा संस्थाओं में नहीं आ सकती। आप इनसे डिग्री को अलग करिये और परीक्षा में नया सुधार हो सकता है इस पर विचार कीजिए। आपने इसको विभिन्न दिशाओं में सुधारने की कोशिश की लेकिन वह संभव नहीं हो सका। लेकिन यहां आपने गुलामों का कारखाना अब उनको नहीं बनाना है, जैसा कि मकाले ने किया था आपने तो उन्हें आदमियों का कारखाना बनाना है तो क्यों न इन डिग्रियों को इनसे अलग कर दिया जाये। यह जो शिक्षा है यह सारे आदमियों के लिये है। यह दुर्भाग्य की बात है कि हम जो ज्ञान और विज्ञान अर्जित कर रहे हैं वह जनता की सेवा के लिये नहीं है, सर्व-साधारण की सेवा के लिये नहीं है। बड़ा बड़ा ज्ञान जो हम प्राप्त कर रहे हैं उसका माध्यम भारतीय भाषायें नहीं हैं। सभी राजनैतिक दल इस बात पर एक मत हैं कि देशी भाषायें, स्थानीय भाषायें, क्षेत्रीय भाषायें शिक्षा का माध्यम होना चाहिए। इस दिशा में कुछ प्रयत्न भी हुए। लेकिन इसको जिस गति से होना चाहिए उस गति से नहीं हुआ। श्रीमती इंदिरा गांधी जी ने एक-एक करोड़ रुपया प्रत्येक राज्यों को विश्वविद्यालयों के माध्यम से ग्रंथ रचने के लिये लगभग एक दशक पहले दिलवाया था। उसके अन्तर्गत किताबें भी छपा और करीब 20 करोड़ रुपया इस काम में लगा। लेकिन अगर किसी व्यापार को यह पैसा दे दिये होते तो वह व्याज समेत हमारा रुपया वापस दे देता और हर भाषा में प्रतिदिन एक अच्छी किताब निकल गई होती। यह जो योजना थी उसमें कुछ किताबें निकली हैं। इससे भी इंकार नहीं किया जा सकता है कि कुछ अच्छी किताबें भी निकली हैं लेकिन वे किताबें उन्हीं विश्वविद्यालयों के विद्वानों

द्वारा रचित होने के बावजूद उन विश्व-विद्यालयों में नहीं पढ़ाई जाती हैं। इसके क्या कारण हैं, इसकी जांच पड़ताल करने की आवश्यकता है। मुझे लगता यह है कि गरीब जनता का यह जो करोड़ों रुपया लगा हुआ है कुछ लोगों के स्वार्थ के कारण उसका उतना उपयोग नहीं हो रहा है जितना कि होना चाहिए।

महोदय, हिन्दी की जब मैं चर्चा करता हूँ तो मैं यह मानता हूँ कि हिन्दी तभी आगे बढ़ेगी जब सभी भारतीय भाषायें आगे बढ़ेंगी। अगर हिन्दी राष्ट्र को तोड़ती है ऐसी हिन्दी अच्छी नहीं है। मैं तामिलनाडु सरकार को बधाई देता हूँ जो उसने तामिल विश्वविद्यालय की स्थापना की पहल की है। हिन्दी विश्व-विद्यालय के संबंध में भी शिक्षा मंत्रालय कुछ काम कर रहा है। मुझे आशा है कि शीघ्र ही हिन्दी विश्वविद्यालय भी बनेगा।

महोदय, अब मैं संस्कृत के संबंध में कुछ कहना चाहता हूँ। बहुत से व्यक्ति इस देश में संस्कृत की बात करते हैं। आज भी प्रत्येक गाँव में आपको संस्कृत का एक व्यक्ति जरूर मिल जाएगा। श्रीमन्, हमारे देश में संस्कृत की शिक्षा की व्यवस्था के सम्बन्ध में भी काफी काम हो रहा है। लेकिन मेरा सुझाव है कि देश में संस्कृत विश्वविद्यालय की स्थापना होनी चाहिए। देश में बहुत से संस्कृत विश्वविद्यालय हैं लेकिन मेरा कहना है कि एक केन्द्रीय संस्कृत विश्वविद्यालय की स्थापना होनी चाहिए। वह केन्द्रीय संस्कृत विश्वविद्यालय इस प्रकार का हो कि आज जो विश्वविद्यालय इस देश में कायम हैं उनसे कुछ अलग, कुछ उनसे विलग हो और उसके भीतर से उस शिक्षा प्रणाली की खोज हो जो भारत की अन्तर्निहित बसती है और

जिसके माध्यम से आगे यह देश विकास कर सकता है। यह एक अनिवार्य आवश्यकता इस राष्ट्र की है नहीं तो कुछ दिनों के बाद यह स्थिति हो जाएगी कि हम संस्कृत समझ नहीं पाएंगे और यदि संस्कृत हम नहीं समझ पाएंगे तो देश को नहीं समझ पाएंगे और न अपने को समझ पाएंगे।

श्री जगदम्बो प्रसाद यादव : "इसको पढ़ने के लिए विदेश जाना पड़ेगा आपको।

श्री सुधाकर पान्डेय : आज भी जा रहे हैं। संस्कृत की डिग्रियां विदेशों में है उसको मूल्यवान माना जा रहा है। अभी हमने शान्ति निकेतन विश्वविद्यालय के सम्बन्ध में एक प्रस्ताव पास किया है शायद लोक सभा में भी पास होना है। शान्ति निकेतन विश्वविद्यालय हो या अलीगढ़ विश्वविद्यालय हो या काशी हिन्दु विश्वविद्यालय हो यह कुछ आदर्शों से अनुप्राणित हो कर विश्वविद्यालय खोले गये हैं और उनके मूल में राष्ट्रीयता का भाव है। काशी हिन्दु विश्वविद्यालय का छाव होने के नाते मैं कह सकता हूँ कि अकेले इस विश्वविद्यालय ने राष्ट्र, आन्दोलन की भूमिका में जो योगदान किया है और राष्ट्र को जितने नेता या इंजीनियर सम्पत्तित किए हैं शायद बहुत कम विश्व-विद्यालयों ने देश में किया होगा। उसके आदर्शों को बदलने की आवश्यकता है क्या उसमें से हिन्दु हटा दें? हिन्दुत्व की बात है तो हटा दें किन्तु आदिमियत की जो बात है उसको रहने दें। शान्ति निकेतन में रवीन्द्र बाबू के आदर्शों के अनुसार यूनीवर्सिटी बना रहे हैं तो काशी हिन्दु विश्वविद्यालय के बारे में भी जल्दी आपको एक्ट लाना चाहिये। शान्ति निकेतन विश्वविद्यालय को जो एक्ट है उसकी मैं बहुत से मामलों में कद्र करता हूँ। अगर किसी को कोई कष्ट है तो उसका निदान इसके माध्यम



[श्री सुधाकर पांडेय]

से उसे मिल जाएगा किन्तु उसके माध्यम से यह नहीं हो सकता है जो आज विश्व-विद्यालयों के अन्दर हो रहा है, आज गुण्डे और बदमाश ठेका ले रहे हैं, शराब की बोतलें डाली जा रही हैं, यूनिवर्सिटियों के माध्यम से यह सब बात हो रहा है। अभी मैं आपको एक विश्वविद्यालय का किस्सा बताना चाहता हूँ। एक वाइस चांसलर ने जाने वाले दिन सौ से अधिक नियुक्तियाँ कर दीं जबकि कुलधिपति ने कहा था कि कोई नियुक्ति नहीं होनी चाहिए लेकिन उसने सौ से अधिक नियुक्तियाँ कर दीं और इन्कलाब जिन्दाबाद जो नया वाइस-चांसलर आए उसको भुगतना पड़ेगा। एक वाइस-चांसलर ने दर्जनों विभाग खोल दिये उनका कहना था क्योंकि पंडित जवाहर लाल नेहरू ने कहा था यह विभाग खोल दिये जाएं, अच्छे विभाग हैं। यह अराजकता वाइस चांसलर के द्वारा या गुंडों और बदमाशों की ओर से नहीं। क्योंकि गुंडों और बदमाशों को शिक्षा संस्थाओं में न अघ्यापक होने का अधिकार है न छात्र होने का अधिकार है। जो जिज्ञासु हैं जो पढ़ने वाले हैं उनको ही वह अधिकार है। माध्यम की बात कह रहा था। हिन्दी माध्यम के बारे में मैं कहना चाहता हूँ, राष्ट्र की भाषा, जैसे मैंने कहा यदि वह राष्ट्र को तोड़ती है तो उसको छोड़ दीजिये। अब अहिन्दी भाषी क्षेत्रों में जितने विद्यार्थी पढ़ते हैं वह सारा खर्चा आप देख लें किन्तु इसको रसात्मक ढंग से हिन्दी के प्रचार का विषय बनाएं सांस्कृतिक ढंग से बनाएं केवल परीक्षा लेने देने से काम नहीं चलेगा। जो संस्थाएं परीक्षाएं लेती देती हैं उनके बारे में जांच पड़ताल करिये कि उनके अन्दर क्या हो रहा है। उपसभापति महोदय, आप जानते हैं कि नेपाल के

नेपाल के जो लोग हिन्दी पढ़ना चाहते हैं वे कहाँ पढ़ें, यह एक सज्जन ने कहा। क्योंकि यहां पर आपने जो व्यवस्था की है वह बहुत कमजोर है। और भी पास पड़ोस के देश हैं जहां पर हिन्दी पढ़ने वाले लोग हैं जबरदस्ती जिनको नहीं पढ़ाना है उनके लिए शिक्षा की व्यवस्था में कार्य किया जाना चाहिये। मैंने जो थोड़े से सुझाव इस सम्बन्ध में रखे हैं मैं आशा करता हूँ कि इन सबों का आप विचार करेंगे और ऐसा प्रोजेक्ट कार्य करेंगे जिसके द्वारा सचमुच इस देश में शिक्षा का प्रसार होगा, विद्या का प्रसार होगा और जीवन का जयगान होगा।

श्री उपसभापति : बहुत धन्यवाद।

MISS JAYALALITHA (Tamil Nadu): Mr. Deputy Chairman, Sir, although there has been a great deal of talk about the growing need to completely restructure the whole system of education in our country, nothing much has really been done about it. What is the situation that is prevalent everywhere in our country today?

In India nowadays for the most part we find that there is absolutely no relation between education a student receives and the vocation he later takes up or is forced to take up due to circumstances. Graduates who have obtained B.Sc. degrees in Chemistry apply for the position of clerks. B.A. and M.A. degree holders send in applications and wait with crossed fingers hoping to secure at least the job of a bus conductor.

The British who ruled in India until thirty-seven years ago needed a vast number of clerks to run their administration. So, they evolved a system of education geared to produce competent clerks to run their administration. We shook off the British yoke and won our national independence. But we have not yet managed to liberate ourselves from the shackles of the educational system evolved by the

On the one hand there is widespread criticism that the standards of education have deteriorated in India. There is a growing feeling that teaching standards have also fallen and teachers themselves are not upto the mark. On the other hand, there is an almost universal complaint that there is a total lack of discipline among students today.

An honest analysis will reveal that the root cause of the general malaise that has afflicted not only most of the student community, but indeed is responsible for many social evils and imbalances today is that the education taught in this country is mostly aimless.

A student joins a degree course in a college. At the advent his 2nd year in college, grave doubts and misgivings begin to swirl in his mind. He begins to wonder: "What am I studying for? To what end? What will be my fate, my position, after I complete this course?" The future appears bleak, without hope. Even while still studying, the student is gripped by a feeling of despondency, of despair. This in turn leads to restlessness and anger.

The desperate need to give vent to their feelings of frustration drives students to conduct agitations to voice their demands. More often than not, these agitations invariably take a violent turn.

Our entire educational system urgently needs to be restructured to provide a means of livelihood for the students. The education a student receives, right from the earliest stage must be aimed at equipping him with the specific knowledge and skills he will require for the particular vocation he will take up when he completes the course he is studying.

It is to fulfil this pressing need that the Government of Tamil Nadu has courageously stepped forward to introduce bold, innovative and signifi-

cant changes in the system of education in the State.

The Tamil Nadu Chief Minister, Dr. M.G.R., fully comprehends the seriousness of the students' predicament and the urgency of the need for drastic reform in the educational system. That is why the Tamil Nadu Government is concentrating on introducing technical education and vocational training at all levels of education in the State.

Today Tamil Nadu is in the forefront in India in imparting vocational training to students at the Higher Secondary School level. The State Government wishes to proceed much faster in this regard, but is hampered due to paucity of funds. Despite financial constraints, the Tamil Nadu Chief Minister, Dr. M.G.R., is determined to implement the vocationalisation of education in the State.

This year, right from elementary schools to secondary and higher secondary schools, the State Government plans to introduce vocational training at all levels of education on an experimental basis. Our aim is that the moment a student completes his education, he should be able to find gainful employment commensurate with the knowledge he has acquired. Or at least he should have acquired the necessary technical knowhow to start his own business or industry. For this State Government is prepared to render all assistance including security-free loans upto the value of Rs. 10,000.

When compared with other States, student agitations in Tamil Nadu are relatively minimal. Educational institutions in Tamil Nadu do not remain closed for months at a stretch as in some other States. One reason for this is that the State Government takes immediate action to settle the problems of students and teachers amicably whenever any such issues arise. Another reason is that the students have begun to realise that vocational training provides a guaran-

[Miss Jayalalitha]

tee for a safe and secure future. This has helped to instil in them a much-needed feeling of security and confidence. Hence they are able to concentrate on their studies with peace of mind. Ninety-nine per cent of the students who studied at the various polytechnic institutes in Coimbatore were able to find gainful employment instantly upon completing their courses. Tamil Nadu is justifiably proud of this achievement. To totally eradicate the nation-wide problem of unemployment vocationalisation of education is a must. Therefore, the Centre should step forward to render all possible aid to the States to implement this scheme successfully. In Tamil Nadu, 22 per cent of the students are in the vocational streams in over 50 trades. Vocationalisation in plus-Two is very popular. A pilot review of the scheme in one Revenue district in North Arcot, revealed very encouraging results. An independent review conducted by the District Headmasters' Association revealed that 47 per cent of the vocational students have gone in for higher studies and 49 per cent of the students have been gainfully employed. This is, indeed, a revelation. If the vocational sector of plus-Two is brought under a Centrally sponsored scheme with cent per cent Government of India assistance, as it was originally conceived, vocationalisation in Tamil Nadu will receive a much-needed boost. With pardonable pride I may say that Tamil Nadu has been a pioneering state in the field of education and has taken gigantic strides forward in this field, given its limited resources. Tamil Nadu has achieved phenomenal success in the enrolment of children in schools. In the age group 6 to 11, we have enrolled more than 95 per cent and, in the age group 11 to 14, the enrolment is 61 per cent. To realise the ultimate objective of a hundred per cent coverage, we have been offering incentives such as free mid-day meals, free books, free slates, free uniforms and free residential ac-

commodation, whenever and wherever possible. Under the Free Nutritious Noon Meal Scheme, about 65 lakh children in the age group of 2 to 10 years are covered. In the year 1984-85, 15.53 lakh more children up to the age of fifteen years will also be included. In order to improve the quality of education at the primary level, the Government of Tamil Nadu took the momentous decision in 1981 to make nearly one lakh primary school teachers Government servants with the laudable objective that education should be handled by specialists in the field, namely, educationists, and not by Block Development Officers whose priorities are not the same as ours. Within the past 37 years, a great number of primary, secondary and higher secondary schools have been started in the State. In Tamil Nadu, out of a total of 36,000 schools, 3,511 are Government high schools and higher secondary schools. But many schools still do not have permanent buildings and essential facilities such as science laboratories are lacking in many schools due to scarcity of funds. We know that a similar situation obtains in other States as well. Lack of money for buildings stands in the way of further successful extension of vocationalisation. To take up the construction and renovation programmes of Government high school buildings, a huge amount will be necessary and this cannot be met from the meagre resources of the State.

As an eye-opener to the rest of the country, the Tamil Nadu State Government, under Dr. MGR, implemented the Self-Sufficiency Scheme in a phased manner in three years under which each and every village in the State has been provided with basic amenities such as protected drinking water, link roads, rural dispensaries, maternity and child welfare centres, etc. Under this scheme, the Government has constructed buildings for the primary schools in the rural areas. But, for the construction of buildings for secondary and higher secondary

schools, a minimum amount of Rs. 95 crores at least is required. The State Government simply does not have the funds for this. The State Government approached the Centre for financial aid in this regard. But the Centre was not prepared to finance the construction of school buildings. As early as 1981 the State Government requested the Government of India Ministry of Finance to at least allot LIC funds as loans for the construction of school buildings. But the Ministry of Finance in its D.O. dated 17th February, 1981 and it would not be possible.

The State Government then pleaded with the Ministry of Finance to at least arrange for loans from nationalised banks at differential rates of interest. But even this proposal was rejected by the Government of India Ministry of Finance. The Union Finance Minister, Mr. Pranab Mukherjee, in his letter No. 14(68)82, CP VIP, dated 16th September 1982 addressed to the Tamil Nadu Education Minister very politely turned down the request with deep regret.

Between 1980-81 and 1981-82, within the span of just 2 years, the State Government has constructed buildings for 7,134 primary schools and high schools at a cost of Rs. 33 crores. This is lauded as a praiseworthy achievement.

But with regard to the construction of buildings for secondary and higher secondary schools, the State Government is helpless and nothing can be done unless assistance from the Central Government is forthcoming. It is our request that the Centre should provide this assistance not only to Tamil Nadu but to all the State Governments. It is up to the Centre to work out the modalities for extending this aid.

It is the students now going in for vocational training who will in future be making a significant contribution to the nation through increased productivity. They are going to be the bulwark of the nation's economic

progress and prosperity. Does the Government of India expect these students to acquire vocational and technical expertise under the shade of banyan trees or in ashrams like students of who were sent to *gurukulams* in ancient times to learn the *shastras*?

When nationalised banks can provide financial assistance for the development of privately owned industries in the private sector, why should they not provide financial aid for such a noble public cause as Education in the national interest? After all, the Tamil Nadu Government is not asking for charity. It is only asking for a loan, for which the State Government is prepared to assume full responsibility. In India several laws have been enacted on paper to afford equal rights to women, in theory. But in practice...

Although under the Indian Constitution, women are entitled to many rights, our society is such that it imposes several restraints on them so that women are not able to enjoy those rights in reality, to which they are entitled by law.

Thanks to the Tamil Nadu Chief Minister Dr. M.G.R.'s pioneering efforts, the Mother Teresa Women's University, recently inaugurated at Kodaikanal, is going to specialise in furthering the advancement of learning and prosecution of research in studies on women's welfare and provide consultancy and monitoring service for any welfare schemes for women.

