

[Shri Mohd. Shafi Qureshi]

The General Manager of the Eastern Railway accompanied by Senior Officers has proceeded to the site to supervise relief and rescue operations. The Minister of Railways is also proceeding to the site of accident.

The Additional Commissioner of Railway Safety, Eastern Circle, Calcutta, will hold a statutory inquiry into this accident at Madhupur on the 28th instant...

SHRI S. S. MARISWAMY (Tamil Nadu): What is the reason suspected...

श्री जगदम्बर प्रसाद यादव (बिहार): क्या कारण था? मिनिसट्रो ने क्या एक्शन लिया?

SHRI MOHD. SHAFI QURESHI: This is the information which I have got. It will take some time to know as to what is the real cause of the accident...

SHRI BHUPESH GUPTA (West Bengal): I request the Government to make a statement with regard to the situation in West Bengal and the arrests that have been made in West Bengal...

MR. DEPUTY CHAIRMAN: That is not being discussed. Yes, Mr. Dutt...

SHRI BHUPESH GUPTA: They are arresting people in West Bengal...

DR. VIDYA PRAKASH DUTT (Nominated): Can I start?

SHRI BHUPESH GUPTA: You are nominated. We are elected by them. Will the Government make a statement tomorrow?...

MR. DEPUTY CHAIRMAN: Mr. Dutt.

# RESOLUTION RE REORGANISATION OF HIGHER EDUCATION

DR. VIDYA PRAKASH DUTT (Nominated): Mr. Deputy Chairman, Sir, I beg to move the following Resolution:

"This House is of opinion that Government should take immediate steps to reorganise higher education in two stages namely:

(i) establish, reorganize and strengthen on a large scale polytechnic

and vocational institutions in the country and give preferential employment in the entire public sector to students coming out of these institutions; and

(ii) adopt a policy of selective higher education on the criterion of merit while fully ensuring increased opportunities for higher education to the weaker sections of the society and the provisions of various other forms of higher education to those who are working and do not have an opportunity of getting higher education."

The Resolution before this House is regarding the reorganisation of higher education in various Stages. I should like to say at the outset that many friends have felt that perhaps we were discussing a very technical subject this afternoon. Actually, to my mind, it is one of the most burning problems facing the country and it is intimately connected with the further economic development and progress of this country. Therefore, unless we address ourselves immediately, thoroughly and efficiently and with concerted thinking and concerted action, I am afraid that the situation may go from bad to worse. Mr. Deputy Chairman, obviously one cannot put all one's ideas, intents, purposes, intentions, objectives and motives in a few lines when one gives the notice about something. I should like to make it very clear at the very outset that I am neither an advocate nor am I pleading for elite higher education. I am not asking for the extension of the public school system to higher education. I want to make this clear. I fully support the provision for increased opportunities for higher education for the weaker and economically and socially down-trodden sections of society. I think this framework must be clear that it is not at all my intention to make higher education an exclusive privilege for a few people and to deny it to large sections of the people. I shall come back to this theme a little later, but I wanted to say it at the outset so that there is no misunderstanding about my intention in bringing this Resolution before the House.

What I am asking for is education to be consistent with society and its advance, to subserve social and economic objectives of the people, to be labour and work oriented, to have relevance and social utility, to have a system and a framework, to have a direction and a discipline and to be able to meet the challenges of modern times and should be able to generate dynamism and momentum, social, economic and political, in this country. Knowledge is a good thing to have. But certainly, higher education is also a means to an end and must fit in the overall relations, aspirations, objectives, commitments and requirements of society. The question, therefore, that is not arises Should higher education be made available to everybody? But the question is: What is our goal, what is our direction, what is going to be the content of this education, who is going to benefit from it, how are our people going to be uplifted, how are we going to pass from an agricultural backward stage to a modern industrial stage, how are the poverty, ignorance and the backwardness of our people to be relieved and how will our education system benefit our people?

Therefore, in that context there is an urgent and desperate, I would say, need for restructuring of our education, in fact our entire education system step by step, stage by stage, so that it can be a meaningful factor in the establishment and development of democratic, secular, scientific and socialist society. It is with this objective in mind that I have put forward my ideas.

What is the situation in the country today? I am sure, Mr. Deputy Chairman, all my friends here will agree with me that in any system everything is related to everything else. Therefore, unless you take action at one link you cannot take action at the other and then you must take action at the third link. Before I come to the first link I should like to deal with the situation in the country today in regard to higher education.

I submit, Sir, there is an indiscriminate, unmeaningful and unthinking expansion of higher education, of a kind for which the society has no use in India today. Higher education has been expanding at the rate of 7 to 10 per cent during the last two decades. In fact, to quote only a few figures, in 1961-64 it expanded by 8 per cent and between 1964 and 1971 by another 10.3 per cent. Whereas in 1950-51 there were only about 400,000 students in the Universities of India, today there are as many as 3 to 3½ million, possibly even 4 million. In 1950-51 there were only 27 universities in this country but today there are nearly 84 universities and 9 other institutes of equivalent level. At least 60 per cent of our higher education is subsidised by the State. Now obviously one can say and I often say that this is an indication of progress, of achievement, of going forward, I am not denying that, but the basic question that we have to face is whether it is in any way related to the needs of our society, to be serviceable to the people, to have meaningful relevance and use, so that the kind of our education we are giving, the kind of education that we are providing can be used for accelerated development of the country. That is the question that I am facing.

Let me cite the case of only one University, Mr. Deputy Chairman, the Delhi University. What has happened to the Delhi University? The case of the Delhi University, I think, is the most typical eye-opener. In 1962-63, there were 25,000 students in the Delhi University. In 1967-68 it jumped to 52,000 and in 1972-73 nearly to a hundred thousand. In about 10 years there has been a four-fold increase in the higher education. It had only 20 colleges in 1962-63, today there are nearly 63 colleges spiralling all over the city. The colleges, the institutions of higher learning are all being put under intolerable pressures. Firstly, we said that there should be only about a thousand students in each college. Then we said, no, each college must have at least 1500 students. Then we said, no, they must take 1800 students and today we are nearly demanding that every college

[Dr. Vidya Prakash Dutt] must have at least 2000 students. Most of the colleges do not have buildings of their own. Many of them are run in school buildings. Some of them share buildings with two or three other institutions. There are no facilities either for the staff or for the students—no recreation grounds, no sports facilities, no cultural facilities, no facilities for the staff quarters and so on and so forth.

Obviously this kind of situation cannot be continued year after year. Sir, this is only one malady. To my mind the real malady is not only the fact that there are a hundred thousand students in one University, the real malady is that out of the hundred thousand students, 70,000 students are getting an education and instruction of a kind, course and content which serves no needs of our society.

It has no relevance to the problems faced by our country. There are, as I said, nearly 3 to 3½ million students in higher education in India at present and I dare say that two-thirds of them are getting education of a kind which is neither geared to labour, nor work, nor productivity. It only makes them desk-oriented and not life-oriented. They can sit at some desk and push some files, but they cannot face the problems of life. They cannot develop society. To-day wherever you go in the world you hear about the new concepts of education, the new trends of thinking, the new content of education, the new currents. From Moscow to Belgrade, Paris, London, anywhere you go and you hear about the new currents of thinking on education. In Moscow, I was told recently by the Minister for higher education that their whole philosophy of education now is to train independent and self-contained individuals who could meet the problems of life and of society. In France, Germany, in the East European countries and the West European countries, everywhere one talks about the use of machine in education, equipping the students to get on their own, to be independent and to work on their own. That is the objective towards which the students are being trained, but unfortunately in our country very largely we

are still teaching the system that Macaulay left us with. Unfortunately, most of our education, except certain specific areas—leaving aside the specific areas—is still being run in the old rut and that is the kind of higher education that we are providing.