In particular, in addition to 8 other departments, the University will have a ninth department for "Status of Women and Advanced Economics", and a tenth department for "Needs of Widows and Disadvantaged Women". We may safely say that this University meant solely for women and staffed entirely by women, is unique and there is not another one like it anywhere else in the world.

[Miss Jayalalitha]

We welcome the suggestions 'of the Government of India concerning the role of education in national integration. We shall do all that is necessary to see that text books are screened effectively so that the theme of national integration runs right through.

At the same time, Tamil Nadu wants to go a step further in international integration.

The Tamil Nadu Government intends the Mother Teresa Women's University at Kodaikanal to be an international educational institution which will attract women students from all over the world.

We hope most earnestly that the Government of India will render all possible assistance to make this Women's University one of the major international universities in the world.

The demand for more powers for "the States is becoming more forceful and vociferous all over the country. But instead of conceding the demand, step by step, the Centre is divesting the States of the few power they already possess, Education, which constitutionally a State subject before the 42nd Amendment, was taken away from the State List and brought under the Concurrent List by the 42nd Amendment. Several attempts were made earlier, but they proved unsuccessful until the 42nd Amendment.

In this context, I would like to remind the Centre about the clarification provided by Mr. T. T. Krishnamachari in the Constituent Assembly of India on 2nd September, 1949 to the effect that it would be sufficient if the Centre takes only such powers as are needed to coordinate the educational activities of the States in the field of technical education, in the field of vocational education, and in the field of scientific research. And to quote

Mr T. T. Krishnamachari<sup>a</sup> own words, "that is about so far as it is safe for the Central Government to go it would not be wise for any Central Government to go beyond that limit. I think that is about the best that we can possibly do, consistent with the idea of having States with a large measure of autonomy for themselves and the Centre taking up the education of security, defence and general wellbeing of the country, leaving other things to the States."

These are Mr. T. T. Krishnamachari<sup>a</sup> own words. The same words serve to aptly reflect the policy and thinking of the A.I.A.D.M.K.

Frequently, All-India Conferences of Education Ministers from all the States are held in New Delhi. The resolutions adopted at these conferences have been implemented to a major degree only by the Tamil Nadu Government. Though Education has been brought into the Concurrent List, the Centre does not allot any additional funds to the States.

The Tamil Nadu Government which is in the forefront in several fields, is also in the forefront in the field of education. If Education is returned to the State List again and if the States are given full powers in the field of education, the States will advance much more rapidly in a keen spirit of competition.

The Government of India recognises Sanskrit as an ancient classical language and spends vast sums of money for research and development in the interest of preserving our ancient cultural and literary heritage. Tamil is also a very ancient language. In fact, Tamil is not only the oldest language but the oldest living ancient classical language in the world today. The Government of India has formulated a yardstick, a list of conditions, which form the criteria for recognising a

language as a classical language According to the Government of India, the characteristics of a classical language are 7 in number. The first condition is that it should contain a body of alure and grammar which is ancient.

Tamil has a body of literature called the 'Sangam Anthologies' and the grammar called 'Tolkappiyam' whicci arc assigned to the first few centuries before the birth of Christ even by the most sceptical historians of literature. It is doubtful whether any other lan-' guage can match Tamil in this regard. Probably only the antiquity of Greek car. be compared with the ancientness of Tamil. (*Time Bell Rings*) You have given more than half an hour to the previous speaker. I request you to give me at least another 10 minutes. I wil] finish before that.

AIR. DEPUTY CHAIRMAN: Please finish in two minutes.

SHRI R. MOHANARANGAM (Tamil Nadu): She is a new Member. Kindly some more time.

MISS JAYALALITHA: Out of the 7 conditions set down by the Government of India for a language to be officially recognised as a classical language, Tamil fulfils 6 of the conditions. But the 7th condition is not applicable to Tamil. What is the 7th condition? It is: "That the language is rarely en and its text is understood with *the* help of Dictionaries or Specialists."

Is H only a language which has been totally forgotten by the people that can be accepted as a classical language? Is it only a language which ser-vivor with the aid of a few pandits that should be recognised as a classical language? How can this be considered fair or just? What justice is there in this sort of a stricture? Classical languages which satisfy all 7 conditions including the want of speakers in .modern times, are Latin and Sanskrit, whereas Greek, Arabic and Tamil continue to be spoken by millions today,

Classical Greek or Arabic or Tamil is different from the modern dialect of Greek or Arabic or Tamil. Hence classical languages are divided into those with continuity and those without continuity. Sanskrit, Latin, etc. belong to the second category i.e., those without continuity. Greek, Arabic and Tamil belong to the first category, i.e., with continuity. Sines the discovery and publication . . .

SHRI B. SATYANARAYAN REDDY (Andhra Pradesh): Why don't you speak in Tamil? It is better that you speak in Tamil.

SHRI R. MOHANARANGAM: We can speak in Tamil but the difficulty is that nobody can translate it perfectly. That is the reason why we are speaking in English.

MR. DEPUTY CHAIRMAN: There is perfect translation.

SHRI R. MOHANARANGAM: Why don't you speak in Telugu?

SHRI B. SATYANARAYAN REDDY: I speak in Telugu.

MR. DEPUTY, CHAIRMAN: Kindly listen to me (*Interruptions*).

SHRI R. RAMAKRISHNAN (Tamil Nadu): I appeal to the Members not to disturb the lady Member.

SHRI R. MOHANARANGAM: Do not disturb the lady Member What is after all a language? Language is a medium through which we are expressing our ideas to another individual. We are expressing our ideas to other Members. If she speaks in Tamil nobody can-understand very easily. That is the difficulty.

SHRI SANKAR PRASAD MITRA (West Bengal): This is NTR versus MGR. (*interruptions*)

MR DEPUTY CHAIRMAN: Please conclude now. You have already taken 25 minutes...



MISS JAYALALITHA: Kindly bear with me. I will wind up in a few minutes.

Since the discovery and publication of the Tamil Sangam classics was late, there was an early erroneous impression that the Dravidian literature is a derivative of Sanskrit. This impression was dispelled as soon as the Tamil Sangam classics were published. The fact that this independent and secular body of literature and grammar had influenced all the Southern languages and even the Vedic and classical Sanskrit was established by eminent research scholars like Gundert, Caldwell, Kital, Burrow, etc and the influence of the ancient Tamil Sangam literature on Sanskrit has now been argued cogently by George Hart.

Recognition of Tamil as a classical language by the Government of India is long overdue. Just as the Government of India has accorded Sanskrit recognition as a classical language, it should also accord the same to Tamil. Such recognition will enable this country and the world to appreciate the antiquity of the Tamil language and the great diversity of its literature and add glory to the cultural heritage of the country.

The great Tamil poet Bharatidasan has magnificently described the genesis of Tamil in the following exquisite Words:

Thinglodu Semaprithi Thannodum  
Vinnodum Udukkalodum Mangul Kadal  
Ivartrodum Pirantha Thamizhudan  
Piranthom thorn Nangal."

Bharatidasan says When the moon first began its orbit; when the sun first shone forth in all its brilliance, when the galaxies were first created, when the radiant stars were first born in the skies, when the first cloud began to gather when the

waves in the ocean first down began to surge forth, that was when our great Tamil language was also born in all its resplendence. We the Tamilians were born along with that age-old Tamil language, and have the honour to come from and represent that glorious land of the Tamils—Tamil Nadu.

The firm language policy of the Government of Tamil Nadu will be to implement the two-language formula which has been consistently enunciated by our great Dravidian leaders, Periyar EVR and Anna. It is the same policy which the Tamil Nadu Chief Minister, Dr. MGR has been reiterating time and again. The Government of Tamil Nadu has stated in unmistakable terms that Tamil and English can serve all our purposes, Tamil as the official language of the State and English as the link language.

Even the most emphatic and ardent protagonists of Hindi do accept that English can serve admirably as a link between our country and the outside world. Then why plead for Hindi to be the link language here? When English serves to link us with the outside world, it is certainly capable of rendering the same service inside India as well. English is foreign, some argue. Have we destroyed or given up everything that is foreign? Do we not bring in foreign wheat in foreign ships? Do we not seek foreign aid not only in the form of money but also in the form of technical expertise? Does a single week pass without some leader or the other—a Minister or an MP or an MLA—undertaking a journey to the West or East to secure whatever foreign aid it is possible to secure? On top of all these things, we have given up so many systems peculiarly our own. We are not content with rural economy. We want Trombays and Ennore. And we are not conscious of their being foreign. Only in the matter of language we pose as ultra-nationalists and dub the English language as foreign.

मान्यवर, बात यह नहीं कि हम हिन्दी नहीं जानते हैं। हम खूब जानते हैं। मैं जो हूँ—मैं हिन्दी लिख सकती हूँ। पढ़ सकती हूँ—और अच्छी तरह बोल भी सकती हूँ। तमिलनाडु में ऐसे कई लोग हैं जिन्हें हिन्दी मालूम है।

हमें हिन्दी भाषा से कोई नफरत नहीं है। हिन्दी बोलने वाले भाइयों और बहनों से हमें कोई नफरत नहीं है। हम उन्हें अपना सम्बन्धते हैं।

हम सरकार से सिर्फ यह निवेदन करते हैं कि इस देश में, कई प्रांतों में, जो लोग हिन्दी नहीं जानते हैं, जिनकी मातृभाषा हिन्दी नहीं है, उन लोगों पर जबरदस्ती मत कीजिए। यह मत कहिए कि उन्हें हिन्दी जरूर सीखनी होगी। देश में ऐसी हालत नहीं रहनी चाहिए कि अगर कोई हिन्दी नहीं सीखे तो वह जीवन में आगे नहीं बढ़ सकेगा। यह ठीक नहीं है। हिन्दी जानने वालों की तरह उन्हें हर तरह से मोक़े नहीं मिले। ऐसा हाल हमारे देश में नहीं होना चाहिए।

जैसी तमिल भाषा से हमें भक्ति है, श्रद्धा है, वैसे ही जिनकी मातृभाषा हिन्दी है, उन्हें भी हिन्दी भाषा से उतनी ही भक्ति होगी, श्रद्धा होगी। लेकिन हिन्दी ने अधिक से अधिक श्रद्धालु भक्त भी एक बात को मानेंगे।

हमारे देश भारत—और बाहर दुनिया के तमाम देशों के बीच—अंग्रेजी एक अच्छा सम्बन्ध, एक अच्छा बन्धन रखने के लिए बहुत उपयोगी है, बहुत फायदेमन्द है। मुझे यकीन है कि सब इस बात को मानेंगे और ठीक कहेंगे।

जब अंग्रेजी बाहर दुनिया के साथ हमें जोड़ सकती है तो भारत के अंदर भी अंग्रेजी यह काम क्यों नहीं कर सकती है?

कुछ लोग कहते हैं कि अंग्रेजी विदेशी भाषा है। यह सच है। लेकिन हमारे देश में जो भी विदेशी चीज़ है, क्या हम उन विदेशी चीज़ों को बिल्कुल ठुकरा दिए हैं? क्या हम विदेशी चीज़ों का बिल्कुल इस्तेमाल करना छोड़ दिए हैं? भारत में जो भी चीज़ विदेशी है क्या हम उसको ठुकरा-ठुकरा करके फेंक दिए हैं? क्या अब भी विदेशी जहाज में विदेशी गेहूँ नहीं मंगवाते हैं? क्या हम विदेशी सहायता मांगते नहीं? स्वीकार करते नहीं? सिर्फ पैसे के रूप में नहीं, तकनीकी, प्राविधिक जानकारी के रूप में भी क्या हम विदेशी सहायता नहीं पाते हैं?

महोदय, हर हफ्ते, कोई भी नेता—चाहे वह मंत्री हो या एम.पी. हो या एम.एल.ए.—हर दिन कोई न कोई नेता भारत से विदेश नहीं जाता है क्या? हर विषय में हम विदेशी चीज़ें इस्तेमाल करते हैं। उन्हें चाहते हैं, मांगते हैं, पाते हैं और उस वक्त हमें यह महसूस नहीं होता कि वह विदेशी चीज़ है। लेकिन सिर्फ भाषा के विषय में हम सब देश प्रेमी का वंश धारण करते हैं। सिर्फ अंग्रेजी भाषा हमें विदेशी लगती है।

"Quit India"—we said to the British The British were able to understand us. Simply because we said "quit India" in English they understood us. Had we said that in Hindi they would not have been able to understand us. In the same way, just because I am able to speak Hindi, I am asking you in Hindi not to foist Hindi upon us. Similarly you should not say that since I know Hindi I should accept it as a national language. That should not be the policy. There is no justice in such a Policy I am requesting the Government of India, through you, not to foist Hindi upon us.

Now, Sir take for instance the cricket test commentary which is given in our country through AIR and Doordarshan, I am only pointing out that the Hindi language does not have the required vocabulary, it does not contain enough words in the Lexicon. Now the Government of India has made it compulsory that the cricket commentary should be broadcast in Hindi as well as in English. Now, Sir, if you listen to the Hindi commentary for a cricket test just for five minutes, and people all over the country follow the international test cricket match commentary with great interest, you will find that 99 per cent of the commentary is in English. They simply have not been able to coin words in Hindi for the usual terms used in the cricketing jargon. Now if you listen to the commentary, you will find that except for the most mundane phrases such as

वह दौड़कर आए, वह बल्लेबाजी कर रहे हैं, और उन्होंने गेंद फेंक दी।

other than that, 99 per cent of the commentary is in English. To describe field placement such as slip, mid off, mid on, or technical terms such as wicket or batting average or bowling average... There are simply no words in Hindi for these. Who is benefiting by this? Is this not an enormous waste of time and money. It may as well be that the whole commentary is done in English. The one thing that the listeners are interested in is the score. And that is the one thing that they invariably give in *shudh* Hindi. It makes the listeners want to cry, to tear their hair in frustration.

Sir, I just want to conclude with one reference to the recent historic space flight of Sq. Ldr. Rakesh Sharma. I beg the hon. Members not to misconstrue my remarks, I am not trying to belittle this historic achievement in any way. Every one knows that this venture was given wide coverage on TV, in particular the conversation between the Prime Minister of India and Sq. Ldr. Rakesh Sharma was watched by millions of people all over the country. What I am trying to point out

is the limitation of the Hindi language. When Sq. Ldr. Sharma tried to describe the technical details of the spacecraft and the flight, he had to resort to English words. He simply could not find terms in Hindi; he did not know the terms in Hindi; in fact there are no terms in Hindi. Since my first day here in the Rajya Sabha, I have been listening to many of the speeches in Hindi by many of the hon. Members here and to find there is a liberal sprinkling of English words in practically every Hindi speech. When there are no words in the Hindi language to describe a particular event, or a particular article or a particular object, the speaker who is using that language has to resort to another language, and that language usually turns out to be English. So why not allow English to continue as the official link language.

In conclusion, I wish to remind the Government of India of the assurance given by the late Pt. Jawaharlal Nehru. Pt. Nehru had stated that English would continue as an associate official language indefinitely as long as the non-Hindi speaking people wanted it. We hope the Government will honour this promise made by the late Prime Minister. Thank you.

श्री बी० सत्यनारायण रेड्डी : सब  
भाषाएं हमारी भाषाएं हैं।

SHRI R. MOHANARANGAM: Mr. Reddy, you speak in English. We cannot understand what you say. (*Interruptions*) for the benefit of the Members I would like to say one thing. (*Interruptions*) I want to clarify this thing. Mr. Reddy asked why she did not speak in Tamil. She can speak in Tamil, but if she had done so, nobody would have understood her. That is the difficulty. (*Interruptions*).

MR. DEPUTY CHAIRMAN: Order please.

SHRIMATI PRATIBHA SINGH (Bihar): Mr. Deputy Chairman, Sir, (*Interruptions*). We did not disturb you people

*working of the*

MK. DEPUTY CHAIRMAN: Mr. Reddy, when your turn comes you can speak. Yes, please.

SHRIMATI PRATIBHA SINGH: Education, Sir, is the most important area of activity because it deals with students, teachers, parents and those devoted to the advancement of the country. (*Interruptions*) Actually these "are the people, these students, teachers-, parents and devoted workers. Who are strong, if they are healthy, then only the country is healthy. This is a very important area. We can build a factory, we can build a bridge, but who builds them? It is the man and his mental equipment. If that is strong, then only every thing is strong. The statistics show increase in the number of educational institutions, swelling enrolment figures of students and growing number of teachers. Every year this swells on. The country is spending more than Rs. 3000 crores annually on education. Yet if we really want to fulfil the targets, we need bigger amounts to provide equipment and suitable environment for the educational institutions.

Sir, for all this I would request the honourable Minister, through you, to fight for more funds because this is the most important activity which deserves emphasis. The latest calculations show that we need sixteen lakh teachers between 1985—99 to fulfil the goal of universalisation of elementary education, a target that we have fixed in our 20-point programme. This is one of the most important points in our 20-point programme.

Sir, I now come to what my predecessors have also said—that there is need to infuse a new spirit into our educational system. There is no doubt about that. And if some of the States have taken this up and made certain reforms and given more emphasis on certain things, that is a very good thing and that should be

Because, Sir, the student unrest at the higher levels of education and the heavy drop-out rate at the primary level indicate that the present content of education is not inspiring, not even interesting. Otherwise, after getting the opportunity to study and getting degrees, why is there so much of unrest? Why is there so much of clamour only for holding some post in the offices? It is because the initiative in them to do something on their own is killed. A large number of students, even after getting their doctorate, are found to be ignorant of our culture and heritage because they are not taught of them right from the school to college. Naturally there is a lot of frustration. At the lower levels, Sir, we have loaded our syllabi so much that we should really pity our children. The number of books they have to study and the amount of home task they get leave our children with hardly any time for play, recreation, health-building or development of their potentialities which are lying latent in them. Actually they don't get time even to watch Nature which will develop an aesthetic sense in them. And if we are not able to give this opportunity to our children, what do we give them when they go to the school? They carry such a big busta that their shoulders get bent. We also find that many children have to wear spectacles also. There are so many troubles and the poor mother has to restart the student day because there is so much of home task that unless she sits with the child the child is not going to learn anything. So, Sir, what is the remedy for all this? This has to be thought of seriously. In every home this is the case. In fact, when I went to the Minister's home, I met her granddaughter with the same problem. I met my own grand-daughters. They keep on asking, "You people say in the press that you love children so much but what do you do for the children? See the number of our books." So, Sir, I would like to give a sug-

[Smt. Pratibha Singh]

have themselves to think about it, that just as NCERT is doing some research on books, something of that type could be done because in the private schools, convent schools they have a lot of books written by private people. I hope the Minister will certainly like to have cheers from the children: a smile from them and brightness in their eyes. I hope she will think about their syllabi and do something about it.

The examination system, Sir, is to be reorganized. My predecessors have also given a lot of emphasis a change in the examination system. What is the present position? So far, education is tied to examination; examination is tied to job. Now the students' aim is only to pass the examination, get a degree and get a job. They do not get jobs and, therefore, there is complete frustration. How many lakhs and lakhs of people can you give jobs? So there is need for a change. And education is for knowledge, development of potentiality in the person, development of perfection in spirit, both in arts and science. Then only can we think of removing some of the frustration in our younger generation. Even in the examination system there is no uniform standard. The examination lacks objectivity. Certain important subjects like physical education, national service, sports, NCC do not count in examinations. UGC and other learned bodies are suggesting semester system and continuous internal evaluation. They say this is the only remedy for the present examination system. But, Sir, there is a lot of criticism of this also because this will keep the students right from childhood always in stress and strain of being evaluated, facing examinations and other things. So something else has to be thought of. How can we build up their personality, help them to develop, and infuse in them different sources of knowledge? I would like to know from the hon. Minister if some new thinking has

been initiated on this subject in the UGC or in the NCERT.

Sir, here I would like to mention that there is a movement of new education which has made very valuable suggestions. One is that they have made distinction between examination for employability and examination for development of personality. Their recommendation is that educational institutions should be liberated from the responsibility of holding examination for employability so that they are free to concentrate upon Education process in its purity—the sole motivation of which would be to develop the capacities, and facilities and personality of the student. I wish New Education projects could be taken up by the Ministry. In U.P. Awadh University, Pant Nagar University, Gorakhpur University are trying to experiment with this... (time-bell rings). आपने और सदस्यों को इतना-इतना टाइम दिया है और मेरे टाइम में घंटी बजा दी।

श्री उपसभापति : क्या करें, समय बहुत कम है।

श्रीमती प्रतिभासिंह : किसी को 45 मिनट का समय दिया और किसी को आधा घंटा समय दिया। I must put all my points...

MR. DEPUTY CHAIRMAN: The time is to be distributed among the party people. We cannot do that.

SHRIMATI PRATIBHA SINGH so that .... (Interruptions).

MR. DEPUTY CHAIRMAN: Government has fixed the time; we cannot change it. Just one minute. You can speak for two or three minutes. Please cooperate because there is a time-limit for every party and a time-limit for the House to sit. So I would request hon. Members to confine themselves to the limits. Otherwise....

SHRIMATI USHA MALHOTRA (Himachal Pradesh): What is the time-limit for us?

working of the

MR. DEPUTY CHAIRMAN: You are given half the time, for the party. The party can put up one speaker. I do not mind. But they have put up 16 speakers. The time is two and a half hours. Distribute it. Otherwise, from where will I get the time? That is the whole difficulty. I request you to put less speakers. There will be more time. Everyone wants to speak. I cannot give time.

SHRIMATI USHA MALHOTRA: How can we do justice to the whole thing in such a short period?

MR. DEPUTY CHAIRMAN: Then I cannot do justice to all speakers.

SHRIMATI USHA MALHOTRA: But you can extend it late in the evening:

SHRI DEBA PRASAD ROY (West Bengal): She is speaking on behalf of the party. Let her continue. (Interruptions)

MR. DEPUTY CHAIRMAN: Some people will be left out in the evening, at the end. Then there will be trouble. That is why, let everyone speak for ten minutes so that all can get time.

मुझे क्या आपत्ति है, चाहे एक अदमो दो घंटे बाले। आप बोलिये मुझे इसमें आपत्ति नहीं है लेकिन इसका कोई नहीं बाल सकता।

If you want others to be called, please curtail your speech. That is my request. (Interruptions). Who is stopping you? But the time limit is there. You appreciate the difficulty. You discuss the matter with your whip. He should put only two speakers. That will do. (Interruptions). No please. That is not possible. You have half of the debating time. But everyone cannot have that much of time. That is my request. That is why I request that ten minutes are sufficient for every speaker. Somebody may take two, three minutes more.

SHRIMATI PRATIBHA SINGH: Five minutes.

MR. DEPUTY CHAIRMAN: All right. Five minutes more. You have already taken 12 minutes.

SHRIMATI PRATIBHA SINGH: Then there is the problem of non-formal education. Countries like Korea and Malaysia have made large experimentation in this field. We have lagged behind. I would request the Minister to give a little emphasis on this. And there is need to establish a national council for non-formal education, somewhat parallel to the NCERT. This Council should serve as a resource centre, and it should be a national council for non-formal education. As a resource centre, it should have possibility of initiating pilot projects, the results of which could be made available to the whole country.

The school education in our country, Sir, requires a searching examination. The single teacher schools all over the country remain uncared for. It has been reported that a large number of school, run once or twice a week. Most of these schools are in pitiable conditions. As UGC is for higher education. Similarly, setting up of a national commission for school education should be considered, with the task of:

- (1) Maintaining standard of school education.
- (2) It should also have the power to coordinate the activities of the NCERT and other national organisations dealing with school education.
- (3) Promoting production of high quality equipment for school laboratories.

So, these are some of my suggestions. So far as teacher education is concerned, that is another area where my predecessor, Mr. Pandey, has also mentioned that radical changes are required there. The present curriculum is in many ways outdated or irrelevant. It has continued what was there in the British time, and this needs complete change. We teach too much of western abstract theories of education, and we hardly provide any idea of the profound concepts of edu-



cation developed in India through millions of effort and experimentation. There in the teacher curriculum, school practice is nil. Linguistic *concept* receives little attention. Therefore, we have to add new dimensions to the teachers training. We have to put emphasis on: (1) value-oriented education, (2) environment-oriented education and (3) child-centred education. If we give emphasis on these three points in the teachers training, then only we can hope that this programme will succeed and what we want to achieve in education, we may be able to achieve. The Minister has constituted a working group for value-oriented education for teachers. This group has already given its valuable report. I would like to know from the Minister what are their recommendations. Sir, the need of the rural child has to be studied and given its due emphasis. Their curricula has to be meaningful and relevant. To meet their needs we have a large number of agricultural colleges but we do not have agricultural schools. We should give more attention to introduce agricultural schools in the rural areas.

Then, Sir, in the rural areas we have not thought of establishing technical schools somewhat on the Russian lines. Their students can be initiated into technical skills right from the early stages of schooling.

Studies in languages have been suffering a lot both at the lower level and higher level. We had a large number of scholars in Sanskrit, Arabic, Persian, Greek and Latin. All these Sanskrit manuscript books have gone out.

Now, there is a great need for setting up an international institute for Sanskrit along with classical modern languages and also international university for Hindi. Education without culture is only half the work done. And the important vehicle of the culture is the library.

We have got the National Library at Calcutta. It is still ill-equipped. We need at least five more national lib-

raries. There should be up-to-date facility for storage and retrieval of old books and manuscripts; and utility for study and research.

Museums are the instrument of education. They should also be given a little attention and a little money to maintain all the things that are there. There is a need to weave culture into the entire educational system.

In the last meeting of the Central Advisory Board of Education, a special resolution was passed which recommends for a new design of education in which education and culture get inter-woven into each other. Therefore, Sir, right foundations of a truly national system of education is required. Sir, it is true that huge amount of money is required. It is true that a large number of men and women are required to make sacrifice and contribute their mite to the advancement of education goal. But it is through education that we prepare the generation which is strong which is bold, full of courage which has a will to take big strides to reach the moon and roam in the space.

We have a Minister of Education willing to take new ideas, to make new experiments, and to build a strong generation of a great country like India and a great leader like Smt. Indira Gandhi.

Thank you.

MR DEPUTY CHAIRMAN: You will have 10 minutes please. Dr. Sarojini Mahishi.

DR. (SHRIMATI) SAROJINI MAHISHI (Karnataka): Mr. Deputy Chairman, Sir, I thank you for giving me some time to speak on this subject. Every year the demands of the Education Ministry are being discussed in that House and also some discussion is held in this House also. In spite of these discussions the deterioration in the standard of education and the quality of education persists. Of course, even the Government claims every year that there is a lot of im-

provement. The net result is that we are able to see the deterioration in the standard of education. The Directive Principles of study policy embodies that primary education should be free and compulsory. Sir, can we say that it is free? Can we say that it is compulsory? In the rural areas children in the age group of 6 to 14 are not attending the schools and the percentage of the younger children in this group is not up to the expectations. We have not been able to reach the targets. Not only that we have not been able to go nearer to the targets. Therefore, under these circumstances I would like to know what the Government has got in mind whether primary education shall be free and also shall be compulsory.

If you cast your glance around this capital you will see around filthy schools where primary schools have been housed. In such an area, I do not think, whether the children will be able to get inspiration and will be able to assimilate anything at all especially in the capital of the country. If this is the thing we can just imagine what will be the state of affairs in the other areas. This is the State of affairs in the capital and anyone can criticise if the Government has <sup>^</sup>Pt under its nose housing primary schools in such filthy areas. How can they accept others? Education is service-oriented and many a time the Government says that Education is not a Central subject and it is a state subject and, therefore, the reply ends there. I do not think there is a remedy for that. This reply will not be able to give satisfaction to any one of the Members, any one of the representatives of the people in the country. I do not know whether Members on that side have a different opinion. But as far as this subject is concerned, I do not think there is a difference of opinion between the Members on this side and the Members on that side. All Members are concerned, all Members are anxious as regards the deterioration in the standard of education. Primary education, which is the basis of

further education that the child will get, should be free and also it should be compulsory. We should have to go in that direction at least. Now, Sir, in Bombay and other places, even for getting admission in a nursery school, a lump sum of Rs. 5,000 has got to be paid, I do not know whether the Government knows about it or not. But I know that for getting admission in the KG or Nursery class, a lump sum of Rs. 5,000 has to be paid. And the parents are examined, not the child, because the parents' genealogy has got to be examined in order to get the child admitted to the nursery class. Of course, after doing all these things, how far the institutions have been able to give better service, it is for the Government to see. Defending what they have done is not along the remedy for it. They should find out what exactly is needed in the matter, what is the most important and appropriate thing to be done in the matter. Therefore, Sir, this primary education, the housing of the primary schools is a very very important thing. This is as regards facilities for primary education in the urban area. As regards facilities for primary education in the rural area, I would like to that the Government is pleased to give some scholarships to the day-scholars as an inspiration to them for attending every day. But in spite of all these things, you will find that there is a big percentage of children present in the school only when the scholarship is distributed or when the Inspector visits the school and not on any other day. The dropouts different levels even amongst the boys is also large in the rural area. Amongst the girls, I should say, it is a very pitiable condition. The dropout at the level of 4th standard and 5th standard is continuously increasing in the rural area. If we want to achieve the targets in girls' education and if we want to be able to give education to all the children in the primary age-group, we should have to resort to some other methods which will be effective and

[Dr (Smt.) Sarojini Mahishi] which will also be able to influence the rural people. During all these 35 years, have we been able to create an atmosphere for the education of children in the rural area? The schools are housed in distant places. Neither the Inspector goes there nor the school teacher goes there regularly. He is posted in on a place and he is staying in another place, and once in a week or twice in a week he will attend the primary school and he will sign for all the clays. I do not know whether this has come to the notice of the Government, but this is the state of primary education in the rural area. Only where the teacher and the student come together, stay together and only when the contact between them increases, only then the teacher will be able to inspire the student and will be able to create some impact on that student. There has been a quantitative expansion, but there has been no qualitative expansion. We should look to the quality. But if we continue to look at the quantity, there may be a large percentage of people coming out of the factories, I mean, the schools, colleges and universities. But what about the quality? I would like to give a quotation of Kalidasa. He says- he who is capable of absorbing himself, has absorbed the instruction, has absorbed the knowledge himself and is capable of imparting that instruction also, he alone should be called a good teacher. Some are good in absorbing themselves; some are good in imparting; but they are not good teachers. Kalidasa says:

Therefore, he alone who is good in both these things should be made a teacher. But what is the position of the teachers today? The teacher is one who is ahead of the student by a single lesson. That is the definition of the teacher today. You may not agree, but this is the situation in primary education. If we proceed a little ahead, the percentage of drop-outs will be much more, and the number of those who go to the high school and thereafter to the university is de-

creasing. I do not mean that every-one should go in for university education. There is no need for it. There should be a diversion after Higher Secondary so that they are able to go to technical institutions. The value oriented education to the teacher which the Government is stressing is very, very, important because diversion to the technical line after the higher secondary is the most important thing. I do not know whether this value oriented education is necessary to the teachers or to the students or much better to the parents because the parents think that their sons should be doctors, that their sons should be engineers, or that their daughter should be a big artiste, or a big engineer. Everybody is thinking in this way and if everybody thinks in this way there will be a big rush for medical colleges and engineering colleges. I know just now the importance of Indian doctors abroad is decreasing day by day because they try to get into the medical colleges somehow or other and they 'ust want to get a degree and they want to sell the degree outside. The value of Indian doctors abroad is decreasing. Therefore, I would say it is better that the Government creates an impression, an atmospheres, in the public that it is better to go in for the technical line rather than the routine, usual, university education. Therefore, a lot of coordination is necessary among the different departments of the Government. Home Ministry is running » few craft courses, a few craft colleges and institutions and Education Ministry is running a few jolytechnics and there is no coordination between these. As a result, the service that is expected of them is not forthcoming. Also when students ce rne out of the universities, thty are interested only in getting a job. But it is very difficulty to get a job these days, wiili the result there is unemployment, unemployment of graduates, educated unemployment, half-employment, semi-educated unemployed, unermployed, and cri— a number of class'lications has come up in rural area3 and urban areas.

there is now a meal] Tor also started. If they meal, you will be able to work and if you work, they will be able to give you a meal. That is, not the only thing Government has to do. Government must pay more attention to this thing right from the beginning, they should create an atmosphere in the country, create a proper situation in the country, so that children right from the primary education level, will be able to divert their attention to the technical matters. And then, division of labour and the value of labour is very important. Dignity of labour is the most important thing. We must have to inculcate this spirit of dignity of labour among the children right from the beginning. I do appreciate the work being done by the NCERT, the schemes which it has undertaken. They are a very good thing.

I would like to stress another aspect of the Education Ministry and that is the Archaeological Department. Just in front of the monuments there is a board written "trespassers shall be prosecuted". But sometimes the board is removed and trespassing does take place. But no trespasser is ever prosecuted. And the trespassing goes on. The whole monument goes into further deterioration and further ruins. That is not the objective of archaeology, as far as I know. The objective and purpose of the Archaeological Department is to excavate and preserve ancient buildings and ruins which are a source of inspiration, historical ruins are a source of inspiration. But if the present negligent attitude on the part of the authorities responsible for preservation of these monuments continues and anybody and everybody gets into them, these valuable and ancient monuments get into further deterioration and further ruins. That won't serve the purpose of archaeology. In this connection, I want to point out that there are a number of vacancies in the Archaeological Department which have not been filled up for a very long time. Why have these vacancies not been

filled up. Is it for promoting further deterioration in the monuments? I do not know. That is one thing. Secondly, they have also to look into the excavation of certain precious things, keep certain precious things intact, so that people would be able to see them and get inspiration from them. I know the Government had promised to preserve three medieval townships—Hampi in Karnataka, Nalanda in Bihar and Lothal in Gujarat. These three medieval townships are most important archaeological historical ruins in our country revealing the civilisation of those times. The Government had promised many a time that they will not allow any encroachment into these areas. I know in Lothal in Gujarat for a period of 15 years the stones and bricks were lying unattended and they still continue lying there uncared for. No action has been taken by the Government. Similarly, Hampi in Karnataka—a lot of encroachment is taking place people have free access, some people are cultivating the land, and yet Government has not been able to do anything. In Nalanda also no protective work is done. Except excavation, no facilities are provided to the people to go there and visit the place and get inspiration. Therefore, I would like the Government to pay attention to all these three aspects.

Further I would like to say that just near Delhi in Tughlakbad quarrying of stones takes place on the fort. This is the case in almost all the forts. People go there freely, quarry the stones and use them. What is the Government doing about this except putting up boards saying that trespassers will be prosecuted? I say this with much pain. These monuments should be a source of inspiration for people. They should not be allowed to get further deteriorated. The Government shall have to pay attention to this. There are two things to be done. One is creating enthusiasm and inspiration among the new generations to come and the other is creating an

[Dr. (Smt.) Sarojini Mahishi] opportunity for the new generation to take inspiration from these monuments of archaeological and historical importance. I hope Government will pay attention to these.

MR. DEPUTY CHAIRMAN: Shri Anand Sharma. You will have ten minutes.

SHRI ANAND SHARMA (Himachal Pradesh): Please give me a little more time.

MR. DEPUTY CHAIRMAN: Yes, two or three minutes more.

SHRI ANAND SHARMA: Mr. Deputy Chairman, I thank you for giving me this opportunity to speak on the subject which is extremely vital for a nation like India or for any society to develop. Education in itself is not only an important development factor, but also an economic factor.

In India we have seen ever since Independence various steps which have been taken by the Government to spread literacy in backward and remote regions and as a result of that we have seen the number of literate persons going up, the number of educated people going up.

The report of the Education Ministry which is before us and which is presently being discussed in this House speaks of various schemes launched by the Government of India to ensure that primary education and elementary education is guaranteed to each and every citizen of this country. The recent decision of the Government to ensure universalisation of elementary education, which has been included in the Prime Minister's 20-point programme and to ensure that the target is achieved by 1990, deserves all praise and support. Such a programme requires monitoring and proper feed-back to ensure that it is being implemented in the proper manner and the Government has done the right thing by creating a National Bureau for monitoring.

May I say that today all our friends in the opposition also have commented on education, but what has been discussed is not the report. The House has seen a virulent attack on the three-language formula which I will say emanated only from political reasons. It was nothing but the political thesis or approach of a regional party which is being represented by the Hon'ble Member who tried to call in question the accepted national policy, the accepted national value, as well as education. With due regard to the Hon'ble Member, to criticise the policy or approach and particularly to make an attack on Hindi . . . (Interruptions) I have chosen to speak in English. . .

(Interruptions).

SHRI R. MOHANARANGAM: Nobody has attacked anything. . . (Interruptions).

SOME HON'BLE MEMBERS: You sit down; sit down. . . (Interruptions).

SHRI R. MOHANARANGAM: He has mentioned about a Member who has spoken and it is an indirect aspersion on the Hon'ble Member. . . (Interruptions).

MISS SAROJ KHAPARDE (Maharashtra): You must behave like a leader, (Interruptions),

SHRI ANAND SHARMA: We have listened patiently and you must also have the patience to listen to us. (Interruptions).

SHRI R. MOHANARANGAM: We have sufficient patience. (Interruptions).

SHRI ANAND SHARMA: I have chosen to speak in English only for one reason and that is that the honourable Members who objected to it should fully understand what I say. (Interruptions).