Now, Sir, we have read so much about lawlessness, indiscipline and restlessness among students in the universities. I crave your indulgence for mentioning in passing that the academic community all over the country has noted with great concern the systematic effort that is being made in university after university at intimidation, threat, violence and plain gangsterism. The university community in the whole country is anxious and concerned about these developments. You know there have been serious incidents at the Delhi University and in its colleges, stabbing incidents and other incidents of intimidation. There is a feeling that there is a deliberate effort to spread a climate of fear among teachers and the large majority of students and Karmacharis. This obviously has to be met at various levels—at the level of law and order, at the level of internal mobilisation in the universities and at the level of mobilising public opinion against such vandalism and intimidation. In fact, I much confess that the academic community in the Delhi University was greatly concerned that even after the stabbing case took place, for nearly two weeks no action had been taken. Now, some arrests have been made. I hope that justice would be expeditious and all those who are guilty would be held to account immediately. One other fundamental reason for such restlessness and such indiscipline in our universities, apart from the role of political parties and about which I will not say anything to-day—is the total irrelevance of the education that is being given to large sectors of our people because it has no meaning, it has no relation with life, it has no relation to productivity and it has no relation to work. And I should like to sound a note of warning here in this House that higher education in India is set on a course of disaster. Unless immediate remedial measures are taken, the country will be

convulsed by blind expansion of useless education. I do not know if any other country in this world is playing such a havoc with higher education as we are doing in this country, where the educational system has just no relationship with the actual and specific task of economic development of the country.

Now, Sir, when I say this, I am not saying it with any sense of carping criticism of my esteemed colleague, the Minister for Education. The Minister for Education is a deeply learned person. I am sure that he can tell me more things than I can tell him; I know that he knows what maladies are there; and he knows most of the answers also. But then there are problems—I will come to them a little later—hard decisions which have to be taken by the Government and the people of this country after carefully thinking, and this is what I am trying to highlight.

Obviously, therefore, there is no question about it that there is an immediate need for restructuring our educational system so that it can be geared to labour, to work, to productivity, to economic development, to employment, and it is in this context that I have moved this Resolution.

Sir, to my mind, clearly the first need is to relate secondary education and the subsequent vocational technical institutions and polytechnics and other scientific technical institutes to labour, work and productivity, I know—I have read very carefully the Ministry's blueprint 'Education in the Fifth Five Year Plan'. Sir, I know very well that the Government has many schemes for the institution of vocational education, for the promotion of vocational education and of technical institutes. But I should like to point out that in effect, the trend is away from useful technical, vocational education, and I say, useful, meaningful, technical education. Even if you take the official figures which often are not full in their scope and even if one ignores the content of vocational education that is being given, in 1950-51, 44 per cent of the students in the higher secondary education were taking some

kind of a vocational education. In 1961-62 it fell down to 42 per cent and in 1965-66, to 40 per cent. It was coming down. Now, I do not know what is the latest figure, but there can be only a marginal change. And more than that, the question which I shall like to ask again is the question as to what exactly is being taught in these vocational institutions, what is the kind of training which is being given, what is the usefulness of it which is being given, what is the adequateness of it. I think that is a important link in our system of institution of vocational courses. And I will say that the same story is correct of higher education. In 1967-68, 74 per cent of the students were in general education, and this figure rose to 76 per cent in 1970-71. That means that the trend is towards general education, of a kind which, as I have already said, does not serve the needs of society. In fact higher education is nothing to do with vocational education, if you take out of it Commerce and Law. Frankly, Sir, we are being unfair to law education. There is an indiscriminate, absolutely unplanned expansion of graduates of law in this country. I do not know whether such a thing would be allowed anywhere else. In the Delhi University we had 700 students a few years ago. Today we have 3,000 students in law. The whole country would be turning out thousands of law graduates. For what use?

**SHRI NAWAL KISHORE** (Uttar Pradesh): They would be politicians.

**DR. VIDYA PRAKASH DUTT:** This problem, as I said, has to be taken in its total political, social perspective because it is not one person who can tackle these questions. Anyway, if you take out Commerce and Law from this picture you will find that vocational education really is declining in the higher education also. Therefore, I submit as a general statement that 80 per cent. of our students in India are being trained in incompetent and irrelevant education.

There is another very important point. What exactly is the kind of vocational education to be given? We can give figures. It may be maintained by some that at least 40 per cent. of the

[Dr. Vidya Prakash Dutt]

students are getting some vocational education. But the real fact is that most of this vocational education is still too inadequate, is still almost useless for gainful employment. The most important reason, to my mind, is that our technical and vocational education at every level—secondary education, higher secondary education, beyond higher secondary—every level these vocational education is limping, languishing, ill-equipped, ill-stocked and ill-manned. What they do is they learn some tricks of the trade, and that is all. They are not really equipped for improving production, for getting into the rhythm of production and labour and activity.

Now, Sir, the Ministry of Social Welfare's blueprint, which I have already mentioned, in the Fifth Five Year Plan has mentioned one of the really aptest remarks that anybody could make in this regard. On page 31 they have said :

"One of the major weaknesses of the present educational system is that secondary education fits a boy for a college and almost unfits him for anything else."

In a well designed national system of education, secondary education must fulfil multiple purposes. But the point obviously is that our secondary education, whether it is vocational or generally, whatever it is, does not fit a student for anything else except to go to college and get further useless education generally. I am sorry to say this. My remarks may appear to be a bit exaggerated to my esteemed colleague, the Minister of Education. But I think, generally speaking, I am correct that what they do is to go on prolonging the period of irrelevant education.

SHRI MAHAVIR TYAGI (Uttar Pradesh): Suppose secondary education is considered to be basic and then vocational training takes place. How do you react to that?

DR. VIDYA PRAKASH DUTT: I am coming to it. Unfortunately the

difficulty is that links have not yet developed between vocational courses at secondary stages, as this blueprint mentions, and vocational education at University level. Unfortunately permanent links have not been developed between competent vocational education and factories, enterprises, industries and commerce. Unless that is done, I

3 P.M. do not see how we can solve the problem of vocational education or higher education. Now, while in countries like Japan and Germany, for example, one out of every three students goes for vocational schools, in India only one out of eight students gets any real vocational education. That is why I have suggested that the first step must be the reorganisation, strengthening and establishment of technical institutes, vocational education and technical knowledge at all levels, higher secondary and subsequent. In this connection, Mr. Deputy Chairman, it pains me to say that while the world is moving towards science and technology and new ideas and experiments, and all this is being depend and strengthened from primary education onwards, in our country science education and education in the use of machines is effectively non-existent. Eighty per cent of the students of our schools are out of the purview of science. They remain untouched and unaffected by the temper of science, by the scientific spirit, and by the knowledge of science. Obviously no country can make progress if four-fifths of its population is blissfully ignorant. Of course, you have yourself mentioned it in your blue-print, but specific steps are yet to be taken so that you can take education, skills, techniques, training, everything to the villages, to the rural areas to get them established there, to get them into the rhythm of further development of society, according to the needs of society.

But let me come to what I regard as the most vital reason why vocational education, technical education, scientific education is not catching up. Why is it remaining underdeveloped? It is because unfortunately as yet there is no relationship between vocational education

and employment, between skill and its use, between technical institutes and industry and between training in techniques and a national employment policy. The main and the vital missing link, in my view, is a national employment policy. The Government and the entire public sector to-day insist on a useless B.A. degree for any worthwhile post in the country. Now, if you insist that one must have a B.A. degree in order to get any post, then you must enable one to get a B.A. degree. But if you change your national employment policy, and if the Government and the entire public sector take a decision that they will give a lead and give preference to students of vocational and skilled education and would not insist on a B.A. degree, then obviously the picture would start changing rapidly. Therefore, I suggest that unless you take this step, no other step will have any meaning, will provide any answer. The Government and the public sector must declare that in future they will take only those with skilled education. Only thus can vocational education be made important, relevant and attractive. That is why I have suggested this as the second fundamental step in the re-structuring of education, after you have strengthened and reorganised vocational education. I also suggest that as distinct from B.A. (Hons.) courses in the universities, all B.A. (Pass) courses should be at least half vocational and that the employment policy should give a prominent place to those with such skills.

Once the Government and the public sector adopts such a national policy, the private sector, I think, will gradually fall in line. In any case, the lead has to come from the Government and the public sector. Only after these two vital steps can you go on to take the third most important step of making higher education selective on the basis of merit. As I said earlier very categorically and without the slightest inhibition on my part, my intention is not to make higher education the exclusive preserve for a privileged few, for affluent sections of society but to make it fulfil our national goals and aspirations. I am in

favour of providing increased opportunities to those who have never had any opportunity to get out of the previous drudgery of life. Today, you give reservations of 20% to Scheduled Castes and Scheduled Tribes. You can have 35%, if you like, to include other economically under-privileged sections of society such as landless labourers, Class IV employees and such other people, backward areas and so on and so forth. You can give them free education and institute large scale stipends. And then make it selective on a merit basis. I am also strongly of the view that the large number of our young people, who have been constrained by circumstances to get employment in factories, enterprises and other working institutions before they had any opportunity of higher education, should also get certain facilities for acquiring knowledge and for self-cultivation and for bringing about greater mobility in our social stratum. But, Sir, regular college education is not the only means for achieving this purpose. These people must be provided with various other forms of higher education, which they can utilise effectively while they are working, such as correspondence course, open universities and various such forms and organizations of education. And this unlimited expansion in getting general education and instruction of a kind which is totally divorced from our people, from our needs, from our requirements and from the challenges of modern society must stop. And you must make then higher education selective on the basis of merit.

Sir, I understand all the difficulties that my hon. friend, the hon. Minister of Education, feels he has about these matters. That is why I am not saying that he alone is to take action. The whole Government, in fact, the whole country must think about it and take action about these matters because every school wants to have the right to decide as to what it is going to teach. And every State, every unit—jealously guards its right to determine the textbooks, the content of education and what should be taught and so on and so forth. In the House, the other day, one hon. friend gave the example of a

[Shri Mahavir Tyagi]

text-book that was being used in a public school with all kinds of state-ments. Now I can understand the problems of the hon. Minister of Education because very often these things are not exclusively in his hands. But I am quite clear in my mind that there can be no national planning without planning in education—planning in manpower, in trained personnel and different kinds of requirements as to how many doctors you require, how many engineers you require, how many technicians you require, how many masons you require, how many stenographers you require and so on and so forth. How can this be done unless there is relevant and important national planning in education as well as economic planning? And therefore, I suggest that education must become a concurrent subject so that it can play its effective role in our economic development. If it is not a concurrent subject, most of the things will remain on paper and nobody will let them be translated into reality.

And then finally I come to one of the other fundamental problems being faced by our country in this field. And again the Minister of Education is not the one who can carry the entire burden. There is this total divorce between educational expansion and economic expansion, between educational development and economic development. Expansion in education has been leaping forward without even a pause, without even a look behind, without even taking stock of the general economic situation of the country, almost at the rate of 7 to 10 per cent, as I said earlier. But there has been no concurrent, simultaneous, economic expansion. In 1950-51 the rate of growth was 3.5 per cent, in 1960-61 3.3 per cent, in 1970-71 3 per cent, and we do not know what it is this year...

SHRI J. P. YADAV (Bihar) : Two per cent.

DR. VIDYA PRAKASH DUTT : Educational expansion and economic expansion cannot go separately. They have to be dovetailed, coordinated and they have to go forward hand in hand, and hard decisions will be needed in the

field of education, to give a new direction to education, to give it a new content, a new meaning, a new relevance, to serve our needs of productivity, to establish a modern, progressive, State. These hard decisions are needed not only in the political, economic and other fields, but equally in the educational field...

MR. DEPUTY CHAIRMAN : Now you should wind up.

DR. VIDYA PRAKASH DUTT : And it is with a view to directing the attention of this House and the Ministry of Education and the Government of India towards giving this new direction, whatever hard decisions are needed to be taken now, that I move and commend this Resolution for the acceptance of the House and the Minister.

*The question was proposed.*

DR. R. K. CHAKRABARTI (West Bengal) : Mr. Deputy Chairman, I wholeheartedly welcome Dr. Dutt's Resolution. It gives us another opportunity to discuss the problem of education in the country. During the last few sessions, almost every week probably, we are getting a chance to discuss the problem of education in this country. When we talk about mass education, mass education has a different meaning in relation to our country, because here mass education has become mass education for higher studies. In fact, it is not the education for the masses. During the last 25 years we have concentrated all our efforts and energy to build up colleges and universities like anything, and now we find that there is a tremendous rush from the side of the students to get admission to the colleges and universities. Now, in that manner, or in that matter, we have not paid that much attention though it has been mentioned in the Constitution that we must give free education to the children of age group 6-11. So my humble submission to the Education Minister is that primary education must be taken over immediately under Central control, even if required, by amending the Constitution. If you look into the annual report of 1972-73, you will find in Chapter II that the

Centre has allocated so much of money for expanding the scheme. First they have provided something like Rs. 4.4 crores and then again 30,000 additional primary school teachers have been sanctioned. Again you will see another budget allocation by the Centre. This shows clearly that financing is actually being done by the Central Government. If the financing is done by the Central Government, what is the difficulty of taking over the total primary education in the whole country under the direct control of the Central Government? My idea is that at each block level there should be at least one or two primary schools to start with. These should have four classes, I to IV, and should be directly under the control of the Central Government. Even in urban areas where you have schools with 10 or 11 classes, you should have primary schools for first to fourth standards which are directly under the control of the Central Government. Then we can think of bringing education under the Concurrent List as Prof. Dutt has advocated. At least we can make a beginning in that direction by taking over the entire primary education under the direct control of the Central Government. Financing and administration of these schools should be by the Central Government. Of course there will be local boards consisting of local educationists or local representatives just to watch and supervise the activities of such schools. But financing, administration and the staff will be under the direct control of the Central Ministry of Education. In that way we should try to implement what we have promised to the people in our Constitution, namely, that we should give free and compulsory education to the children in the age group of 6 to 11. I feel we should make a beginning in this direction. If we start one or two schools in a block, that will be enough to start with. The whole idea is that primary education should not be left to the States. They should not be allowed to go in different directions. For example, the Ministry of Education has accepted the pattern of 10+2+3, that is, 10 for high school, 2 for intermediate or junior college and 3 for the first uni-

versity degree. The problem is that there are many schools in the States with 10 classes and several others with 11 classes. If you make it 10+2+3, what is going to happen to students of schools where there are 11 classes and what would happen to those students who have had only 10 years of schooling? Where will these boys go for two years' education? For them are we going to open junior colleges? This is a complicated affair. It is going to be done in the same manner in West Bengal and probably in some other States also. We are not as fortunate as the people in the capital where things are different. Here the schools are of the same standard and the syllabii are the same and teachers are similarly paid. In the University also things are not different. All the 52 colleges, referred to by Dr. Dutt, are constituent colleges and not affiliated colleges and therefore all the teachers get the same benefit. But people in other parts of the country are not so fortunate. There colleges are affiliated colleges and for this reason teachers in the Universities have a better pay-scales whereas the teachers in colleges are very poorly paid. Those colleges cannot become constituent colleges. Similarly, all our schools do not provide 11 years or 12 years of schooling because of lack of funds and step-motherly treatment. It is because, Sir, in Delhi, there are so many schools and they can have funds to raise all the schools to 11 or 12 years. But in some States we have some schools with 10 years and some schools with 11 years and this is because of paucity of funds and because of lack of laboratories, equipment teachers, etc.