SHRI R. MOHANARANGAM: We can understand and we can even

teach you. We have got ample knowledge even to teach you. . . (*Interruptions*).

SHRI ANAND SHARMA: Do you have patience to listen? (*Intenuptions*).

^ MISS SAROJ KHAPARDE: Please understand, Mr. Mohanarangam what he speaks and then you speak, (*In-terruptions*). He is not speaking against you. (*Interruptions*). Mr. Mohanarangam, he is not speaking against you. Let him speak, and you try to understand and then you speak. (*Interruptions*).

MR. DEPUTY CHAIRMAN: That is all right. Yes, Mr. Sharma... (*Interruptions*).

SHRI LAXMI NARAIN (Delhi): This is a discussion on the Education Ministry and this is the type of education! (*Interruptions*).

MR. DEPUTY CHAIRMAN: Order, order, please. Mr. Sharma can speak freely on all the points, please have the patience.

SHRI R. MOHANARANGAM. I do not know why this gentleman is shouting. (*Interruptions*).

SHRI LAXMI NARAIN. I can shout more than you and I can make you keep quite also. (*Interruptions*).

SHRI R. MOHANARANGAM: You cannot make me keep quiet like that. (*Interruptions*).

MR. DEPUTY CHAIRMAN: Order, please. Allow him to speak.

MISS SAROJ KHAPARDE; Tell him that he should keep quiet. (*Interruptions*).

SHRI R. MOHANARANGAM: Do you mean to say that we are coming here to create trouble? (*Interruptions*)

MR. DEPUTY CHAIRMAN: Mr. Mohanarangam, some observations have been made by Miss Jayalalitha with which they may not agree. (*Interruptions*). Please, please.

(*Interruptions*). This intolerance is not appreciated, you see. she had her views and she has expressed her views on many things with which many of them will not agree, you know. So, what is the objection now? Let him have his say and you will have ample opportunity to reply. (*Interruptions*).

SHRI SANKAR PRASAD MITRA: Sir, it is well known that in this country there are advocates of the two-language formula and there are advocates of the three-language formula. If the advocates of the two-language formula have been allowed to speak, the advocates of the three-language formula should also be allowed to speak.

SOME HON. MEMBERS: Very good, very good. (*Interruptions*).

MR. DEPUTY CHAIRMAN: That is 'all right. Yes, Mr. Sharma.

SHRI R. MOHANARANGAM: But, Sir, these people are fighting with us as if they are fighting with Pakistanis! (*Interruptions*).

SHRI ANAND SHARMA; I have no fight with the honourable Member on the other side. (*Interruptions*).

MR. DEPUTY CHAIRMAN: Mr. Sharma, please do not address the Member; you address the Chair-.

SHRI ANAND SHARMA: I think I am very much within my rights. . .

MR. DEPUTY CHAIRMAN: That is all right. You speak now.

SHRI ANAND SHARMA: I think I am very much within my rights as a Member of this august House to convey my views and sentiments and to reiterate to my and my party members' support to the nationally accepted three-language formula through which education has developed in every State, in every corner, of this country and the proof is there for everybody to see. Ours is a country which had only about two to three per cent



literate persons at the time of Independence and, today, we can proudly say that we are the leaders in the field of education. Considering the manner in which elementary education has spread in every nook and corner of this country, among the poor and backward people of this country in the post-Independence period, we can today proudly claim to be the leaders in the field of education. Whether it is in the field of science and technology or space science, or nuclear science, whatever this nation has achieved is there for the entire world to see and it is because of this policy which has been pursued by the Government. There may be some drawbacks. But there is always scope for improvement and I agree there. As far as the question of spreading literacy is concerned, the steps taken, as I said earlier, to promote, to ensure, universalisation of elementary education is laudable and I do hope that the Education Ministry will achieve this target by the year 1990, as has been spelt out. Today 1.00 P.M.

what is more important is—in a nation like India where 37 years after Independence attempts are being made, for political reasons, to promote regional feelings, linguistic feelings and to poison the young minds with these feelings—I suggest to the hon. Education Minister to consider the following few suggestions in the interest of Education and in the interest of India.

I suggest, in India uniform educational syllabii to be created. A national, integrated educational system to be created to inculcate the feelings of nationalism. Let the young people of this country have a sense of belonging to one national, integrated educational system.

SHRI R. MOHANARANGAM: In which language?

SHRI ANAND SHARMA- I am not talking of a language. Uniform syllabi can combine national as well as

regional values and Sub-cultures. For text books in the fields of Social Science, History and Geography let there be a uniform pattern all over the country as the text 1 books of NCERT. The hon. lady Member, who spoke against the NCERT, is not here. NCERT has done commendable work in this direction. Let more books be produced by NCERT. Let the same syllabus be there all over the country. Many States have opted for NCERT books. Let the same be adopted all over the country.

Besides this, my other suggestion is that national history be made a compulsory subject all over this country right from the primary level to the University level and let the history books be approved by a panel of historians to be appointed by the Ministry of Education, so that the history of this nation is not distorted and the national values the sacrifices made by our freedom fighters and ancestors are known to the young children. I do hope that my suggestion for uniform educational syllabii and national history be made a compulsory subject and for a national, integrated educational system, will receive due and serious consideration of the hon. Education Minister.

The Government has taken steps to ensure uniformity. The Central school system has been a great help to the students in this country. I suggest that the Central school system be reinforced by a Central college system all over India. Let there be a Central college also in every district town. The standard should be comparable with the best institutions of this country, and in such colleges special provisions be made for scholarships, free to the students from backward areas, the weaker sections, the Harijans and tribals. Also, to ensure uniformity, the denomination of the schools on sectarian basis be done away with. It is a serious matter. The denomination of the schools in the name of religion or language or region does not do any

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good to anybody. It is only helping in promoting sectarian feelings. These are not only centres of privileges but also wean away our young children from the national mainstream. These are my few suggestions for uniform educational system.

The students of this country, the youth of this country, will always remain grateful to Mrs. Indira Gandhi for including Education in the Concurrent List through the 42nd amendment. But Education is a Central subject, in my view. I say that at the concurrence be invoked in letter and spirit. That can be done by expanding and strengthening the central school system and creating central college system, by ensuring a uniform education syllabi. I differ here. Education is a national subject. There are certain basic concepts which must be held inviolate and above political controversies. Education is not a matter of political controversy. I appeal to my friends on the other side. Let us realise the necessity to respond positively to the needs of the children of this country and to ensure that we give them a national education system at least in the year 1984. I will take just two minutes more. I have two other suggestions to make. I would like to submit that it is not a plea for chauvinism when I say this about national history or a uniform education syllabi. It is a humble plea for enlightened patriotism, enlightened nationalism. Now, the whole world in India is witnessing industrial revolution by a revolution in the field of science and technology and a revolution of rising expectations and hopes among the young people. Should we are having the problem of unemployment. It is a problem, a burning question for the youth and for the people of this country. The Government. It is a big problem, a burning would like to urge the hon. Education Minister to lay more emphasis on vocational education and technical education. The present system which we

are carrying on is producing a large number of unemployed youth. We don't have suitable jobs in the industrial and agricultural sectors for them. After a few years, a situation can arise when we will have large number of vacancies and we will not have trained personnel to man them. Not only the change of pattern is required. What is required is a revolution in social values. Unfortunately, there is a bias and contempt against manual work. What is required is the constant shedding of the old colonial values which have a bias and contempt against manual work and which glorify only the white-collared jobs. Once that is achieved, it will be a major step towards solving the problem of unemployment in India.

Before I conclude, my last suggestion would be that the education planning, industrial planning and economic planning must be inter-linked. With the launching of the self-employment scheme, the Government has done enough to ensure the promotion of employment opportunities for the urban youth. I need not go into its details. N.R.D.P. Programme and the N.R.E.P. Programme have been provided for the rural youth, both educated and uneducated. Various self-employment schemes have been launched and the loans have been provided. I only say that economic planning and educational planning must be inter-linked and must be co-ordinated to ensure that in future those who go in for self-employment are backed by economic support and proper infrastructure. It will help in solving a major problem facing this country.

Now, I come to brain drain which is another form of neo-colonialism this nation has been suffering. Our trained doctors, scientists and engineers have been lured away by the developed countries. If we create the necessary infrastructure and if our economic and educational planning are linked, brain drain will be checked.

ed. Sir, I thank you for giving me this opportunity. And I do hope that our friends in the Opposition will also rise above parochial, regional and political considerations and stop wasting the precious time, the valuable time of this august House by reading out purely political memorandum, spelling out the philosophy or the parochial approach of a regional party. If that is to be done, that can be circulated to the Members WELL in advance, (Interruptions) We would love to read it. But we would not like that the precious time of this House be wasted. We would not like anybody to challenge the accepted national values, we would not like anybody to challenge the accepted three-language formula, a national policy. We would not like it. Let me say that I listened to you patiently. We have got tremendous regards and respects for your feelings, for your culture, for your language. I bow my head before that. But the.. (Interruptions)

SHRI R. RAMAKRISHNAN: Sir, he should not reflect on the speech of the other Members.

SHRI R. MOHANARANGAM: You should not reflect on the speech of the other Members.

(Interruptions)

SHRI R. RAMAKRISHNAN: Sir I am on a point of order. We are fully conscious of the fact that he is entitled to his views. Voltaire said, "I may disagree with what you say. But I will defend to death your right to say." Similarly, he is fully entitled to his views. But in the last portion of his speech, he is reflecting on the speech of the other Member, on the high quality of debate. I don't mind your saying whatever you have said. But saying that she is wasting the time of the House, circulating purely political philosophies, I think, these are matters of opinion and these should be ruled out. Sir, my humble sug-

gestion to you is that you please go through the record and expunge these things.

SHRI R. MOHANARANGAM: The Members have got that much right to speak on the floor of the Parliament.

MR. DEPUTY CHAIRMAN: Let him conclude. (Interruptions)

SHRI R. MOHANARANGAM: Sir, every Member has got a right to speak on the floor of the House with regard to nationalism, with regard to language. Sir, we are second to none as far as patriotism is concerned. We in the deep southern part are also responsible for getting independence. We have also shed our blood and tears for the development of this country.

MISS JAYALALITHA: The words 'waste of the time of the House should be expunged.

SHRI R. MOHANARANGAM: When I come to the second point, Sir, we have got certain feelings.

MR. DEPUTY CHAIRMAN: Yes, yes.

SHRI R. MOHANARANGAM: Kindly listen to me. (Interruptions) When we say something about our language, we say something from our hearts that our language is an ancient language. And by the time he was about to complete he was saying that the other Members belonging to the other side are wasting the time. The lady Member has spoken something about the language. Is that a waste of time? Do you mean to say that what she was saying for half an hour was a waste of time? You may ask our friends here. Sir, the entire remarks made by the Member during the end of his speech should be expunged. (Interruptions) We can teach what is nationalism, we can teach what is patriotism. (Interruptions)

MR. DEPUTY CHAIRMAN: Please hear me. I think, the hon. Members should not make reflections on the

speeches of the other Members by saying that it is a waste of time or things like that. But about the contents, you can contradict it. You can make some arguments. That is all right.

AN HON. MEMBER: How badly our Hindi language has been maligned?

SHRI R. MOHANARANGAM: The country is not yours. (Interruptions).

MR. DEPUTY CHAIRMAN: Let him complete now.

SHRI JASWANT SINGH: Mr. Deputy Chairman, Sir, the points that the hon. lady Member, who has recently joined the House, was attempting to make about language, the importance of language, are set at rest if the Treasury Benches would please understand that the preservation and protection of any language is not (a) just their preserve, and (b) that nationalism as interpreted by them is not their preserve only. Those of us who inhabit this House do not come here as non-nationals and nationalism or...

SHRI R. MOHANARANGAM: Nobody has said it... (Interruptions).

SHRI JASWANT SINGH: And it is not a question of Hindi versus English. (Interruptions).

MR. DEPUTY CHAIRMAN. You should have tolerance for the views of others. That is all right please complete now.

SHRI ANAND SHARMA: Mr. Deputy Chairman, Sir...

AN HON. MEMBER: Why do you have an alliance with them?

SHRI R. MOHANARANGAM: We do not have any language alliance with them.

SHRI ANAND SHARMA: Mr. Deputy Chairman, Sir, the observations which have been made compel me to clarify only one thing. If the hon. Member who just now raised a point of order did not understand—I never

questioned the nationalism or patriotism of anybody—the context in which I used these words, I may clarify that I used these words only in one context and that was when I made a strong plea for a uniform educational syllabus and an integrated educational system that I used these words. Let me repeat them again that I stand here to make not a plea for chauvinism, but a humble plea, a sincere plea for enlightened patriotism. These were my words. I have no intentions, I never had, of casting any aspersions on the hon. Members. I have got equal respect for my language as well as all the other Indian languages. We respect your sentiments. But we only want to remind you, to respect the sentiments of all of us also. If you want that we should be humiliated (Interruptions) and we should not articulate our views then that would be an unfortunate situation, that would be the most unfortunate situation. (Interruptions).

MISS JAYALALITHA: We also belong to this country. (Interruptions).

SHRI SANKAR PRASAD MITRA (West Bengal): Mr. Deputy Chairman, Sir, please give me a hearing. Sir, we are unnecessarily entering into a controversy. In this very House there was a debate on whether English should continue to be one of the official languages of India for an indefinite period and the hon. Minister in charge of Law, Justice and Company Affairs gave an assurance to the House that this Official Languages Act was the result of an assurance given by Pandit Jawaharlal Nehru, and English would continue to be one of the official languages, link languages of India, for an indefinite period, until the whole of India wants a change. It can be changed only by the consent of the entire country. This is one aspect of the matter. The other aspect of the matter is that in this speech delivered by the hon. lady member has been some condemnation of the Hindi language.

MISS JAYALALITHA: No, no, not at all. (Interruptions).

MR. DEPUTY CHAIRMAN: Let us hear his interpretation first. Let us hear him.

SHRI SANKAR PRASAD MITRA: Unfortunately, when she said that Hindi was borrowing freely from the English language, she was oblivious of the history of the English literature itself, and of the English philology because English language would not have been English language today if English language had not borrowed freely all the European languages. (Interruption). Hindi is borrowing either from the English language or from all the other Indian languages. It merely shows that Hindi is a living language although I am neither a protagonist of Hindi nor do I belong to the Hindi region.

SHRI R. MOHANARANGAM: Then why do you talk? (Interruptions). If Hindi is borrowing freely, I welcome its borrowing because I would say that Hindi is a living language. Sir

(Interruptions). I only want to say for a minute. (Interruptions). I must be given one minute.

MISS SAROJ KHAPARDE: Why is he interrupting?

SHRI MOHANARANGAM: I am not interrupting. This is our sentimental issue..... (Interruptions).

MR. DEPUTY CHAIRMAN: Please take your seat.

कुमारी सरोज खापर्डे : श्रीमान  
... (व्यवधान)

श्री उपसभापति : वे बोल रहे हैं, आप बोल रही हैं, दोनों बोल रहे हैं मैं क्या करूँगा . . . (व्यवधान)

कुमारी सरोज खापर्डे : श्रीमान  
... (व्यवधान)

श्री उपसभापति : अगर आप चाहते हैं कि आपको मेम्बर बोलें तो जब वह बोलते हैं उनको बोलने दीजिए । आप तो सब से अधिक शोर मचाते हैं, माफ़ कीजिए, बैठ जाइये ।

I think Mr. Sharma is competent to meet all the objections. You only assist him. Mr. Sharma please conclude.

SHRI ANAND SHARMA: I have been put to a great disadvantage because everytime I want to complete my sentence, I am being interrupted, which I think to a new Member is not fair. Before concluding, I would say that I have given a humble suggestion in the larger interest of education, in the interest of future generations of India and in the interest of the nation as such and I repeat let us all join hands to ensure that young children of this country are given a uniform pattern of education; let us ensure that the fruits of literacy are enjoyed by all alike throughout the country; let us not take up those controversies which affect the strength of India. I never had any such intentions and I appeal to the hon. Members on the opposite side, not to make this august House a political platform like this; let us not make it a regular feature..... (Interruptions).

श्री जगदम्बी प्रसाद यादव : अब समापन हिंदी में कीजिए ।

श्री उपसभापति : आप क्यों बीच में बोल रहे हैं ।

SHRI R. MOHANARANGAM: You are creating it yourself.

MR. DEPUTY CHAIRMAN: You say the last sentence now and conclude.

श्री आनन्द शर्मा : एक बात जरूर कहना चाहूँगा । एक बात हिंदी भाषा के संबंध में कही गयी है कि हिंदी भाषा में शब्दों का अनुवाद नहीं है । क्या भारत का एक नौजवान अंतरिक्ष में जा गया तो उसको भी समझने के लिए कि मौन-सी मशीन क्या है, किसका क्या

नाम है, अंग्रेजी के शब्दों का उपयोग हुआ ? मैं कहूँगा कि ये सारी बातें प्रोसेसिंग में न लाई जायें। यह हमारी भावनाओं को ठेस पहुँचाती है। यह हमारी राष्ट्रीय भाषा का, हमारी भाषा का अपमान है। मैं यही कहूँगा कि अगर हमारी माननीय सदस्या मेरी इस बात को समझना चाहती है तो इस सदन के अंदर भी पूरी सुविधा है। जो मैं कह रहा हूँ उसका अनुवाद उनकी क्षेत्रीय भाषा में और दुनिया की हर भाषा में हो सकता है। मैं यही कहूँगा कि हम सदन के अंदर सदन की भर्षादाओं को बनाये रखेंगे, हम राष्ट्रीय मूल्यों को बनाये रखेंगे, हम राष्ट्रीय भावनाओं का भान करेंगे, सम्मान करेंगे, राष्ट्रियता का सम्मान करेंगे। जय हिन्द।

श्री उपसभापति : सदन की कार्यवाही 3 बजे तक के लिए स्थगित की जाती है।

The House then adjourned for lunch at twentyfour minutes past one of the clock.

The House reassembled after lunch at two minutes past three of the clock, The Vice-Chairman (Shri R. Ramakrishnan) in the Chair.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): We have to proceed with the discussion on the working of the Ministries of Education and Culture and Social Welfare. I have to inform the House that the hon. Minister of Education has requested for one hour and fifteen minutes for reply and also we are having Half-an-Hour discussion in the evening. I will request the hon. Members to be brief and conscious of the time Shrimati Kanak Mukherjee.

SHRIMATI KANAK MUKHERJEE (West Bengal): Sir, here is a de-

partment of the Government of India where we have the biggest promise and the biggest failure too.

To start with this year's performance of the Department, I would like to quote from the Ministry of Education's Report. One of the main objectives of the educational development of the Sixth Plan is to ensure essential minimum education to all children up to the age of 14 years. In the Constitution also we have promised and made a provision for free and compulsory education to the children within 10 years. It is only like gentleman's words. We have been saying the same thing all the years, but doing nothing. This is the first failure of our Government.

Here is the performance budget. The functions of the Department of Education are to evolve educational policy in all its aspects and to coordinate and determine standards in higher education, including research.

Now I want to ask, Sir: What educational policy have we? Is there any integrated national policy for development of the individual as well as for the society in respect of education? Is there any basically different educational policy of the Indian Government from that of the Britishers who confined higher education and all other education to a limited section of the people for their own interest? Are we involving common people in any different way? How can we? Ours is a poor country, a country of illiterates too. Half of the world's illiterates are in our country. The policy of education of the Union Government is quite in conformity with their economic policy and their political policy. It is to nourish the privileged class and to deprive the common people and to set up and maintain the framework of society so as to form the so-called 'rule of experts'. Sir, to the common people, education is still a luxury. This is in conformity with the economic set-up of our country where 70 per cent of the people are below the poverty



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line. With the same policy of the Indian Government of the Congress (I) to save the interests of only the vested interests, the masses of the people are deprived of right to education, right to health, right to work and right to all democratic rights worthy of the name of any civilised country.

Now I come to particulars about education. Our promise was that we would have universal primary education. Now we see in this report, now the actual position is this. According to the 1981 Census, the percentage of literacy is only 36.23 per cent. The primary education is the foundation of the edifice, but it is the most neglected area. The average annual increase in the availability of school facilities in 20 years, that is during 1960 and 1980, has been only 3.8 per cent for primary, 10.8 per cent for middle and 15.27 per cent for secondary—far below our commitment. Sir, the average annual enrolment for the same period has increased by only 14.6 per cent for primary, 6.4 per cent for middle and 1.6 per cent for secondary. Sir, about the status of women, women's education and position, I quote from the Critical Issue in the Status of Women, 1977, ICSSR:

"Independence brought the promise of equality of opportunity in all spheres to the women of this country. But, unfortunately, the developments in the years since independence have produced the opposite results in actual practice... there is now indisputable evidence of steady decline in the value of women in society."

About statistics, 72 per cent of girls between 11 and 14 years cannot attend school; 78 per cent of all women are illiterate (1981 Census). The absolute number of illiterate women increased from 161 million in 1951 to 251 million in 1981. Is this the sign of improvement? Sir, many people believe

that having our Prime Minister a woman and also a woman Education Minister, the lot of women will be improved. I do not believe in that women for women thesis. I believe rich for rich and poor for poor. I understand class interests that dominate and not the sex you belong to.

Sir, the Annual Report for 1983-84 claims:

"The target for realising constitutional goals was 1060 to 1075 lakhs."

But what about the drop-outs? The NCERT Report says that there were 80 per cent drop-outs in classes 1 to 8 and 97 per cent in classes 9 to 10. What is the reason of this vast drop-out? The reason is certainly economic and social. I do not want to go into the details.

This is exactly where the Left Front Government of West Bengal has turned the tide towards the common people, made education available to most of all. Sir, it says and I quote:

"In accordance with the decision of the National Committee on Elementary Education, West Bengal is trying to achieve 100 per cent enrolment by the end of the current Five Year Plan for 6 to 11 age group and for 11 to 14 age group by the end of the next Five Year Plan. During the six years a total of 4,800 new primary schools and 2,000 secondary schools have been set up and 1.5 million children have been brought under primary education."

Sir, this is the reply to the charges against the Left Front Government. It says:

"While in 1976-77, during the Congress regime the education budget stood at 112 crores, the budget allocation for education sector in 1983-84 is to the tune of Rs. 416 crores. The Academic sphere has been rescued from chaos and

forces of corruption which were markedly evident between 1972 and 1977 when the Congress Party was in power."

Sir, the per capita expenditure in West Bengal is 71.9 per cent. This is stated in reply to my question dated the 27th April, 1984. This is only a comparative figure I am giving you.

Sir, I come to the budget allocation for education. The Hon'ble Minister for Education has said about the percentage of allocation, and I quote from the "Times of India", "the percentage allocation for education in the Sixth Plan (2.6 per cent) was lower than that of the First Plan (7.2 per cent)". Now, this is the condition. I can give you the table on educational outlay under each plan but I have no time. From the First Plan to Seventh Plan it is gradually decreasing. The total budget allocation expenditure for 1984-85 is Rs. 42,536 crores and education has got only Rs. 421 crores, that is, about 0.92 per cent.

B. G. Kher Commission has also suggested that the Centre should pay 10 per cent and the States 20 per cent of the education expenditure.

Sir, the Annual Report of Ministry of Education for the year 1983-84 also admits that there is decline in the rate of growth of higher education from 7.3 per cent to 6.3 per cent. This is the condition.

Sir, I come to the anomalies in the higher educational institutions in the country. There is anomaly in Delhi's higher educational institutions also. There is also anomaly in the Central Board Schools and the NCERT. The Board of Central School of Education decides the curriculum and NCERT writes the books as CBSE has no hold on it. But it has a direct connection with CBSE management. What is the reason for this anomaly? Sir, the Central Schools are autonomous body and instead of serving as a model institution it became the central place for nepotism and corruption.

Now, I would like to mention something about the Central Universities. The West Bengal Government has mentioned, again and again, the tremendous gap between the State and the Central Universities. Sir, I feel the Central Universities are sheer wasteful institutions. This is like a Central zamindari. It is a political pocket of the Centre about which the P.A.C. report complaints and I quote "gross violation of financial discipline in the Central Universities."

Sir, in the Ministry of Education Annual Report for 1983-84 the ratio of teachers and students of some central Universities is 1:6. In other schools and colleges the ratio of teachers and students is 1:20 to 1:50. The admissions must be increased. The admission policy must be revised. They must maintain an All-India character. Only the other day we discussed about the Central Universities which are becoming like local Universities. Take for example the Delhi University. They admit 96 to 98 per cent only local students. Take the case of Shantiniketan University. They take 80 per cent of students from West Bengal only. Is there any All-India or centralised character? No. Take the case of Kerala University. What happened there? The Kerala University has been bifurcated and a part of Kerala University has been named as "Gandhi University as a Central University". No students union is allowed. No election is allowed. Only 13 Members are in the syndicate and all will be nominated ones. The University Grants Commission stipulates that if these conditions are not fulfilled they will not recognise any university. They have not recognised even the Vidyasagar University of West Bengal. They say it is not viable. Now the UGC says: no new colleges to be opened. That is the recommendation. And they have even recommended the closing of some existing colleges. They have recommended the closures of about 100 colleges. The Government report admits these

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[Shrimati Kanak Mukherjee]

things, I find these things in the Government report itself. This is the condition of the Central Universities.

One more point—and that is my last point—is about the curtailment of the democratic rights which has been the Centre's education policy. Now four reports are under Government's consideration. The Police Commission Report recommends the setting up of a University Protection Force. Again the Hospitals and other Institutions Bill is there. The Central Universities Review Committee's report is there. And you know the Visva-Bharati Bill, what they have done with it. They have taken away the democratic rights of the students, teachers and the employees for election. Now only nominated bodies will work there. The Government is determined to curtail all the democratic rights of the people and these reports recommend abolition of elected student unions and replacing them by nominated bodies, abolition of students' and teachers' representation in the Senate and the Syndicate, legalising the presence of police forces in the campus and handing over the university administration to the police. This way they curtail the democratic rights of the teachers, students and "karmacharis". I want to quote one thing from the hon. Minister's reply in this House yesterday. Only two months back, the hon. Prime Minister announced that there would be a 5 per cent curtailment in employment and there will be no re-employment of the retired people. Now, our hon. Education Minister says that all the Central Universities except the Banaras Hindu University have been re-employing retired teachers. The Education Minister, Mrs. Sheila Kaul, said yesterday in reply to Mr. Arabinda Ghosh that the highest number of 32 retired teachers was in the Delhi University and in the Visva-Bharati, 19. This is their policy and this is how they are blocking the growth and development of the educational institutions. And

whatever policy they have announced is being curtailed by the allocation of meagre and more meagre funds in the budget as Plan allocation.

Sir, my last point is that Education should be and must be a State subject because under the federal set-up, the State should be free to develop their own regional languages, and their regional culture through their education. Now you don't allow, education through the mother tongue. You don't allow higher education through the Nepali language because you have not accepted it as one of the national languages in the Constitution. Sir, my demand is in conformity with the democratic demands of more power to the States. They include the demand that the State should be empowered to decide what the people should learn and how to develop the people of the region in their own cultural way and social way. In this respect, I want to remind the Minister that in a memorandum submitted by the West Bengal Government in the meetings of the Central Advisory Board of Education on June 6 and 7, 1983, they have demanded that Education was a State subject and only under the Emergency period, it became a concurrent subject and so it should again become a State subject. Again I demand on behalf of our party, on behalf of the West Bengal people also and on behalf of the Government which has sent the memorandum to the Central Government that Education should be a State subject.

Sir, last of all, the right to education and the right to work, both are linked together and they should be fundamental rights under our Constitution and these rights should be given to the people. Thank you.

SHRI HUSEN DALWAI (Maharashtra): Mr. Vice-Chairman, Sir, I am thankful to you for allowing me to make my maiden speech in this House. I am aware that this House has laid down high traditions. Dur-

ing the tenure of my membership, I will try to uphold the honour and dignity of the House.

Today, I am participating in the discussion on the working of the Ministry of Education. The vital points which are emphasised in the Sixth Plan are the spread of literacy and universalisation of elementary education. As far as the problem of illiteracy is concerned, in the past we were trying to eradicate illiteracy by taking it up as a mass movement. So far we have not succeeded and looking to the Budget allocations and the target date fixed—1990—we are still doubtful whether, with these meagre allocation for education, we will be able to complete these two vital programmes which are very important from the point of view of our education. We can appreciate the Government's efforts to emphasise that children in the age group of 6—14 are brought within the purview of elementary education. For that purpose we have even gone to the extent of taking education to areas where children of weaker sections are unable to come in the usual way to school, by fixing timings according to their convenience. Even then we find that the response is not promising. We have also given awards for enrolment of adult women and girls with a view to encouraging eradication of illiteracy. Yet the response from the various States is not very promising. I would urge the Government to take up this programme again as a national movement. The departments and the machinery to whom these schemes were entrusted all these years could not create the needed impact on the rural population. As one author has said, it is the class-rooms where the destiny of our country is shaped. But, as one speaker said in the morning, what we see is, the situation is, in the classrooms is that there is no blackboard, in some schools there is no chair, in some schools there is a lot of absentees of teachers. This is the way the State Governments

are importing primary education. Primary education is entirely in their domain. The Central Government and the Education Ministry say they are in touch with the States to supervise the implementation of the programmes. But the picture is not very encouraging. I would, therefore, plead that there should be a task force under the Government of India to inspect whether implementation of the schemes is taking place properly. A suggestion has been made in the Sixth Plan for a task force at the State level. At the State level the task force is headed by the Secretary of the Education Department who is supervising this work all these years. But the progress has not been that much. Therefore, the best course would be to have an independent task force to supervise, directly under the Ministry of Education at the Centre so that the pace of implementation of the schemes and programmes can be accelerated. As regards dropouts in the classes, our first endeavour is for bringing the entire population in the age group of 6—15 under the primary education programme, to get all of them enrolled. But then we find that after we bring the children to the classrooms the percentage of drop-outs is very high. When we surveyed to find out why it is so happening we find it is again linked with poverty. Parents are unable to send their children to school because they have no sufficient means to feed them. So, some State Government have started giving mid-day meals to the children. As a matter of fact, the Government of India should undertake such schemes like giving free food, free clothing; the children should also be given hostel facilities. As regards secondary education also the progress is not that convincing. The percentage of drop-outs is very high.

As regards school buildings, there is no system of giving financial assistance to private voluntary organisations. My own experience is that in most of the rural areas secondary

[Shri Husen Dalwai]

schools are run by voluntary organisations and the Government gives grants to them. But for building there is no provision either in the State Government budget or in the Central Government budget. In between some nationalised banks had started giving loans to institutions which run high-schools for constructing buildings. But that has been suspended.

This morning there was a discussion about national language. We should have national education to create the bond of national unity and we should also have a *lingua franca* for the whole country. From that point of view our Government had decided on the three-language formula which should be implemented by every State with devotion and dedication.

Earlier in the day an Hon'ble Member was talking about Hindi. At that time the Members suggested that it may be mother tongue of some people. But it is not mother tongue of all. We are not insisting that Hindi should be mother tongue of all. But it should be the national language and it should be the *lingua franca*.

Yesterday we had a distinguished visitor from Japan. He spoke to us in his national language, not that the Japanese Prime Minister might not have been able to address us in English. Every country is proud of its national language. Every foreign dignitary speaks in his own language. After 37 years of independence at least now we should have a *lingua franca*. We have given sufficient latitude to all States. India is a vast country and there is no one language talked everywhere. We have allowed linguistic States to come. We have allowed regional languages to develop. But there must be one single language which should bind all of us. If we have not developed it to day, it is our duty to develop it

through which the bond of unity can be created so that we can call ourselves one country, one nation. As persons who are deliberating on policies for the future well being of this country, we should think of this seriously.

Every State has a language of its own. This is the cultural heritage of India so that we can say that with so many diversities we have unity. We should first give preference to regional language and medium of instruction should be through this language. At the same time as a nation we should have one single language for all and it had long back been decided that Hindi should be that language. Nobody need be shy of it. This morning an Hon'ble Member said that when the Britishers were ruling us, they developed an educational system just to produce clerks to run their Government. We want to give it up. Certainly, we want to give it up and we want to have a new policy of education to build an India of our own imagination. That way we should give up English. We should give up English because it is not our language. It is a foreign language. Of course, it has developed here also and it has stayed with the British rule here for 150 years.

SHRI K. MOHANAN: I do not know whether the honourable Member is aware that there is no recognised version of our own Constitution in Hindi. (Interruptions). Even the recognised version of our own Constitution in Hindi is not there. Do you know that?

SHRI HUSEN DALWAI: What I am suggesting is that you must rise to the occasion and see that we have a national language.

SHRI K. MOHANAN (Kerala): There was a question in the Lok Sabha and the reply was that there is no recognised version of our own Constitution in Hindi.

SHRI HUSEN DALWAI: But nobody should propagate in this House that a foreign language should be accepted by us as our national language. I have got objections to that and this feeling I want to express here.

SHRI B. SATYANARAYAN REDDY: But why don't you say that we must respect other languages also? Why don't you say that we must respect the other national languages also? Why Hindi alone? (Interruptions).

SHRI HUSEN DALWAI: I have the highest regard for the other languages. (Interruptions). I have the highest regard for Marathi and other languages.

SHRI SYED SIBTE RAZI (Uttar Pradesh): Sir, he is making a maiden speech and he is being interrupted. (Intemptions).

SHRI KAMALENDU BHATTACHARJEE: Sir, he is making a maiden speech and he should not be interrupted. (Interruptions).

SHRI P. N. SUKUL (Uttar Pradesh): Sir, nobody should interrupt a maiden speech. (Interruptions).

SHRI SYED SIBTE RAZI: Mr. Reddy, you should not think that you have the monopoly in this House. (Interruptions).

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Just a minute. (Interruptions). Order, please.

श्री बी० सत्यनारायण रेड्डी: आप बैठ जाइये, आपसे ज्यादा मुझे मालूम है, आप मुझे सिखाइये नहीं। मैं हिंदी में भाषण देता हूँ, आप अंग्रेजी में भाषण देते हैं। आप बैठ जाइये। मेरे कहने का मतलब यह है कि हमारा संविधान (व्यवधान) आप हमारी एक बात सुन लीजिए।

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Mr. Reddy, when the Chair is standing, you first sit down. Please sit down. Then you talk whatever you want to talk. His

being a maiden speech, please do not create any troubles. But it does not mean that you cannot interrupt. But you should not interrupt if it is going to mar the speech.

श्री बी० सत्यनारायण रेड्डी : इंटरपशन नै नहीं करना चाहता था। मैं इतना ही बोलना चाहता था कि हिंदी में हमारा संविधान हो। इसके लिए आप बोलिए। यहीं मैं बोल रहा हूँ।

SHRI P. N. SUKUL: Mr. Reddy, you reply when your chance comes. You cover that point then.

श्री बी० सत्यनारायण रेड्डी : वह कहते हैं तो मैं कह रहा हूँ कि हिंदी में संविधान हो... (व्यवधान)... आप बड़े परेशान हैं जैसे कि हमदर्दी आपको ही है।

SHRI HUSEN DALWAI: Sir, as regards the learned Member's objection, I can tell him that I respect all the languages of Indian origin and I have got objection to any Member suggesting that a language which is not of Indian origin and which developed here, along with foreign domination should be respected as our own language. If the suggestion is that we should treat it as our own language, that should be rejected. That is my point.

Sir, the other point which I want to highlight here is that if you see our Five Year Plans, you will find that the allocation of funds for education has been on the decline. It is not a good feature. I would request the honourable Education Minister to impress upon the Planning Commission to see that in future, because we have taken up gigantic programmes which are of vital importance, additional funds are allocated to us for education. I would also suggest that since in our 20-Point Programme we have included eradication of illiteracy also as a programme—I think it is Point No. 16—we can expect more grants under the head



(Shri Husein Dalwai)

"Maximum Needs Programme" so that additional funds are also made available to cope with the work which we have taken in hand and which we want to complete by 1990. ■

Then, Sir, there is no uniformity as regards the 10 2 3 scheme in our educational system. Some States have not accepted this as yet and so, there should be some efforts made to have uniformity with regard to the policy on the 10 2 3 system. I would also like to compliment the Minister of Education for running the Central Schools in the various States. As a matter of fact, when we find that all the States are coming up with their own regional spirit and talking in a spirit of regionalism, the ray of hope is only in these institutions where national integration is being achieved. I would suggest that we should encourage such schools and I would request the Central Government through the Ministry of Education to start more Central Schools in different areas so that the new generation which is coming up will have that spirit of national integration. We have to accept this point that when we are running our country as a free country we have to develop the future generation in such a way that they will have the national spirit, and in order to have that national spirit we must have a national language. I would, therefore, insist that all of us elders who are sitting here, with due respect to their submissions as well as their opinions or with due regard to their own languages—I would like to say that every Indian should say: I am Indian first and a Maharashtrian then. I would say that every citizen should say about his own State that he is an Indian citizen first. And he should be proud of the Indian culture and Indian national language.

With these words, Sir, I take my seat.