Then, Sir, I come to the question of vocational training or technical training. Prof. Dutt has mentioned that he does not know really why there has been so much fall in the output from the vocational schools in our country. Sir, if you remember, at the beginning of the Third Plan period there was so much enthusiasm and there was so much of expansion of industries and many industrial projects were taken up and many boys, a large number of students



[Dr. R. K. Chakrabarti]

really went in for polytechnic and engineering education. After three years there was a big change and you find that many of the polytechnics are running with half the original number of students and without sufficient number of students there are polytechnics which are working now. In a polytechnic in Darjeeling there are very few students and I think the number of students will be less than the number of teachers there. What is the reason for this? Why was there so much rush during one period when so many students wanted to take up engineering degrees and technical courses and went to the polytechnics and why now not so many students are going to the polytechnics? If you look at the employment situation, you will find that there is no assurance of job. You may say that there is general unemployment. Yes, we agree that there is general unemployment. But, if you look at the public sector enterprises or the private sector side, you will find that we do not have a system, a system of appointing these licentiates at certain levels, the Bachelor's degree-holders at a particular level and the Master's degree-holders or the doctorate degree-holders at a particular level and so on. There is no such system. It is a simple pick-and-choose system. You can appoint anybody. He may be a matriculate or a non-matriculate and you may have to promote an apprentice as an assistant foreman or junior foreman or an assistant engineer. My point is that unless there is a categorical assurance that 70% of such jobs at different levels, for example, at the level of junior foreman or assistant foreman or assistant engineer, is reserved for licentiates and graduate degree-holders, and at the level of research and development for Master's degree-holders or doctorate degree-holders, the students will not go in for education in the polytechnics and engineering colleges. Such a specific assurance must be there. The rest of the 30% can be given to the boys who will be coming for the apprenticeships or who will be coming from the lower rungs for doing maintenance and other types of work in the industry.

Then, even when you go higher, when you go in for higher education and highly qualified persons, you may be producing post-graduate degree-holders in engineering and technology or doctorate-degree-holders. But where are you going to employ them? You see, in most of the engineering concerns where they are doing it with foreign collaboration, what happens? What does this collaboration mean? We bring the design from the foreign countries and we copy those designs and we simply fabricate them here. We need actually in this country three types of engineering or technical personnel. One type must go in for the maintenance of the plants of the industrial concerns, of the machines installed, because these machines must be maintained properly. When there is no proper maintenance of the machinery you can see what happens. You can find an example in the power position in our country now. We have installed higher-capacity boilers only a few years ago, about ten years ago, and these boilers have a life of 30 to 40 years and their installed capacity is about 130 to 140 MW. But it has come down to 40 MW. Out of the four boilers, three are completely shut down most of the time in a year. What is the reason? It is because we have not selected the proper persons and we have not trained people in the proper maintenance of such equipment. So, a category of engineers with diplomas or graduate degrees must be there and this category must be for the maintenance type of jobs. Another category must be there for design and fabrication work. It must be for the design of bridges and roads and for the fabrication work and so on. All design and fabrication work should be done by this category of engineers.

Then, Sir, the third category, the higher category, which consists of people with higher qualifications, with post-graduate or doctorate degrees, should be there for R&D, that is, research and development. In how many public sector enterprises or private sector enterprises we have R&D Department? Some public sector enterprise or private sector enterprises do have

R&D Department, but I don't think they are doing a good job in most of the places; they are not serious about it. So my suggestion is that we must make it compulsory both for the public sector projects and also private sector projects that they must set apart two or three per cent of their gross sale for R&D Department. And in these R&D Departments we must put qualified people. We must not waste a Master's Degree in Engineering by putting the man in a boiler plant or in the Maintenance Department or to supervise the production of a number of consumer items. That is a national wastage.

Next coming to the question of discrimination, we find that though one goes through a technical course, an engineering course or medical profession, still we have a set of privileged class in our working system, like the IAS and ICS cadres. I am not blaming anybody; I know they are doing good work. But I differ on the point whether an IAS officer, who is capable of administering a district, can also be put in charge of family planning or he can also become the Managing-Director or the General Manager of a steel plant. That is where I am objecting. For these, we must have qualified and experienced technical people. For example, take the State Electricity Boards. In most State Electricity Boards what we find is that we are putting deputationists—IAS or generalist people. I am not arguing in favour of the technical people doing file work only. I am not saying that these technical people should come to Delhi Secretariat and simply put their signature. No. My idea is that their talent must be utilized in the plant. Why don't we make them General Manager of the plant and also give them an equal status and privileges and pay and salaries like the class of people who are IAS or ICS? They are also equally responsible for running the whole plant or the whole big organization like any steel holding company. We should not discriminate and we should not create

a privileged class and perpetuate that class for any longer time, because that creates rather frustration in the minds of the experienced, qualified and really meritorious engineers who are working in the steel holding company or in the particular steel plant that they cannot ever reach even nearer to the salary of the IAS, Secretary, Joint Secretary or Under Secretary and so on. So my point is that there must be a balance between this category of people and the other category of technical staff...

*(Time bell rings.)*

Sir, I will take two minutes more, and make one more important point. I shall now come to the question of the education of Scheduled Caste and Scheduled Tribe students. I have advocated this many times in the Boards, Universities and colleges. What is happening there? I will just give a parallel example of what is happening in the United States. The Whites are saying that the Blacks are not educated, they are not skilled and so they cannot employ them in their institutions. And the Blacks are saying that they do not have the opportunity to go to schools and colleges because their grades are not up to that mark by which they may qualify to get education and go to higher schools and colleges and universities. The same thing is happening here. We are holding admission tests for admission to engineering colleges, admission to medical colleges, and so on. You make a merit list. Out of 500 marks, a student from the urban areas may get 325 marks or 350 marks. But the Scheduled Caste and Scheduled Tribe boys come from the village level and they may not succeed to get more than 200 or 250; they may secure even 150 or 170. And as such they do not normally get any chance to get admission to engineering colleges or medical colleges. Until and unless you keep a fixed quota in all the medical colleges or engineering colleges or polytechnics or even in the Science and Arts colleges—10 or 15 per cent quota—irrespective of the marks secured by those coming from Scheduled Castes and Scheduled Tribes, you cannot

[Dr. R. K. Chakrabarti]

build up a cadre of these people or boys who will be encouraged to come there. You will have to help them financially also wherever they go to these colleges.

Thank you.

SHRI S. S. MARISWAMY (Tamil Nadu): Mr. Deputy Chairman, Sir I am really thankful to Dr. Dutt for bringing forward such a good Resolution and also for the eloquent speech that he has delivered. I would have been happier if he had begun his Resolution from the lower levels, that is from the elementary and secondary school levels. It is all right that we can build up very good universities and impart modern technological education at higher levels. What about the elements that come to our colleges now? As you are witnessing, they are the products of the late colonial system of education begun at the time of Lord Macaulay. We have not changed anything since then. When our Constitution was drafted, it was stated in a clear-cut language in the Directive Principles that we should impart compulsory education to the children. The State shall endeavour to provide within a period of 10 years from the commencement of this Constitution, free and compulsory education for all children until they complete the age of 14 years. If this foundation and this super-structure had been there, then whatever my good friend is envisaging would have certainly come into being. But, unfortunately, that is the first blunder that we committed. The result is that we find chaos and confusion all around us. The entire education system has been spoiled and no day passes without some incident in this college or that college in this State or that State. Delhi, the capital with the Almighty Government, is presenting a horrible picture to the whole country. We find the students rioting, looting and molesting. This is the net result of education. Therefore, I would request Dr. Nurul Hasan to go to the grass-roots to reorganise the education. It is not enough if he does something at the higher level. As a result of our mistakes, the entire country is fac-

ing a danger. The present-day generation is not able to build its character. Our leaders like Mahatma Gandhi, Nehru Ji, Raja Ji and Dr. Annadurai and others laid the greatest stress on character building. But unfortunately, we have not bestowed any attention towards this aspect. As a result, you find that the standard has gone down. In those days, the great leaders were living a simple life. They did not lead ostentatious life. They wore hand-woven cloth and lived a very frugal life in order to impress upon the younger generation that character is the most important thing. What has happened now? We find that in every walk of life, people are living ostentatious and glamorous life. Fortunately our Information and Broadcasting Minister is also here. As you know, the greatest stress is laid on the cinema. People have started worshipping cinema stars of both sexes. If things go on like that, I am afraid a day will come when cinema stars will be occupying important positions. In the place of Shri I. K. Gujral, you will find Satrugan Sinha. Therefore, we have failed to bring up the nation.

MR. DEPUTY CHAIRMAN: I think you will be partial to the lady stars rather than the male stars.

SHRI S. S. MARISWAMY: Twenty-five years have passed but still, as my friend, Dr. Dutt has put it, we still cling to that old Macaulay and his system, a colonial system. He wanted to create clerks in the country and he succeeded in that. And what have we produced? Clerks plus goondaism, clerks plus glamour. And a clerk's tendency is to earn easy money and indulge in all malpractices imaginable and unimaginable. This is the net result. What is the use of reforming only the higher level of education? We should go to the peripheral level.

Now the country is faced with acute food shortage. There are food riots here and there. Thanks to my good friend, Mr. Gujral such news does not come out over the All India Radio or through other sources. He is a very able Minister in that respect! I will

give him three cheers. He is successfully managing the All India Radio and giving select news. There are alarming reports that in certain pockets there are food riots. This is a very dangerous situation. And what more have you? You have the aftermath of the U.P. constabulary revolt. One side you have flood conditions and on the other you have drought conditions. There is the unemployment problem looming large in a number of States and there is Governors' rule in a number of States—U.P., Orissa and Andhra. Yet, cine stars get easy access to the rulers of the country.

When I was in Madras I read a news item that a cinema star posing himself to be a political leader got an audience of 45 minutes with the great Prime Minister of this country but I do not know what transpired between them. But people close to the Prime Minister's Secretariat told me that it was only a mere talk and in spite of the best efforts of the actor, Madam, who is known for her great culture and decency was very clever in avoiding political issues being discussed and all the time she was asking him about his impending trip to Russia and other places he proposes to visit. I am not jealous of anybody getting an interview with Madam. But how are the days now? These are very dangerous days. We are sitting on dynamite. We do not know what is going to happen tomorrow. My friend, Mr. Bhupesh Gupta is already fuming and fretting about the Bengal Bundh. And my friend, Mr. Qureshi has just now announced a disastrous train accident, and God only knows whether it was an act of sabotage because it is in the eastern region and anything can happen in the eastern region. So, the Prime Minister and her Secretariat should be engrossed with the problems which I have mentioned above; they should concentrate more on how to solve unemployment, how to procure more foodgrains, how to work the levy system successfully, how to get this and that. I am sorry, Sir, they should not waste their precious time

talking to, what may be called, cheap-cine sabre-rattlers. That is not going to take us anywhere. People like our great Prime Minister, the Ministers and Members of Parliament should set an example to other people and try to lead other people, especially the younger generation. If somebody sitting on the top is giving more than what is due to somebody who is nothing but a glamorous cine-actor, then what about our students, our boys? They will be talking about this star and that star but would not care to know who are the founders of our freedom or who is the Father of the Nation. Would they care to study their teachings? We have failed in organising our educational system over the last 26 years; we did not even approach the subject in a proper manner. We have been obliging certain personalities by giving them the department of education. They were adorning the chair without doing anything. Even during the time of our struggle with the Britishers Gandhiji and other people laid so much stress on education. There was the Nayi Talim. After independence we have totally forgotten it and now we are going round and round in a vicious circle. On one point I am sorry I cannot agree with both Dr. Dutt and Dr. Chakrabarti even though I keep them in high esteem for their erudition, eloquence and the deep research they have made on the subject. I applaud them, but they want this subject to be taken to the Concurrent List from the State List. So far as I am concerned, I see red in that. I cannot accept it. If we give education to the Centre what will happen? I am giving one example. Money is freely spent for the propagation of Hindi without looking into the results at all. I have a few facts here. Grants given to voluntary Hindi organisations for the propagation of Hindi are:—

|         |              |
|---------|--------------|
| 1970-71 | Rs. 12 lakhs |
| 1971-72 | Rs. 14 lakhs |
| 1972-73 | Rs. 13 lakhs |

Then, again, grants given to the Governments of non-Hindi-speaking

[Shri S. S. Mariswamy]

States for the appointment of Hindi teachers are :—

1970-71 . . . Rs. 144 lakhs

1971-72 . . . Rs. 156 lakhs

1972-73 . . . Rs. 250 lakhs

Again, grants given to the non-Hindi-speaking States for the establishment of Hindi teachers' training colleges are :—

1970-71 . . . Rs. 10 lakhs

1971-72 . . . Rs. 12 lakhs

1972-73 . . . Rs. 12 lakhs

Grants given for the award of scholarships are :—

1970-71 . . . Rs. 16 lakhs

1971-72 . . . Rs. 17 lakhs

1972-73 . . . Rs. 16 lakhs

The total comes to Rs. 50,58,000 or nearly half a crore. Now, Sir, the expenditure on Hindi in the last three years is Rs. 30 lakhs, Rs. 29 lakhs and Rs. 21 lakhs. I am asking the hon. Minister, Prof. Nurul Hasan, whether any effort has been made to find out how this money was spent, what are the tangible results achieved and whether any useful purpose has been served by spending so much money. How many people have come up in Hindi in the non-Hindi-speaking areas? Furthermore, I tell you that this is not only a waste of public money. Also, it creates a feeling in the minds of non-Hindi-speaking people that the Centre is trying to impose Hindi in so many ways. All because it has been left with so much of resources. Suppose the resources were not there. The Centre would not have indulged in this kind of what you may call extravagance. I would rather say that no effort has been made to check the accounts. The money is being indiscriminately spent and for no useful purpose. So, I would rather request that 'education' should remain only in the State List and not in the Concurrent List at all. If it goes to the Concurrent List I am afraid that it will be misused. In place of Prof. Nurul Hasan—I hope we are still in the age of democracy—anybody may come in, anyone like even my good friend, Mr. Bhupesh Gupta, might come in or somebody from U.P. might

come in with all love and affection—I do not use the word 'fanaticism'—for Hindi. He might spend all the money, whatever they collect, only on the propagation of Hindi.

Before I finish, I would say that the top leaders, people who have got an opportunity to govern the country, people who are held in high esteem, not only by the people of this country but also by people all over the world, especially people of the type of our Prime Minister, Mrs. Gandhi, who is held in high esteem and which she really deserves, must try to show to every other people that they respect those who believe in austerity, those who are submissive in character and those who want to build up the nation and not the sabre-rattlers or some screen actors, posing as political personalities.

Thank you.

**श्रीमती सीता देवी (पंजाब):** उप सभापति जी, आज जिस विषय पर हमारी सभा विचार कर रही है मैं समझती हूँ कि यह बहुत ही आवश्यक विषय है। यह वह विषय है जिसका कि सीधा सम्बन्ध भारत के भविष्य के साथ है। भविष्य में होने वाली जो बातें हैं, हमारे नौजवान लड़के-लड़कियाँ जो हैं उनकी शिक्षा के ऊपर ही हमारे सारे भविष्य का दारो-मदार है।

आजादी मिलने से पहले हम यह कहा करते थे कि जिस वक्त अंग्रेज यहाँ से चले जायेंगे, हम ऐसी शिक्षा देंगे जिसमें कि हमारी अपनी सभ्यता होगी, अपनी सादगी होगी और अनेक चीजें होंगी। किन्तु 25 वर्ष हो गये, हमारे बड़े से बड़े नेता और हमारे एजुकेशन मिनिस्टर भी अपनी स्पीचों में इन बातों को कह चुके हैं, यहाँ तक कि हमारी माननीय प्रधान मंत्री ने भी इस बात को ऐडमिट किया है कि शिक्षा प्रणाली को बदलना चाहिए। मुझे दुख के साथ कहना पड़ता है कि शिक्षा प्रणाली में रत्ती भर भी परिवर्तन नहीं किया है। लार्ड मैकाले ने अपनी किताब में लिखा था कि हम ऐसी शिक्षा हिन्दुस्तानियों

को देंगे जिससे कि वह रौम्य रूप में हिन्दु-स्तानी होंगे, लेकिन वेष-भूषा में, सभ्यता में हिन्दुस्तानी नहीं होंगे, अंग्रेजी की निकल करेंगे। मैं समझती हूँ कि आज जो शिक्षा मिल रही है, जो हमारे नौजवान लड़के-लड़कियाँ निकल रही हैं, वह लार्ड मैकाले के शब्दों में ठीक चरितार्थ हो रहा है।

[THE VICE CHAIRMAN (SHRI S. S. MARISWAMY) in the Chair.]