श्री जगन्मोहि प्रसाद नावव : माननीय उपसभाध्यक्ष महोदय, जब मैं शिक्षा के विषय पर बोलने के लिये खड़ा हूँ तो मेरे मन में एक बात घाती है कि क्या सचमुच में इतने बड़े राष्ट्र के लिये कोई शिक्षा की राष्ट्रीय नीति है क्या ? इस के लिये कोई राष्ट्रीय भाषा भी निश्चित हुई है क्या ? कोई राष्ट्रीय शिक्षा पद्धति निश्चित हुई है क्या ? और क्या सभी लोगों के लिये, सभी बच्चों को निश्चित रूप से शिक्षा दी जा सकेगी यह निश्चित हुआ है क्या ? यह मैं इस लिये कहना चाहता हूँ कि आज भी अपने देश में 46 करोड़ के लगभग निरक्षर हैं । आजादी के 37 वर्ष के बाद भी इस देश में ऐसा हो यह आश्चर्य की बात है और इस लिये मैं मुख्य रूप से खास कर शिक्षा मंत्री जी की जो पुस्तक है उस की प्रस्तावना के दो शब्द पढ़ देना चाहता हूँ :—

"भारत में शिक्षा के क्षेत्र में सब से महत्वपूर्ण समस्या यह है :—

(1) साक्षरता का प्रसार और (2) प्रारम्भिक शिक्षा को सर्वसुलभ बनाना । छठी योजना में न्यूनतम आवश्यक शिक्षा पर जोर दिया गया है ताकि सभी नागरिकों को उन की आयु, लिंग और आवास पर ध्यान दिये बिना शिक्षा दी जा सके । इस को मैं अपने शिक्षा मंत्री जी के सामने रख देना चाहता हूँ । इस के साथ यह भी कहना पड़ता है कि भारत में अभी भी शिक्षा की प्राथमिकता नहीं दी गयी है । बजट में भी नहीं दी गयी है और मंत्रिमंडल में भी नहीं दी गयी है । आज भी शिक्षा मंत्री जी का स्तर-कैबिनेट स्तर का नहीं बना । जिस तरह से बजट में शिक्षा की 10.92 प्रतिशत हिस्सा आता है उसी तरह से हमारे मंत्रिमंडल में भी हमारे

विश्व मंत्री का स्तर कम से कम मंत्री स्तर का तो होना चाहिए ।

श्रीमन्, मैं माननीय सदस्या जय-लक्ष्मी जी का भाषण सुन रहा था और उस समय दो, तीन विचारणीय प्रश्न मेरे दिमाग में उठे जिन को मैं सदन के सामने रखना चाहता हूँ । एक सवाल उठा संस्कृत पर, वह संस्कृत जिस पर भारत को गर्व है । अगर भारत दुनिया में किसी चीज पर सब से अधिक गौरव और स्वाभिमान कर सकता है और दुनिया उस से कुछ ले सकती है तो वह भाषा है, संस्कृत, जिसका भंडार अपार है—पुस्तक के रूप में, शब्द के रूप में और शब्द निर्माण का तो वह अक्षय भंडार है । हिन्दुस्तान की कोई भाषा नहीं कह सकती कि उस के तत्सम शब्द की उस की भाषा में सैकड़ों से ले कर 30 प्रतिशत तक न हों । यहाँ तक कि तमिल में भी उस के 30 प्रतिशत शब्द पाये जाते हैं और मलयालम और कन्नड़ आदि में तो हैं ही । कल तक हम संस्कृत में डाक्टरेट की डिग्री ले कर जर्मनी से आते थे और आज उस का विरोध होते देख कर आश्चर्य होता है । दुनिया ने वेद को सब से बड़ी और पुरानी पुस्तक के रूप में स्वीकार किया । लेकिन हमारी तो मानसिकता हो गयी है कि जब दुनिया वाले हम को कहेंगे कि संस्कृत बड़ी अच्छी भाषा है तो हम भी कहने लगेंगे कि वह अच्छी है । नहीं तो हम उस को अच्छी नहीं कह सकते । इस लिये मैं इस सदन में संस्कृत के प्रति अमर्यादा या अप्रतिष्ठा की बात या उस के महत्व को घटाने वाली बात को अच्छी नहीं समझता और इस लिये उस की प्रतिष्ठा के लिये, उस की प्रशस्ति के लिये वह दो शब्द कहना अनिवार्य समझता हूँ ।

दूसरी बात की है हिन्दी की ।

मैं सोचता हूँ कि जब मैं जयलक्ष्मी के नाम का स्मरण करता हूँ तो उनका नाम ही संस्कृत-हिन्दी में मिलता है । जब मैं उनको भारतीय परिधान धारण करते हुए तमिल में उद्घरण भाषण देते हुए सुन रहा था तो सुनकर प्रसन्नता हुई और उसी परिवेश में जब उन्होंने हिन्दी में भाषण दिया, भले ही हिन्दी के लिए अपना विरोध प्रकट किया, लेकिन ऐसा लगा कि अन्ना डी० एम्० के० भी एक अखिल भारतीय दल के रूप में विकसित हो सकता है अगर इस दंग से चले तो, अन्यथा अगर भाषा के विरोध में रहे तो वह एक प्रांतीय दल हो सकता है । मैंने सुना है कि वह अपना अखिल भारतीय स्वरूप बना रहा है और जिस दिन वह अखिल भारतीय स्वरूप का आवरण पहनेगा उस दिन उस हिन्दी को स्वीकार करना पड़ेगा । श्रीमन्, यह विचारणीय है कि सौ वर्षों तक भी अंग्रेज सरकार यहाँ अंग्रेजी लादती रही, 39 वर्ष इस सरकार के प्रयास के बाद भी आज तक भी 2 प्रतिशत से अधिक लोग अंग्रेजी नहीं पढ़ सके । तो क्या 98 प्रतिशत लोगों पर अंग्रेजी जो लाद दी गई है वह लादना नहीं है ? मैं आपसे कहना चाहता हूँ कि क्या हम अंग्रेजी में कोई कल्पना कर सकते हैं, कोई स्वप्न देख सकते हैं, अंग्रेजी में गुनगुना सकते हैं ? नहीं गुनगुना सकते हैं । फिर अंग्रेजी कैसे हमारी भाषा हो सकती है ? फिर कहा गया कि हिन्दी का शब्द भंडार कम है । जिसकी संस्कृत जैसी जननी हो, द्रव्यों जिसकी भारतीय भाषाएँ बहने हों, उसका शब्द भंडार कैसे कम हो सकता है ? जैसा कि विदूषी महादेवी वर्मा ने तृतीय विश्व हिन्दी सम्मेलन में कहा था कि हिन्दी में शब्दों की कमी नहीं है, आवश्यकता है उसके व्यवहार करने की ।

जब तक भाषा का व्यवहार नहीं किया



[श्री जगदम्बी प्रसाद यादव]

जाएगा, जब तक भाषाएं व्यवहृत नहीं होतीं, भाषा परिशुद्ध नहीं होती। इसलिए आज आवश्यकता है कि हिन्दी को व्यवहार में लाया जाए।

उपसमाध्यक्ष महोदय, मैं एक दूसरी बात भी कहना चाहता हूँ। हिन्दी पर प्रहार करना होता है तो बड़ी सरलता से कहा जाता है कि हिन्दी लादो न जाए, इंपोज न की जाए। मैंने बहुत पढ़ा; क्या हिन्दी वालों ने हिन्दी दूसरे पर लादने का प्रयास किया। वह तो हिन्दी का इतिहास बताता है कि हिन्दी के लिए तो हिन्दी वालों ने नहीं, दयानन्द सरस्वती, महात्मा गांधी, केशवचन्द्र सैन, राजगोपालाचार्य, ईश्वरचन्द्र विद्यासागर, राममोहन राय हिन्दुस्तान के उद्भट राष्ट्रीय नेताओं ने हिन्दी को बढ़ाया और अगर सचमुच में एकात्मकता, भावनात्मक एकता की बात को दृष्टि में रखा जाए तो हिन्दी को राष्ट्रभाषा के रूप में स्वीकार करना होगा।

संविधान की बात कही गई। संविधान में जो कुछ किया गया दो दर्जनों से अधिक लोग संविधान बनाने वाले उपस्थित हैं, उन्होंने कहा कि इंटर-प्रिंटेशन गलत हो जाने से संविधान के हिन्दी रूप को मान्यता नहीं मिल रही है। वास्तव में संविधान को मान्यता हिन्दी में दे दी गई थी। लेकिन दो दिन पहले विधि मंत्री ने कहा है कि संविधान के हिन्दी पाठ को मान्यता होनी चाहिए।

एक बात मैं और कहना चाहता हूँ कि कल हमने जापान के प्रधान मंत्री का भाषण सुना। उन्होंने किसी दूसरी भाषा को मान्यता नहीं दी। अंत में जब

उन्होंने कहा कि भारत की कोई राष्ट्रभाषा है तो "जापान भारत मित्रता की जय हो" कहा। यह प्रमाणित करता है कि दुनिया ने इसको स्वीकार किया है और आज दुनिया के सैकड़ों विश्व-विद्यालयों में हिन्दी पढ़ाई जा रही है। सैकड़ों देशों के लोग हिन्दी पढ़ने यहां आते हैं, इसीलिए मैं समझता हूँ कि भारत की राष्ट्रियता की भावना एवं भावनात्मक एकता के लिए आवश्यकता है हिन्दी की। मैं इसी संदर्भ में मंत्री महोदय से कहना चाहूंगा कि जब हिन्दी की बात आई तो मैं भी हिन्दी की कुछ बातें कर देना चाहता हूँ।

विभाग की हिन्दी सल हकर समिति में जो विचार व्यक्त होने चाहिये वह नहीं होते हैं। विभाग की राजभाषा कार्य समिति में जो गैरसरकारी सदस्य होने चाहिये उनको नहीं रखा गया। इसका नतीजा यह हुआ कि शिक्षा विभाग में हिन्दी की जो प्रगति होनी चाहिये थी वह नहीं हुई। इसका प्रमाण है कि शिक्षा विभाग के महत्वपूर्ण पत्र पत्रिकाएं निकलती हैं "भाषा" है "संस्कृति" है। यह दैनिक है। तीन महीने में भी हिन्दी विभाग अगर इसको नहीं निकाल सके तो किस प्रकार से हम कह सकेंगे कि हिन्दी के लिये बड़ा काम हो रहा है। राष्ट्रीय पुस्तक न्यास (एन बी टी) है। इसमें जो एक वर्णन दिया है वह चौकाने वाला है। इसमें लिखा है 368 अंग्रेजी पुस्तक निकली हैं और 773 दूसरी भारतीय भाषाओं में निकली हैं। लेकिन मैं पूछना चाहता हूँ शिक्षा मंत्री महोदय से कि यह जो दूसरी भाषाओं में निकलती हैं वह मूल रूप में अंग्रेजी पुस्तकों की ही निकलती हैं और यह इतना भ्रम फैलाता है कि इसका कोई ठिकाना नहीं है। राष्ट्रीय पुस्तक न्यास में संस्कृत का प्रचार करते

के लिये जो इसके अध्यक्ष हैं उनकी बात आप जानते हैं। डा० रंघावा की गुलाबों पर अंग्रेजी पुस्तक का आपने प्रकाशन किया। स्वयं श्री डुप्लानी की पुस्तक गांधी जी पर जो अंग्रेजी में लांगमेन्स से प्रकाशित हुई थी उसे पुनः एन बी टी ने प्रकाशित किया। इसी प्रकार श्री भारती की पांडुलिपि "बिहार का भूगोल" जो हिन्दी में है उसको आपने प्रकाशित नहीं किया। मैंने जब एक हिन्दी पुस्तक को रेफर किया तो आपने उसको भी नहीं निकाला लेकिन जब डा० कुमार से अंग्रेजी में "ज्योग्राफी आफ बिहार" निकाली तो उसको प्रकाशित कर दिया। इससे पता लगता है कि राष्ट्रीय पुस्तक न्यास की क्या स्थिति है। एक और आवश्यक बात कहना चाहता हूँ कि देश में प्राथमिक शिक्षा की क्या स्थिति है। देश के कुल 9 लाख 53 हजार 734 गांवों में से सिर्फ 5 लाख 27 हजार 652 गांवों में स्कूल हैं। इनमें से 4 लाख 22 हजार 766 गांवों में प्राथमिक, 80 हजार 837 गांवों में मध्य तथा 24 हजार 49 गांवों में माध्यमिक स्तर के स्कूल हैं। भारत के 4 लाख 26 हजार 82 गांवों में कोई स्कूल नहीं है। इन स्कूलों की स्थिति भी क्या है शायद आपको पता होगा। इसमें 2 लाख से 3 लाख के स्कूलों के ऊपर फूस या फूस के छप्पर भी नहीं हैं। इसी प्रकार से 4 लाख स्कूलों में एक ही शिक्षक है। एक शिक्षक कैसे पढ़ा सकता है। उसके बाद सबसे दर्दनाक स्थिति जो है वह बताना चाहता हूँ। हैदराबाद की स्पीच में हमारी मंत्री महोदया ने स्वीकारा है कि पाँचवी कक्षा तक 63 परसेंट या 67 परसेंट छात्र स्कूल छोड़ देते हैं और आठवी तक पहुँचते-पहुँचते 77 परसेंट लड़के स्कूल छोड़ देते हैं। इसका क्या कारण है। इसका गरीबी एक कारण है। लेकिन अगर उन्हें स्कूलों में भोजन

दिया जाए, कपड़े दिये जायें, पुस्तकें दी जाएं और आर्थिक रूप में स्कालरशिप दी जाए तो इसमें सुधार हो सकता है। आप इसकी व्यवस्था किस प्रकार से करने जा रहे हैं मैं यह जानना चाहता हूँ। जब तक इस पर विचार नहीं होगा तब तक मैं नहीं समझता कि 44 करोड़ या 46 करोड़ जो निरक्षर हैं उनका कुछ भला हो पायेगा।

शिक्षा का बजट दिन प्रतिदिन घटता जा रहा है। घटते-घटते एक परसेंट भी नहीं बचा है। कुल बजट जो है 42,536 का है और एजुकेशन के लिये 429 रखा है। इससे आप अंदाजा लगा सकते हैं कि एक परसेंट भी एजुकेशन के लिये नहीं रखा है। हर प्लान में यह घटता जा रहा है। मैं दूसरी बात यह कहना चाहता हूँ कि आपका ध्यान उन स्कूलों की तरफ क्यों नहीं जाता जो जिला परिषद और नगर पालिका में हैं। इनकी स्थिति इतनी दयनीय क्यों है हमारे मंत्री, हमारे सदस्य जब पार्लियामेंट में आते हैं और मंत्री बन जाते हैं तो सोचते हैं हम भी सरकारी उच्च अधिकाारी के लेवल में आ गये हैं। आज हमारे यहां दो तरह के स्कूल हैं—एक तो पब्लिक स्कूल हैं और दूसरे अनरल स्कूल हैं। जब तक इस देश में पब्लिक स्कूल कायम है तब तक किसी प्रकार से भी जनता जनार्दन के बच्चे नहीं पढ़ सकते हैं। दिल्ली के किमा भी पब्लिक स्कूल में देख लें और जो सुविधाएं इन स्कूलों में दी गई हैं वे सारा सुविधाएं अनरल स्कूलों में नहीं हैं। कई हजार रुपये मासिक एक लड़के पर खर्च किया जाता है। इन स्कूलों के पढ़ने वाले बच्चों के माँ-बाप कितना हल रूपया खर्च करते हैं। लेकिन गांव में जो स्कूल हैं उन पर इसका एक परसेंट भी खर्च नहीं होता। जब भागबन आ आजाद जो हमारे शिक्षा

[श्री जगदम्बी प्रसाद यादव]

मंत्री ने तो उन्होंने कहा था कि हम एक भी पब्लिक स्कूल बंदने नहीं देंगे। लेकिन पब्लिक स्कूल हमारे देश में रोज बंदते जा रहे हैं। पब्लिक स्कूलों में बड़े अधिकारियों, बड़े पैस वाले लोगों और पंजीपतियों के लड़के पढ़ते हैं। इन स्कूलों में इन लड़कों को बड़े अधिकारों और आफिसर्स बनाने के लिए पढ़ाया जाता है और उसी को तैयारी की जाती है। दूसरी जगहों पर स्थिति यह है कि लड़के स्कूल छोड़ते जा रहे हैं। इस विषय को आप कैसे मिटाएंगे? जब तक इस विषय को नहीं मिटाया जाता है तब तक शिक्षा का असली उद्देश्य पूरा नहीं हो सकता है।

श्रीमन्, अब मैं जनरल बातों पर आता हूँ। शिक्षा के संबंध में बिहार की स्थिति अत्यन्त दर्दनाक है। बिहार में ज्यादातर लड़के स्कूल छोड़ते जा रहे हैं। शिक्षा के क्षेत्र में वहाँ पर इतनी गिरावट, इतना भ्रष्टाचार और लूट है कि कुछ नहीं कहा जा सकता है। शिक्षा के क्षेत्र में बिहार की अत्यन्त दुरावस्था है। बिहार एक पिछड़ा हुआ स्टेट है। हमारे देश में और भी पिछड़े हुए राज्य हैं। लेकिन मैं यह पूछना चाहता हूँ कि अगर बिहार की तरह से कोई स्टेट पिछड़ा हुआ हो तो क्या आप उसके पिछड़ेपन को दूर करने के लिए प्रयत्न नहीं करेंगे? आपको वहाँ पर ठीक व्यवस्था स्थापित करनी होगी। किस प्रकार से बिहार देश में शिक्षा के क्षेत्र में पिछड़ा हुआ है, इसका मैं थोड़ा-सा एक उदाहरण देना चाहता हूँ। अगर बम्बई में 3 प्रतिशत रूपा प्राइमरी शिक्षा पर खर्च किया जाता और वही 3 प्रतिशत रूपा बिहार में भी खर्च किया जाता है तो बम्बई में तो बहू करोड़ों में आ जाएगा, लेकिन बिहार में कुछ लाख ही

रह जाएगा क्योंकि बिहार के पास पैसा नहीं है, वह एक पिछड़ा राज्य है। इस प्रकार की जो डिसपैरिटी है इसको ठीक करने की आवश्यकता है। इसलिए मैं चाहूँगा कि आप बिहार को जरा देखें। वहाँ पर हाई स्कूल एक्जामिनेशन्स में यह हालत है कि बिहार के किसी भी बच्चे की परीक्षा में बैठने की आवश्यकता नहीं है। उसके बदले में उसका भाई या भतीजा परीक्षा में सहयोग देता है। अगर शिक्षा के क्षेत्र में इस प्रकार का अनुशासनहीनता हो, चोरी और जातिवाद हो, भ्रष्टाचार व्याप्त हो तो सारे देश में जो मानव हम बनाना चाहते हैं, जिस अच्छे समाज की स्थापना करना चाहते हैं, वह मानव और समाज स्थापित नहीं हो सकता है। हमें इस भ्रष्टाचार और चोरी को मिटाना होगा। डा० कोठारी ने कहा था कि भारत स्कूल की कोठारियों में बनता है। अगर इन कोठारियों में दूसरी चीज पलती रहे तो भारत कैसे बनेगा? इसलिए मैं शिक्षा मंत्री जो से यह निवेदन करना चाहूँगा कि भारत जो शिक्षा की कोठारियों में बनता है उसको बनाने का आप भारत निकालें। इसके लिए आप कोई आदर्श उपाय सोचिये। जब तक इसके लिए कोई उपाय नहीं निकाला जाता है तब तक देश का कल्याण नहीं हो सकता है। इन शब्दों के साथ आपने मुझे बोलने के लिए जो समय दिया है उसके लिए मैं आपको धन्यवाद देता हूँ।

SHRI SHANKARRAO NARAYANARAO DESHMUKH (Maharashtra): Mr. Vice-Chairman, sir, I am very happy that I could get a chance to take part in this discussion. Education is the most important subject in the context of nation building; not only ia, the nation building but in the economic development of the society as a whole. Nowadays, the Government has made all out efforts in every branch of education, be it elementary, secondary or university, education and even in the

research education. In all these branches the Government has spared no pains to spend money and make the necessary arrangements. In all these matters everything at large is discussed. But I would like to bring one most important point to the notice of this august House. It is an admitted fact that there are dropouts at all levels, whether it is secondary education or university education or any other education. Even in technical education there are dropouts and the reasons are different. So much is said every year about poverty, books and so many other things. But, Sir, to the best of my knowledge, as I am concerned with so many colleges and educational institutions, the reasons for dropping out are different. Nowadays, if a man or a person desires to educate his son in some secondary school or college he has got to make some arrangements for his accommodation. And it is very difficult to secure some accommodation, some room in a town where the college is situated. For that one has to pay very high rents. It does not stop at that. You have to make some advance deposits. Even it does not stop at that. You have to pay some *pugree*, non-refundable contribution, which the parents are unable to do. Not only the parents coming from the common category of people, even the Scheduled Caste and the Scheduled Tribe people, ex. army-men, servicemen, they are all faced with this difficulty. For example in Maharashtra, at Nasik Road or at Pune or Kolhapur, there are so many colleges; feeder colleges are in the villages which are 50 to 60 miles away and the students have to come and go daily. The effect of this coming and going for long distances, and again not having proper accommodation, is that they themselves get tired out. They get disgusted and they leave the education. Some few persons who prosecute the education further, do so half-heartedly, and that affects their results. Therefore, my submission is, whereas in all these reports so many other things have been given as to

what kind of education is imparted, what kind of help is given, there is no provision or even a mention regarding creating hostel facilities. I would earnestly draw the attention of the hon. Minister to this point.

Sir, the first Indian astronaut, Rakesh Sharma who just got the opportunity, first got a chance in a factory at Nasik in Maharashtra where all the facilities were available and he could make use of those facilities, and he could do such wonders. There are so many students but because they do not get these facilities, they fall out.

There are so many causes of student unrest and one of the reasons is that they get disgusted and they are not able to complete their education. Therefore, my submission is that creation of hostel facility is a must and is a great necessity.

I would also bring another difficulty to the notice of the hon. Minister. There are so many people who get transferred. Either from artillery centre or from Air Force centre, they are transferred to other places before the academic year ends and that causes another problem because their children get stranded; they cannot get accommodation. A person may be transferred say from Nasik to Jabalpur. His child will find that the curriculum is entirely different and he has to face a great difficulty. There are so many other problems by which the parents get disgusted, the students get disgusted and that affects the process of nation-building. Therefore, the problem of hostels may be considered by giving some grants to the colleges and these grants should be on certain principles. I suggest that capital cost of establishing a hostel for say 100 students may be borne by the Government; further cost of maintenance could be entrusted to the concerned authorities with a condition that 10 per cent of accommodation be reserved for army personnel; 30 per cent for the Scheduled Castes; 30 per cent

[Shri Shankarrao Narayanarao]

for the Scheduled Tribes; another 10 per cent for the Government employees and 20 per cent for weaker sections. That way it will give some relief to the poor people; otherwise due to this inflation and rising prices, non-availability of proper accommodation, it is beyond the reach of the common man to educate his child- ren or send them for higher studies.

Another point I would say is that the standard of education is going down. It is going below the standard. The causes are to be found out. If we look to the causes, you will find one glaring thing. The teachers, the staff in all the colleges never care for the students, whether they are tied to the children directly or not. For instance, I will give you my own experience. I have my two nephews. One is in the American mission school and the other is in the Indian school. Though the Indian teachers are Christians, the books in Marathi, exercise notebooks in Marathi are examined, corrected and the exercise notebooks of my nephew who is in a High School are never corrected. The result is that the latter is imperfect in his own language. This is the thing going on. Therefore, I would submit that in order to avoid this situation there should be a task force as suggested by my learned friend. Unless there is a thorough check, all the money that is being spent on education—crores of rupees—will go waste. So, in order to have a better check, there must be a task force.

Then there is the need for having short-term courses. The need for these courses in rural areas is all the more. You can have six-months course, three-months course, one-month course for four weavers, four agriculturists, giving elementary lessons to the boys after 10th or 12th standard. Short-term courses can be conducted on botany or any other subject. It can be arranged on climatic conditions. This will certainly help the younger generation to prosecute

their own vocation. He must be given elementary knowledge about his vocation. So, I submit that short-term courses may be started in rural areas.

With these words I conclude.

PROF. C. LAKSHMANNA  
 (Andhra Pradesh): Mr. Vice-Chairman, Sir, when I stand to speak on education I do so with a saddened heart. I speak with anguish, as one who had been deeply associated with the educational process for almost 25 decades or more. I look upon the educational policy of this Government and of this country as a very renegade one. It has been followed only to promote the interests of a smaller section of the society. If we try to look for the reasons for these conditions, for this sorry state of affairs in this country, what are the reasons which surface? In the first instance, would like to bring to the notice of this august House that we have not been able to shake off the colonial heritage which we had from the British. Even today the educational system is only capable of producing those who can take dictations and not those who can take initiative or be innovative in the entire development process. The result is that the educational system has been failing miserably not only to increase the knowledge base in this country, but also to create the necessary potential for innovative approach in the development process.

Secondly, the entire educational system has been elitist in its approach. If we look at the outlays, at the policies and the programmes that have been initiated in the educational arena, everywhere you find that it is biased towards elitists and towards urban areas. There has been utter neglect of the rural areas. There has been utter neglect of those who have been in the downtrodden section of the society. The result is that we are not able to make any progress in the educational process. It so happened Minister of Education made an

announcement on the 25th of the last month, the day when the discussion on education was to come, "From now onwards we will try to replace all the single-teacher schools with two-teacher schools." Mr. Vice-Chairman, Sir, it took 36 years of great independence, of great development process, for us to come to a decision to replace the existing single-teacher schools by two-teacher schools. This is great progress we have made. And if we are satisfied with this progress only, God should save the country.

Then, Sir, while we have been recognising the importance of education even before the promulgation of the Constitution by making compulsory primary education as one of the concomitant necessities of the Constitution under article 45, we have not done anything in that direction. On the other hand, there is only a meagre allocation of funds for education. In the Sixth Plan, there are Rs. 2,524 crores allocated for education, which works out at 2.6 per cent. If we allocate only 2.6 per cent of our Budget—the other day I mentioned that the allocation for defence constituted 16 per cent—what do we expect in this country? I know there is a vested interest developing in the country, especially in the Treasury Benches, in the backwardness, in the lack of education opportunities for the people because it is only ignorance which can give an opportunity for such people who have been playing with the lives, with the patience of the people of this country. Therefore, Sir, it is a vested interest which has been keeping the allocations for education only at 2.6 per cent. If we just put the Centre and the States together, it constitutes 10.52 per cent, whereas the recommendation has been to the tune of 30 and 10 or it is 20 per cent? That is 40 per cent. Therefore, Sir, the figures speak for themselves that the education process has been utterly neglected in this country.

Then Sir, about universalisation of education, it has been a far cry. As early as 1904 in the Central Legisla-

ture great Gokhale pleaded for universalisation of education. He did realise that in the country when it became independent, if there had to be living democracy, it should be only based upon knowledge, it should be based upon literacy, it should be based upon education. Therefore, Sir, as early as 1904 Gokhale pleaded for universalisation of education. But under the great Congress (I) rule we have not been able to come anywhere near it. We are just at the margin of 36.2 per cent literacy, and if we take the upper brackets into consideration, the literacy rate of those who are in the lower brackets is much less than what it is thought out to be, because average never speaks the truth.

Then, Sir, in the educational process there has been mishandling all the while. There has been a lack of manpower planning in this country, as a result of which, we have not been able to know what exactly is wanted five years hence, ten years hence, 15 years hence and 20 years hence. We do not know, and we produce sometimes a large number of opportunities, but there are no qualified people for them, and at other times we produce a large number of people but there are no opportunities for them to serve. So, this is the type of dilemma, this is the type of critical situation, in which we are. We have either got surplus of educated people or surplus of posts which are not filled for years and years and years. Therefore, Sir, there is need for informing the educational policy with the manpower planning. I think, if we do not take the manpower planning into consideration, we are bound to commit a mistake.

Then Sir, what type of education are we giving? We have got employment in banks. But for the employment in banks, any person is suitable, because we have not made effort to find out how many openings will be there in the banks and what type of people will be needed for them and so on and so forth. That means, there has not been any proper planning in

[Prof. C. Lakshman] the educational process about the possibilities of the avenues, the opportunities, that are likely to come in the future. Sir, I touched only the periphery of the subject.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): You can speak about the University Grants Commission later.

PROF. C. LAKSHMANNA: I will not talk on the University Grants Commission at all. I shall confine myself to the elementary education and secondary education. I will reserve my energy to speak on University Grants Commission report for some other day.

Sir, what are the reasons for the type of elementary education in this country, NOW enrolment, wastages, stagnation, drop-outs and all these three phenomena are confined mainly to those people who are below the poverty line. That means, on the one hand illiteracy, lack of education coupled with unemployment and poverty if you combine all these four and mix them together then I think, we can understand the plight of those people for whom all of us are crying day in and day out. We have every sympathy with them. We have got all sorts of programmes for them. But still they are illiterate, unemployed and poor.

Sir, about the school buildings the less said the better. Because they are not school buildings. They are worse than stables. Sir, in this country, there are colleges which have been virtually started in the stables—stables of the former Rulers. At least the area which I come from in my State, there have been colleges started virtually in the stables of the former Nizam. Even after 35 years of existence we have not been able to provide them with suitable accommodation. Therefore, Sir, about school and college buildings the less said the better.

Then, Sir, we have been talking about innovations in education. We have been talking about 10+2+3

Before that we have been talking about 11+2+2. But if we are not very serious about what we are preaching then what more can we expect? Sir, in the State from which the Hon'ble Minister for Education comes, they have not yet implemented the three stages in the university education, in the college education. In Uttar Pradesh, even today, 10+2+3 continues. Whereas all other states have fallen in line with the education policy as promulgated by the Union Government. But the State from where the Prime Minister comes, the State from where the Education Minister comes, the State from where the Prime Ministers have been coming, have not yet fallen in line. Therefore, Sir, if there is any philosophy, if there is any validity for the type of educational reforms that we wanted to introduce in this country. I simply ask a question to the Minister for Education; why cannot she see that in a particular State, this is not being followed even after 5 to 10 years experimentation.

Then, Sir, I want to mention something about women. My hon. colleague from A.I.A.D.M.K. said just now that women's education has been neglected. I only want to make one small correction to what she said. She said that for the first time they had a unique experiment of having a women's university. I would like to make a correction that Andhra Pradesh was the first to introduce a women's university but not Tamil Nadu. This is my correction. Why I am saying this is because a country where 50 per cent, of the people who

live are women and for whom all of us have great admiration, we treat them as grihanis, as grihalakshmis, as dieties and so forth in this country but we have not done anything to make them viable. Therefore, Sir, my Government—the Andhra Pradesh Government said that in all the jobs there shall be 30 per cent reservation for women and women alone. Therefore, Sir, if there has to be a good education opportunity for women, we



have to open more educational institutions for them. We have to think in terms of educational policies for them and we have to think in terms of reservation of jobs for them as is done by the Andhra Pradesh Government.

Finally, Sir, I would like to talk about the whole problem which has been rocking this House in the morning and whose echoes were there in the afternoon also. Sir, I would like to bring to the notice of the hon. Members from the other side that in this country there are 14 national languages. Again and again, it was made out as though there were only two national languages or three national languages. Sir, Telugu is as much a national language as Hindi. Tamil is as much a national language as Hindi. I understand, English has been recognised as the language of a State. It is no more a foreign language.

This fact has to be kept in mind. I think when the hon. Member from Tamil Nadu was speaking, she was not opposed to Hindi as such. If there was some such misunderstanding in this House, I would like to clear it. She was only opposed to the imposition of Hindi all over the country, I think. Sir, I would like to say that I am a lover of Hindi. I have demonstrated my love for Hindi because my wife comes from Uttar Pradesh. But in spite of that, I would like to mention to this great august House that there had been utter neglect of the so-called regional languages. Sir, in the Report that has been given by the Education Ministry, all the other national languages have been clubbed together as regional languages and the amounts that have been allocated for those languages are so utterly negligible compared to Hindi, compared to Sanskrit and even compared to Urdu. If we are to promote national intergration in the sense in which our hon. friends want it, then they should be able to say: 'Look, if this country has to be united, if there is to be national integration, we should say, let

the Ministries of

Tamil develop, let Telugu develop, let Bengali develop, let Gujarati develop and therefore, let there be allocations for Telugu, let there be allocations for Bengali, let there be allocation for Assamese. But simply saying that there has to be a national and integrated policy on education does not lead us anywhere unless that is translated into realities. Sir, you are not giving me time. Otherwise, I can read out the figures to show that there has been utter neglect of the so-called regional languages, which I would call as national languages.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Please conclude.

PROF. C. LAKSHMANNA: Therefore, I appeal to the Minister of Education to kindly look into the Report which has been given to us.

The last point is, there had been a continuous erosion of the rights and privileges of the State vis-a-vis the Union, and this has been no less in the case of Education also. Sir, in 1975 through the 42nd Amendment of the Constitution, Education was put in the Seventh Schedule as a concurrent subject, as a result of which the responsibility for promotion of education should have been borne by the Union Government. But it has not done anything. On the other hand, it has been only trying to put spokes in the development process as initiated by the State Governments for the development of education. I am only saying this because we started the Padmavati Mahila Viswavidyalaya and we said: Why don't you recognise it? And they said: no, we don't recognise it. As I was pointing out earlier, this is the first women's university, or SNDT was the first and still nothing has been done.

Finally, the appointment of Vice-Chancellors has become a big problem in the country. In my State there are two universities where the Vice-Chancellors are not in existence from October last. But then we have the Governor. I have got respect for the



[Prof. C. Lakshman]

Governors post. I am not even one of those who say that this is a redundant post. It is for others to say. In spite of that, what happened? A panel of names is sent and it is suggested that so-and-so who is number *one* should be appointed. The Governor sits over the matter. In the meanwhile, people start saying that the Telugu Desam Government is not able to do anything; it is inefficient. And who are the people who are saying it? Again it is the same Congress (I) people who are sitting in the Opposition there who say that the Telugu Desam Government is very inefficient and they cannot even appoint a Vice-Chancellor. The file goes, stays with the Governor and does not come back. At the same time, they say that the Telugu Desam Government is inefficient. What type of logic is this? This has happened with the SV University and this has happened with the Andhra University. The Education Secretary acts as the Vice-Chancellor of these two universities. Therefore, if it is not interference, if it is not eroding the autonomy of the States and the universities, what else is it? Therefore, Mr. Vice-Chairman, Sir, I would like to appeal, through you, to the Education Minister to kindly see that those two Vice-Chancellors are appointed in the sense in which the State Government wants because there are so many students' problems, there are so many teachers' problems and there are so many educational problems in these universities. Therefore, it is nothing but pertinent on the part of the State Government to have such people as Vice-Chancellors who have their confidence. Yet unfortunately nothing is being done. Therefore, once again I would request, through you, the Minister of Education to prevail upon such bodies which are necessary to see that justice is done to these two universities which are languishing without Vice-Chancellors due to. There are many other points to be talked about. Unfortunately, you are hard pressed for time. Therefore, I will take another oppor-

tunity to place before the House some of my considered views, having been in education for a long time. Thank you.

DR. MOHD. HASHIM KIDWAI (Uttar Pradesh); Mr. Vice-Chairman, at the outset please permit me to say that Education Ministry is one of the most important Ministries as it has been performing the most vital and the most important part of nation-building, that is, educating the younger generations, the future citizens of the largest democracy of the world. And I deem it my duty to congratulate the Minister for her stewardship. I shall not take much time of the House but confine myself to one or two most important points. I have spent more than three decades of my life as a teacher, and, therefore, I can claim to speak about their miserable plight. Our country was famous for many things, along with one thing and that constituted the most distinctive part and the most distinctive feature of our culture and civilisation, that is, in ancient India our teachers enjoyed the most respectable position; we have not forgotten how the ancient rishis and sages imparted education and how they enjoyed universal respect. Guruseva was one of the most distinctive parts of our culture. Now, what a contrast today! Today we find that our educational institutions, in our schools and colleges, our teachers no longer enjoy that respect of that position. I am, therefore, reminded of a sher:

دہانکہ جو کچھ دیکھتی ہے لب پر آسکتا نہیں  
مستوحضرت ہوں کہ دنیا کیسے کیا ہو جائے

In a country where teachers were venerated, we now find that poor teachers have no future, they have no security of service. I, therefore, appeal to the Minister of Education to pay special attention to the miserable plight of teachers. I refer to another problem, and the problem is re-employment. In our Central Universities we have this provision that teachers are to be re-employed. But unfortunately everything depends on the sweet will of the Vice-Chancellor.

when one teacher gets employment quite a good number of others are left to fend for themselves. I, therefore, humbly suggest that we must have a clear-cut policy.

Then I come to a very important question—the appointment of Vice-Chancellors. Nowadays we find they are appointed from the civil servants and bureaucrats. The need of the hour is that we should have such men as heads of universities who have some idea of what education is, what educational problems are. For God's sake don't appoint civil servants or bureaucrats as Vice-Chancellors of Universities. These persons have absolutely no idea\* of what education is, what educational problems are.