हमारे यहाँ स्कूल कालेजों की भरमार है। हम शिक्षा मंत्री से यह नहीं कहेंगे कि हमारे यहाँ स्कूल कालेज नहीं हैं। मैं तो यह कहती हूँ कि 25 सालों में हमारी सरकार ने शिक्षा का बहुत विस्तार किया। आज प्राइमरी स्कूल बढ़े हैं, हायर सेकेण्डरी स्कूल बढ़े हैं, कालेज बढ़े हैं, लेकिन शिक्षा का जो वास्तविक अभिप्राय है वह पूरा नहीं हुआ। मैं थोड़ी सी फिगर्स देना चाहती हूँ जो कि प्रमाणिक हैं।

सन् 1950-51 में 2 लाख 671 प्राइमरी स्कूलों के स्टूडेंट्स थे, आज 1972 में वह 4 लाख 418 हो गये हैं। इसी तरह से हमारे आर्ट्स, साइंस और कामर्स कालेजों में 712 थे और आज 2 लाख 792 हो गये हैं। इसी तरह से इंजीनियरिंग, टेक्नालाजी में पहले 1950-51 में 733 थे, आज 273 हो गये हैं। इसलिए आज यह शिकायत नहीं है कि कालेजों की कमी है, ये और खुलने चाहिए। सवाल तो यह है कि हमारी शिक्षा की कोई प्लानिंग नहीं है, शिक्षा की कोई नीति नहीं है कि हमने अपने बच्चों को क्या सिखाना है, क्या पढ़ाना है। दूसरे देशों में खास तौर पर रशिया में जब बच्चा 6 वर्ष का होता है तो उसकी इंटेलिजेंस का टेस्ट होता है। वह यह देखते हैं कि बच्चे ने क्या चुनना होता है। वह डाक्टर बन सकता है या इंजीनियर बन सकता है या प्रोफेसर बन सकता है, उसने क्या बनना है, क्या मौका उसको मिलना चाहिए, उसी तरह की उसको शिक्षा मिलती है। मुझे तो जाने का मौका नहीं

मिला, पर जिन लोगों को जाने का मौका मिला, मैं इसमें बड़ी इंटरेस्टेड हूँ, मैं उनसे पूछती हूँ कि अमरीका में क्या होता है। वह कहते हैं कि अमरीका में ऐसा नहीं है कि हर बच्चा ग्रेजुएट बने। वहाँ पर शिक्षा मैट्रिक के बाद खत्म हो जाती है। कोई कारखाने में काम करता है, कोई कुछ काम करता है। हमारे यहाँ हर लड़का-लड़की बी० ए० पास है कोई पगुचर नहीं, कोई ऐम नहीं कि क्या करना है। बी०ए० के बाद बी० टी० कर ली, फिर एम० ए० कर लिया और उसके बाद बेकार डिग्री लेकर दर-दर घूमते हैं, कोई नौकरी नहीं मिलती। मेरे पास कोई आता है और कहता है कि बी० टी० को सर्विस दिला दो तो मैं कहती हूँ कि आजकल भगवान को पाना आसान है, लेकिन बी० टी० को सर्विस दिलाना बड़ा कठिन है। मैं यह कहती हूँ कि आज कोई प्लानिंग होनी चाहिये। आज हमारे हजारों इंजीनियर बेकार घूम रहे हैं। समय नहीं है। वैसे मेरे पास फीगर्स हैं और मैं आपको दे सकती हूँ। हमारी गवर्नमेंट की कोई प्लानिंग नहीं है, इसी लिए बहुत से इंजीनियर बेकार घूमने के बाद भी आज भी नये-नये इंजीनियरिंग कालेजेंज इधर उधर खुल रहे हैं। मैं यह कहना चाहती हूँ कि पहली चीज यह होनी चाहिये कि प्लानिंग हो कि हमारे देश में कितने इंजीनियर्स की जरूरत है और जितने की जरूरत हो उनके हिसाब से कालेज खोले जायें।

दूसरे इसी तरह से आर्ट्स कालेज हैं। और सूबों का मुझे पता नहीं है, लेकिन पंजाब में आज यह बीमारी है कि वहाँ जो एम० एल० ए० है वह कह-1 है कि मेरे हलके में डिग्री कालेज खोला जाय। उससे कोई फायदा नहीं है।

जापान में जब बच्चा छोटा होता है तभी से उसको टैक्निकल एजुकेशन दी जाती है। आप जापान में जायें तो आप देखेंगे कि वहाँ घर-घर में काटेज इंडस्ट्री है। बच्चे को शुरू से सिखाते हैं कि उसको काम करना है। वहाँ कोई खिलौना बनाता है, कोई

[श्रीमती सीता देवी]

कुछ बनाता है। हमारे यहां कोई प्लानिंग नहीं है कि कोई चीज इस किस्म से सीखें। तो मैं यह कहना चाहती हूँ कि जब तक प्लानिंग नहीं होगी तब तक कुछ नहीं होगा। जैसी कि फीगर्स सवरे बनाई गई कि भगवती रिपोर्ट के हिसाब से 2 करोड़ 35 लाख बेरोजगार हैं। इसलिए हमारी जो संस्थाएं हैं, वे उसी के अनुसार खुलनी चाहियें जितनी कि जरूरत है।

देखिए, एक इंजीनियर जो बनता है उस पर गवर्नमेंट का 30 हजार रुपया खर्च होता है। एक डाक्टर बनता है तो गवर्नमेंट का 25 हजार रुपया उस पर खर्च होता है। तो इतना रुपया हम फजूल ही गवर्नमेंट का वेस्ट करते हैं, बिना कोई प्लानिंग के।

दूसरी प्वाइंट मैं यह कहना चाहती हूँ कि हमारे शास्त्रों में लिखा है : "मातृमान पितृमान आचार्यमान पुरुषोवेदा।" अर्थात् बच्चे को बनाने वाले माता पिता और आचार्य हैं और आचार्य के माने गुरु हैं। हमारे यहां क्या है। हमारे यहां एक फैशन है और हमारी गवर्नमेंट उसको बढ़ावा देती है। जो अमीर आदमी है वे कहते हैं कि हम अपने बच्चों को पब्लिक स्कूलों में पढ़ायेंगे। हम समाजवाद में दावा करते हैं और इतना फर्क है कि गरीब का बच्चा तप्पर पर बैठ कर पढ़ता है। उसके पास बैठने के लिए तप्पर भी फटा हुआ है और अमीर का बच्चा पब्लिक स्कूल में पढ़ता है जहां हजारों रुपये खर्च होते हैं। मैं आपको बताऊंगी कि पब्लिक स्कूलों में शिक्षा क्या देते हैं। उन्ही पब्लिक स्कूल के पढ़े हुए बच्च आई० ए० एस० और आई०सी०एस० आपकी हुकूमत चलाते हैं, जिस हुकूमत को आपकी समाजवाद की नीतियों को चलाना है।

मेरे पास यह पुस्तक है। यह मैं बताना चाहती हूँ कि पब्लिक स्कूलों में क्या पढ़ाया जाता है। सिर्फ थोड़ा सा बताऊंगी। इतना समय नहीं है कि आपको डिटेल् में बताऊं।

जूनियर टाइनी टाट स्कूल में एक किताब है अलाइड पब्लिशर्स की। उसके पेज 32 के ऊपर आप देखें कि क्या है उसमें। जरसी और हर्षा दो सहेलियां हैं। मैं उसे पढ़ूंगी नहीं; क्योंकि उसमें टाइम लगेगा और आप घंटी बजा देंगे। वे बात करती हैं कि जो अंग्रेज का बच्चा है उसका घर बड़ा सुन्दर है, हवादार है, गलीचे हैं, बगीचा है, सब कुछ है और हिन्दुस्तानी बच्चे के पास तो कुछ नहीं है। उसका तो मंड हट है। उसमें बगीचा नहीं है, उसमें कुछ नहीं है। इसलिए वह सहेली कहती है कि मेरे घर में आ जाओ, हिन्दुस्तानी घर में कुछ नहीं है। यह हमारे बच्चों को थर्ड स्टैंडर्ड में पढ़ाया जाता है।

दूसरी देखिए ज्योग्रेफी की किताब वहां पढ़ाई जाती है। उसके पेज 36 में आप देखिए कि उसमें क्या है। हम लोग दावा करते हैं कि हमारी सेक्युलर स्टेट है, धर्मनिरपेक्ष स्टेट है, लेकिन कैसे हमारे बच्चे सेक्युलर बनेंगे। पेज 36 पर आप देखें, पुस्तक का नाम है 'डाउन दि एजेंज' और उसमें लिखा है कि जिस वक्त यहां पर मस्जिद बनाई गयी तो उस मस्जिद के लिए 250 हिन्दुओं के मंदिर गिराये गये। यह जो कुतुब की लाट बनी है वह भी 250 हिन्दुओं के मंदिर गिराने के बाद बनी है। मैं मिनिस्टर साहब को बताना चाहती हूँ कि वे इन किताबों का मुलाहिजा करें। यह छोटे-छोटे बच्चों को पढ़ाया जाता है। तीसरी किताब है भूगोल की, नाम है इंडियन विलेज। यह चौथे स्टैंडर्ड में पढ़ाई जाती है। इस का नाम है वर्ल्ड वाइड जागरफी। इसके 124 पेज पर पढ़ें। इसमें लिखा है कि जो हिन्दुस्तानी हैं, वह अपने बच्चों को नहीं पढ़ा सकते; क्योंकि उनके पास स्कूल नहीं है और कोई सुभीते नहीं हैं। हम दावा करते हैं कि हमने स्कूलों का जाल बिछा दिया है और जगह-जगह एजुकेशन हो गयी है, प्राइमरी एजुकेशन हो गयी है और वहां बच्चों को पढ़ाया जाता है। नीचे की लाइन में लिखा है कि हिन्दुस्तानी बच्चें जो हैं वह अच्छे मकानों

में नहीं रह सकते। उन के पास मकान भी अच्छे नहीं है। वह इकट्ठे ही सोते हैं और मंड हट्स में रहते हैं। उनको हवा नहीं मिलती। यह हमारे बच्चों को पढ़ाया जाता है। यह जो हमारे पब्लिक स्कूल हैं, जहां कि हमारे बच्चों को जूनियर कैब्रिज और सीनियर कैब्रिज कराया जाता है और जहां से पढ़ कर वे हमारे सेक्रेटरी और अंडर सेक्रेटरी बनते हैं और हमारी पालिसी बनाते हैं, हमारी बनायी पालिसियों को इंप्लीमेंट करते हैं। तो आप मुझे बतलायें कि जो बच्चे यह पढ़ कर निकलेंगे उनको हमारी पालिसियों पर, समाजवादी पालिसी पर कैसे विश्वास होगा और यही कारण है कि हमारी पालिसीज इंप्लीमेंट नहीं हो पाती हैं। हमारी गवर्नमेंट कहती है गरीबी हटाओ, हम एक फैसला करते हैं, मुझे माफ किया जाय यह कहने के लिए कि यह जो हमारे बड़े-बड़े अफसर हैं वह हमारी सारी पालिसीज को सेबोटैज कर देते हैं और इसलिए सेबोटैज कर देते हैं कि उन की बेसिक एजुकेशन ही इस प्रकार की है। तो मैं मिनिस्टर साहब को कहूंगी कि वह यह पुस्तकें मुझसे ले लें और उनका मुलाहिजा करें। यह सिर्फ पब्लिक स्कूलों में ही नहीं पढ़ाई जाती है, बल्कि दिल्ली के सारे पब्लिक स्कूलों में पढ़ाई जाती है।

फिर एक दूसरी बात मैं कहना चाहती हूं, जिसकी ओर और दूसरे माननीय सदस्यों ने भी ध्यान दिलाया है कि हमारे स्कूलों में चरित्र निर्माण की ओर ध्यान नहीं दिया जाता, बच्चों को कोई मारेले शिक्षा नहीं दी जाती। मैंने पहले भी कहा था कि जब तक हम अपने बच्चों को मारेले शिक्षा नहीं देंगे तब तक हम उनका चरित्र नहीं बना सकते। मैं कहना चाहती हूं मिनिस्टर साहब को कि 25 साल हो गये और आज भी हम अपने बच्चों को पढ़ाते हैं कि जहांगीर कौन था, अकबर कौन था। 25 साल के अंदर स्वतंत्रता का इतिहास आज तक नहीं लिखा जा सका। चाहिए था कि स्वतंत्रता का इतिहास लिखा

जाता और पहली क्लास से ही बच्चों को वह पढ़ाया जाता कि हिन्दुस्तान कैसे आजाद हुआ, हमारे कौन-कौन हीरो थे, महात्मा गांधी कौन थे, विनोबा भावे कौन हैं। आज हमारे बच्चे यह नहीं बता सकते कि चितरंजन दास कौन थे, गोखले कौन थे, बीरसावरकर कौन थे, बबर अकालियों ने क्या कुर्बानी की, लाला लाजपतराय कौन थे, मोतीलाल नेहरू कौन थे, मौलाना आजाद कौन थे। यह सब हमारे बच्चों को पढ़ाया ही नहीं गया। मैं पंजाब के स्कूलों में बोर्ड की मेम्बर हूं, जहां पर कि एडमिशन होते हैं। जब वहां मैंने बच्चों से सवाल किया कि हमारा राष्ट्रपति कौन है तो बस गुम। और यह सवाल जिससे पूछा वह कोई छोटा बच्चा नहीं था, वह हायर सेकेंडरी पास था। फिर मैंने मजाक में पूछा कि हमारे यहां सबसे बड़ा ऐक्टर कौन है, तो उसका नाम झट उस को आ गया। बड़े ऐक्टर का नाम उसको आता है, लेकिन देश के नेता का नाम नहीं आता। तो मैं मिनिस्टर साहब से प्रार्थना करूंगी कि (Time bell rings) Five minutes more.

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): You have taken 15 minutes. Fifteen minutes is the limit. There are a number of speakers.