Now I come to the problem of student unrest. The solution does not lie in treating our young boys as flowers of the nation, criminals of the nation. That is not the way. If they do some thing wrong, the proper thing we must do is to treat them with love; I do not mean to say that they should not be punished if they commit offences. What I mean to say is that they should be treated as students and should not be treated as criminals. Police should not be allowed to disturb the sanctity of our educational institutions. It is only the teacher who can control students and I have got my personal experience.

In the stormy days of 1965 unfortunately there was some trouble and the late Ali Yavar Jung was murderously assaulted. I was appointed as the Proctor. The Vice-Chancellor magnanimous to ignore the whole thing and this led to normalcy. What I submit is that the same policy should be adopted towards students.

I would like to come out with some humble suggestions. one is that the name of the University Grants Commission should be changed. The UGC controls or supervises the functions of the Universities. Of course, money comes from it but from the academic point of view it does not look nice

to call it University Grants Commission. It would be better if it is called by a new nomenclature such as University Control Commission or University Supervisory Commission.

My second submission is that we should give more and more attention to primary education. Unfortunately in most of the States we find that the buildings of primary schools are in a very bad shape. There are practically no proper buildings and there are no good or qualified teachers. These problems faced by primary schools should be eradicated.

Finally I would like to say that the Ministry should obtain correct facts from the Universities to be incorporated in their report. I am sorry to say that in so far as this report is concerned, what it says in one or two places about Aligarh Muslim University is not in accordance with facts. The report says that in the 1983-84 session barring some minor incidents nothing serious was there. This is not correct. In September very serious incidents took place in the University as a result of which several students were rusticated. And for months together students had to live under a reign of terror and for months the police was stationed in the University. The report does not mention any such thing. The police was kept just in front of the University library which is by the side of the Arts Faculty building. You can well imagine what effect these have on students. I request the Government to see that the reign of terror should not be imposed on the University.

Then the report says that the academic session went on according to schedule. This is also wrong. If the session itself went on till the month of January, you can well imagine how the session could go on according to schedule.

Finally, I again request that special attention should be paid to the teachers. Their age of, retirement should be enhanced. The question of their re-employment should be decided

[Dr. Mohd. Hashim Kidwai] the Central Government. And, finally, Sir, our educational institutions should be institutions where we have academic democracy. Unless and until we have got this academics democracy, We cannot have the democratic mentality. You see, in this country of ours, where we have got democracy from the level of panchayats to Parliament, how strange it is that in our educational institutions we do not have academic democracy. Therefore, in order to have academic democracy, the time has now come when the Vice-Chancellors should not have these emergency powers.

To conclude, Sir, I would once again say that the time has come now when our universities should be free from feudalism. Unfortunately.....  
(Time bell rings)...they are not free from this. With these words, Sir, I take my seat. Thank you, Sir.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN) : Honourable Members, I would like to take the consensus of the House as we have almost exhausted the time given by the Business Advisory Committee for this discussion on the Ministry of Education. I have now a list of another eleven speakers before me and the honourable Minister has expressed a desire to reply exhaustively and she will also take about an hour and a quarter. So, would you like that we take up the Half-an-Hour Discussion now and finish it off and then continue with this debate? As per the Rules, we have to take up the Half-an-Hour Discussion at 5 o'clock. *Interruptions*). I take it that the consensus is that at 5 o'clock the Half-an-Hour Discussion will be taken up and, after that, the discussion on the Ministry will continue. The Minister will reply later in the evening.

SHRI S. W. DHABE: Sir, -nobody has spoken from our side so far and the time will not be enough.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): I have to regulate the time of the debate according

to the list given to me. Anyway, Mr. S. P. Mrtr<sub>a</sub> now,

SHRI SANKAR PRASAD MITRA: Mr. Vice-Chairman, Sir, the honourable Minister of Education, while addressing the Lok Sabha, has detailed the objects of education so far as the Central Government is concerned. She says that the most important problems in the field of education in India are universalisation of elementary education and removal of adult illiteracy in the age group of 15 to 35, the maintenance and upgradation of standards of education at all levels, meeting the challenges of the advancement of technology and science and use of education as an instrument of national integration and national development.

With great respect, Sir, I would like to say that I entirely agree with these objectives. But let us see how far we have succeeded in, realising these objectives. So far as universalisation of education is concerned, on a Private Member's Resolution, a full-scale debate had taken place in this House. Therefore, I do not propose to touch upon this subject now. Let us take, - Sir, the question of upgradation of the standards of education at all levels. When we talk of upgradation of standards of education, we have to go a little into the history of education in our country. A little over 125 years ago, the British imperialists had established in this country three Universities at Calcutta, Bombay and Madras. At that time, a particular standard was reached. In fact, the immortal writer of Indian nationalism, the composer of "Vande Mataram", Bankim Chandra Chatterjee, was one of the first graduate of the University of Calcutta. In those days a person passing the Entrance examination could write both in his mother tongue and in English language much better than an average student who passes today either B.A. or M.A. examination. This was the first phase of education in this country—I mean, modern education in this country. In the

second phase We see the age of the cheap bazar notes and question-answer series. We see that students were running away from text books and reference books in libraries and relying on short cuts to success which gave them even first division marks. This was the second phase. Now the third phase has begun—the third phase of mass copying. I respectfully draw the hon. Minister's attention to the third editorial in the Statesman of Delhi, of the 4th May 1984, where she would find a graphic description of the extent to which this mass copying has gone. Apart from paper missiles, transmitters etc. now in vogue, this editorial of the Statesman goes to suggest that sooner or later a time may come when INSAT-1B may be used to project answers into the examination hall. (Interruptions) This is the situation we are faced with and we have to work out of this situation before we can think of the upgradation of standards education at all levels. To my mind, the only course available is to change the form of questions and choose the type of questions that are not put in Universities of the U.K. the USA and in other countries. I had to answer such questions myself. I believe, my friend Mr. Madan Bhatia had also to answer similar questions. Those questions cannot be answered unless the students or the examinee is familiar with the text books prescribed for studies. At the post-graduate level I was appointed a paper-setter on many occasions. There is a co-paper setter who is an internal lecturer, professor or Reader of the department concerned. And when I suggested to him that let us change the form of questions so that students may not be able to answer by copying, the answer was: Sir, please do not do that; if you do that there will be a riot in the examination hall and our Mves may be in danger. Unless, Sir, the type of questions that are set for examinations is changed—changed as soon as possible—I do not find any effective remedy to the mass copying that is going on all over the country,

which has been advisably brought to our notice by this editorial of a wellknown newspaper. The second malady of education is that ours is a multiparty democracy. We have numerous political parties in the country. These political parties are fighting elections to the Parliament, elections to State Legislatures, elections to Municipalities, elections to Panchayats. But they are not satisfied with such elections only. They intend to fight elections to the governing bodies of schools, colleges and universities and the process of politicalisation of education that has been going on is absolutely ruining the future of education in our country. I am happy to learn from you, Sir, that the hon. Minister would give an exhaustive reply. I shall be glad if she gives us her reactions to the process of politicalisation that is going on from one end of the country to the other.

One of the purposes of education as adumbrated by the hon. Minister is national integration. When I was Chief Justice of the Calcutta High Court, I used to receive suggestions from the Central Government that I should agree to the transfer of judges from one High Court to another and one of the main purposes of the transfers was national integration. It was difficult for me to appreciate how Judges could bring about national integration because Judges are expected to lead some kind of an exclusive life. But, by that as it may, this has now been a settled policy of the Government of India that the Chief Justice would come from outside and one-third of the Judges also from outside. Since you have embarked upon the policy of transfer of Judges for the purpose of national integration, I recommend to the hon. Minister that a University Service Commission should be constituted for recruitment of Vice-Chancellors, Professors, Readers, Lecturers, etc. on an all-India basis purely on merit and these Vice-Chancellors, Professors, Readers, etc. etc. should be appointed to posts transferable from one State to another. These people who are in the academic

[Shri Sankar Prasad Mitra] life and who would be in charge of different departments or institutions

would constantly come in contact with the students of all the States and for the purposes of national integration, I believe, they would be the most effective instrument. (*Time bell rings*) I hope the hon. Minister will kindly consider this proposal.

Since you have already rung the bell, I now conclude. Several hon. speakers taking part in this debate have spoken about employment-oriented education. This problem of employment-oriented education is not a problem of our country alone. This problem is being faced by advanced countries as well. Sir, I was recently reading an article printed in October, 1983 from "CHANGE" by the Helen Dwight Reid Educational Foundation in the United States. It is an article by Mr. Ernest A. Lynton, a very distinguished educationist of the US. In this article the learned author has stated that increasingly the economic importance of education in the knowledge-intensive post-industrial world of 1980s and 1990s should be realised and the universities must play a central role. According to this author, a debate too often is posed in terms of invalid dichotomy between 'liberal' and 'useful' education. We had failed to help students acquire the art of utilisation of knowledge. Academics should work with prospective employers and other 'outsiders' to fully prepare the students. We must reexamine the ways in which we disseminate the results of our work. We must rethink our concept of the university as a detached and isolated institution. This learned author has suggested a 7-point formula. (*Time bell rings*) I will read that formula, Sir, and end my speech. Kindly bear with me for another minute. This 7-point formula is: (1) Closer linkage between theoretical analysis and practical experience; (2) more discussion of the limitations as well as the benefits of disciplinary methodology and professional technique; (3) greater emphasis on problem solving using the

perspectives of several disciplines; (4) better preparation for team work combining a range of individual skills; (5) more focus on the social, economic and political context of all professional activities; (6) explicit discussion of the competing values and the necessary trade-offs involved in almost every decision; and (7) some emphasis on the interpersonal and effective and other non-cognitive aspects of professional life.

Unless education in our country also is reoriented to emphasise its economic importance, the problem of educated unemployed raised by the other hon. Members cannot, in my humble opinion, be solved.

With these words, I thank you for giving me this opportunity.

SHRI P. N. SUKUL: Mr. Vice-Chairman, Sir, I thank you for giving me this opportunity to speak on this important subject of Education.

Sir, to educate the citizens is one of the primary obligations of a Government and more so if that Government happens to be wedded to socialism and democracy as is the case with our own Government. It is so because without education we cannot create a consciousness in the people about good and bad, about their rights and privileges and about their duties. And unless we create this consciousness in the people, we cannot create the right kind of citizens, responsible citizens in a nation. Sir, education helps a man in his development, in the development of his personality and without education cultivation of values is simply impossible. Cultivation of values means culturing and this culturing has to be the right kind of culturing so that it can promote character building. Through education, Sir, one imbibes knowledge and that knowledge leads to right action, and knowledge and right action both go to build the right kind of character of a man and here lies the importance of education and that is why, Sir, Emerson said and I quote: "Education is the transcription of knowledge in action". Also, Spencer

said and I quote "The true criterion of a Government is not the increase of wealth or population; it is the criterion of character and personality." And, since it is through education alone that we can help our people develop the right kind of personality and character there lies the great importance of education. And, Sir, because of this great importance of education even in the United Nations Charter of Human Rights, it is provided that everybody has a right to education. It is also provided, Sir, in that Charter that free education in the fundamental and elementary stages must be provided to a citizen. So, Sir, our Constitution makers were also very much convinced about the utility of education and that is why they also provided in the Constitution that children up to 14 years must be imparted free and compulsory education. However, Sir, in many areas of our country even today free and compulsory education is not being imparted to students up to 14 years of age and I will take this opportunity to request our hon. Minister of Education kindly to ensure as early as possible that this spirit of the Constitution is translated into action and all the children in the country up to 14 years of age are provided free and compulsory education as early as possible. Sir the education imparted during the British days, as Miss Jayalalitha was telling us in the morning, was not the right kind of education. The British, as she was saying, were interested in creating an army of clerks. That was the philosophy of Macaulay. They needed only clerks and that type of education they prescribed for us. And they wanted that we should take them as models as our paragons, and we learnt to denigrate even our own leaders, our own freedom fighters and revolutionaries. And, so I say that was a wrong kind of education that was being imparted. And, I am sorry to say, Sir, that even today, by and large, the system of education is still based on that British system and so it is high

time that we reconsider the whole thing and, of course, give a new shape to our education. Sir, there is no denying the fact that since Independence, a lot has been done in the field of education by our Government, I mean the Congress Government. In 1947 when we became free, what was the incidence of literacy? Literacy was 15 per cent only and four and a half crores of people were literate when we became independent. What is the situation today? Today literacy is 36.2 per cent and as many as 25 crores of people have now been educated in free India. But, still, Sir, much has to be done. The Kothari Commission suggested, Sir, that in every kilometre there should be a primary school. It was also suggested, Sir, in the Report of the NCERT that in three kilometres there should be a middle school and in every five kilometres there should be a secondary school. All these things are still a mirage and so we would like to request our Government that as soon as possible these reports must be implemented in full. There cannot be two opinions that elementary education is of utmost importance and should be accorded the highest priority and that is why, thanks to Mrs. Gandhi, this elementary education also finds a place in the new 20-point programme of the Government. However, despite our emphasis on the primary education, what is the condition today? Three thousand primary schools are without teachers in the country; more than 1½ lakh schools have only one teacher to teach; 40 per cent of our primary schools are without proper building and 40 per cent of these schools have no drinking water facilities for the students. It is regrettable that on school education, the amount spent by the Government has been steadily decreasing over the years, by way of percentage of the Ministry's total allocation. Whereas in the first Plan, 58 per cent money was being spent on school education today less than 20 per cent of it is spent on school

[Shri P. N. Sukul]

education and perhaps, it is need for reconsideration our policy on the subject. It is also provided in our Constitution that school education should be free after 10 years of the passage of our Constitution. More than 30 years have passed and even today school education has not been made free. I would request the Government to make school education free.

Sir, everywhere in the country, except in UP, middle-school education is free; I am not talking of higher secondary. In UP alone, class VII and VIII education is not free. So, the hon. Minister who comes from my State of UP, I hope, will kindly look into it and try to make it free in UP also.

It is very good that in Tamil Nadu, the Government of Miss Jayalalitha—I mean her party's Government...

SHRI SYED SIBTEY RAZI: You are very generous.

SHRI S. W. DHABE: Don't be so generous.

SHRI P. N. SUKUL:... have launched a scheme of mid-day meal. This mid-day meal scheme is very useful and I wish that our Union Government had this scheme implemented throughout the length and breadth of the country so that the poor people, the young children, could get some nutrition and also they get attracted to schools, as Miss Jayalalitha was saying.

This is also a paradox that at primary level, there is no facility for games and sports. We want to produce good sportsmen and at the primary stage there is no provision for sports and, therefore, I would request the hon. Minister also to ensure that these games and sports are provided to the students at even the primary stage.

I come now to the most controversial 3-language formula. It is not controversial because it has already been accepted by our Government; but certain speakers from the other side

in the morning made it controversial because some Members are of the opinion that 2-language formula should be there. I am personally of the opinion that 3-language formula should be there, and the regional language...

SHRI S. W. DHABE: Make it one-language formula.

SHRI P. N. SUKUL: ... should be taught upto primary stage; Hindi should be taught at the middle stage and English should be taught in the secondary stage. As regards English, there was some controversy. I would like to quote from a speech of Shri Jawaharlal Nehru when he spoke on the Official Languages Bill in the Lok Sabha on 24th April,

"It may be because of my upbringing but I am rather partial to English. I say English is a fine language, just as other languages are very fine. Nevertheless, I have been convinced for a long time and I am convinced today that any real awakening of the people cannot take place through the language. It is patent to me not today but has been so for the last 40 or 50 years ever since I have been engaged in public work. In this country you cannot recognise Indian society through English. It can be a link language between India and other countries; also between States for some time to come; but ultimately you have to adopt one of your own languages as the link language for the country.

(Interruptions)

Don't disturb Mr. Mohanarangam.

5 P.M.

SHRI R. MOHANARANGAM: What will be the link language?

SHRI P. N. SUKUL: Do not disturb. We will talk in the lobby. While speaking at Panjim on 22nd.

SHRI R. MOHANARANGAM: Mr. Vice-Chairman, Sir, is it not the convention of the floor of the House that if a Member has not understood the other speaker, he is entitled to ask for a clarification? Has he got the right or not? Through you, Sir, I want to ask this question. Firstly, he was talking of the importance of the English language and then he has stated that there should be a link language between one State and the other. I want to ask him, through you, what will be the link language between Tamil Nadu and Uttar Pradesh?

SHRI SYED SIBTEY RAZI: Sir, I am on a procedural point of order. If any member of this House wants to interrupt or wants a clarification on any point from the member who is speaking, has he not to seek the permission of the Chair? Only after the Chair permits him, he can interrupt. If anybody stands up in this way and interrupts the other member who is making his points, I think it is not in the decorum of the House. So, I would ask the Chair to kindly advise the hon. member that when a Member is giving his speech and is making his points, he should not disturb him like this. If a person can say something, he should have the spirit of tolerance also.

SHRI R. MOHANARANGAM: Before I ask the clarification I got up to seek the permission of the Chair. I want to know, is it not the convention of the House of Parliament to seek clarification from the speaker if his point is clear?

SHRI VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): What the hon. Member, Shri Syed Sibte Razi, has said is correct, it is upheld. It is for the Member to ask the Chair or to rise on a point of order and then ask for any clarification. Of course, in a parliamentary debate healthy interruptions are also welcome, but they should not be of such a nature that will reflect on the debate itself or take away the spirit

of the debate itself. If we do that, we will be entering into unnecessary controversy. With this spirit only the House will function.

SHRI R. MOHANARANGAM: By the time I was seeking a clarification the hon. Member interrupted me. That is why I am asking whether it is the convention or not. I want certain clarification. Am I entitled to seek the same or not?

SHRI P. N. SUKUL: My five minutes have been misappropriated. You kindly take note of it. (*Interruptions*)

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): I think Mr. Hukmdeo Narayan Yadav is correct. The hon. Minister for Education and the Deputy Minister, sitting there right from the morning, can now have a cup of coffee. We will take up the Half-an-Hour Discussion. Yes, Mr. Jaswant Singh.

**HALF AN HOUR DISCUSSION ON  
POINTS ARISING OUT OF ANSWER  
TO STARRED QUESTION NO. 123  
GIVEN ON 6TH MARCH, 1984, RE-  
GARDING PENSION TO EX-  
SERVICEMEN**

SHRI JASWANT SINGH (Rajasthan) : Mr. Vice-Chairman. Sir, I will be very brief. The hon. Minister for Parliamentary Affairs quite rightly said that because of this Half-an-Hour Discussion the on-going debate on the working of the Ministry of Education is likely to be interrupted. I gave him an assurance that I will be very brief, to the point and I will also ensure that my presentation is as little a disruption of the discussion on the working of the Ministry of Education as possible. I will not disturb that debate and I will come straight to the point.

The Half-an-Hour Discussion that I have raised is in connection with the three specific points that are to be discussed, i.e. (1) that despite the judgment of the Supreme Court in the pensioners case the pensions of