श्रीमती सीता देवी : ओनली टू प्वाइंट्स तो मैं यह चाहती हूं कि आप इस ओर ध्यान दें। एक चीज और आज हमारे देश को तबाह कर रही है और इसके लिए मैंने एक रिजोल्यूशन भी दिया था, लेकिन वह एडमिट नहीं हुआ और वह यह है कि हम धर्म निरपेक्षता का नारा लगाते हैं, वह है नहीं। कैसे नहीं है? हमें जो स्कूल मिलते हैं, वे शुरू से ही सांप्रदायिकता के स्कूल मिलते हैं। हमारे देश के अन्दर हिन्दु युनिवर्सिटी 4 P.M. है, अलीगढ़ मुस्लिम युनिवर्सिटी है, गुरु नानक युनिवर्सिटी है। जब तक इस प्रकार की शिक्षा संस्थाएँ होंगी, तब तक हमारे बच्चों के अन्दर से साम्प्रदायिकता नहीं जा सकती। तो मैं यह कहना चाहती हूं कि अगर हो सके तो



[श्रीमती सीता देवी]

इन संस्थाओं के नाम बदल दिये जायें और सब के नाम नेशनल युनिवर्सिटी हो जाय, लेकिन अगर किसी कारण से आप यह नहीं कर सकते तो कम से कम उनको ऐड देना बिलकुल बन्द कर दें। मेरे पास फिगर्स हैं लेकिन टाइम नहीं है कि मैं उनको आपको सामने रख सकूँ। कल ही मिनिस्टर साहब अपनी स्पीच में एडमिट कर चुके हैं कि किस किस की भावनायें वहाँ बच्चों में आती हैं।

एक प्वाइंट और जरूर कहना चाहती हूँ, बाकी को छोड़ना ही पड़ेगा और वह अनुशासनहीनता का है। अनुशासनहीनता को जब तक आप खत्म नहीं करेंगे, तब तक कुछ नहीं हो पायेगा। इससे देश बर्बाद होने वाला है, देश बर्बादी की तरफ जा रहा है। यह शिक्षा बर्बादी की तरफ ले जा रही है। मुझे पंजाब का पता है, जो कोई भी प्रिंसिपल है या प्रोफेसर है वह जब कहीं भेजे जाते हैं परीक्षा स्थान के ऊपर सुपरिटेण्डेंट या सुपर-वाइजर बना कर तो वह वहाँ जाने को तैयार नहीं होते हैं, क्योंकि वहाँ गोली तक चल चुकी है, छुरे तक निकलते हैं, जो विद्यार्थी नकल करते पकड़े जाते हैं, वह ऐसा आचरण करते हैं।

तो मैं मिनिस्टर महोदय से बड़ी नम्रता से कहना चाहती हूँ कि आप डिसिप्लिन की तरफ विशेष ध्यान दें, चाहे आपको जो परीक्षायें हैं वह मिलिटरी के सुपरविजन में ही करवानी पड़े तो आप करवाये। होता यह है कि बाहर से पूरे के पूरे सवाल के जवाब आते हैं और उसको अन्दर स्टुडेंट्स नकल करते हैं। यह मैं गलत बात नहीं कह रही हूँ, एक आर्थेटिक तरीके से कह रही हूँ। (Time bell rings) बूँक घंटी बजती ही जा रही है, इसलिए मुझे और अपने प्वाइंट्स छोड़ना पड़ेगा। मैं मिनिस्टर साहब से कहूँगी कि आप इस सारे एजुकेशन को ओवरहाल करिये। जब तक आप इसको ओवरहाल नहीं करेंगे तब तक इस

एजुकेशन से कोई फायदा नहीं, तब तक न अन-एम्प्लायमेंट हटेगा, न बच्चों में देशभक्ति आयेगी और न साम्प्रदायिकता हटेगी। मुझे पता है कि मिनिस्टर साहब बड़े योग्य हैं, बड़े अनुभवी हैं, बड़े अच्छे एडमिनिस्ट्रेटर हैं, वह अपनी पावर से, अपनी ताकत से, इसको ओवरहाल करेंगे ताकि सही शिक्षा मिल सके और बच्चों का कल्याण हो। इन शब्दों के साथ मैं धन्यवाद देती हूँ।

श्री नवल किशोर : उप सभाध्यक्ष महोदय, मैंने डा० दत्त के प्रस्ताव को पढ़ा। वह एक योग्य शिक्षा-विशारद हैं और हिन्दुस्तान की एक बहुत बड़ी युनिवर्सिटी के प्रो-वाइस-चांसलर हैं, मैं यह उम्मीद करता था कि वह कोई एक इंटेग्रेटेड प्लान आफ एजुकेशन सामने रखेंगे। ऐसा वह रखते तो ज्यादा अच्छा होता। श्रीमन्, मैं कोई एजुकेशनिस्ट तो नहीं हूँ, मगर कुछ एजुकेशन से वास्ता रहा है और मैं स्पष्ट कह दूँ कि इस प्रस्ताव को पढ़ने के बाद मेरा कंप्यूजन और ज्यादा बढ़ गया, मैं जिस स्थिति में आया था उससे आई स्टैंड मोर कंप्यूज्ड, क्योंकि मैं समझा नहीं कि इस प्रस्ताव का मकसद क्या है। जहाँ तक मैं समझता हूँ इसके तीन हिस्से हैं। एक तो यह कि ओकेशनल एजुकेशन पर, टेक्निकल एजुकेशन पर ज्यादा इम्फैसिस दिया जाय, दूसरा यह कि जो हायर एजुकेशन में दाखिले हों वह मेरिट के आधार पर हों। और साथ ही साथ एक चीज और कहते हैं, उनको भी इससे इतिफाक है कि इनक्रीजिंग आपर-चुनेटिज दी जाय वीकर सेक्शन को। तो मुझे पिछली दो बातों में कंट्रिडिक्शन मालूम पड़ता है, यह मैं बहुत अदब से कह दूँ।

श्रीमन्, यह तो मैं बहुत दिनों से सुनता चला आया हूँ, जब हाई स्कूल में पढ़ता था सन 1931-32 में, तब से कि हमारी एजुकेशन बड़ी खराब है, ऐसी है वैसी है और श्रीमन्, उसके बाद देश आजाद भी हो गया। आजादी के बाद बहुत सी कमेटियाँ बनीं, बहुत से कमेटियों के नाम हैं, कम से कम सी

डेढ़ सौ कमेटियां बनाई गई होंगी एजुकेशन के सिलसिले में, लेकिन मैं मोटे तौर पर कुछ नाम बता दूँ कि मुदालियर कमेटी बैठी थी, राधाकृष्णन साहब जो कि अंतर्राष्ट्रीय फ़ैम के आदमी हैं उनकी कमेटी बैठी थी युनिवर्सिटी एजुकेशन के सम्बन्ध में, हमारे यू० पी० में एक युनिवर्सिटी एजुकेशन कमिशन बिठाया गया था, उसके बाद कोठारी कमिशन बैठा और आखीर में गजेंद्र गडकर साहब की भी एक कमेटी या एक कमिशन बैठाया गया ।

श्रीमन्, यह तो सब ने कहा कि हमारी एजुकेशन सिस्टम बहुत खराब है और मैं भी उससे इत्तिफाक किए लेता हूँ, लेकिन ज्यों-ज्यों दवा की मर्ज बढ़ता ही चला गया । ज्यों ज्यों हमने एक्सपेरिमेंट किए, उसमें कन्स्युजन बढ़ता चला गया । हमने सोचा कुछ और हुआ कुछ । एक बात तो यह है कि हर कमीशन की रिपोर्ट को जब हमने देखा तो उसकी मन्शा यही रही है कि टीचर साहेबान की तनख्वाह का स्केल बढ़ा दिया जाए, शायद यह सोचा जाता रहा है कि स्केल के बढ़ाने के बाद शिक्षा की जितनी कमियाँ, खराबियाँ हैं, वे खत्म हो जायेंगी । मेरे दोस्त बैठे हुए हैं डा० नूरुल हसन साहब । दिल्ली एजुकेशन बिल भी आया । श्रीमन्, उसमें भी यही था कि देहली के टीचर्स की तनख्वाहें क्या होनी चाहिएं, उनकी सिक्योरिटी आफ सर्विस में क्या-क्या चीजें होनी चाहिएं, क्या-क्या एमिनिटीज और फ़ैसिलिटीज दी जाएं । और कन्टेन्ट आफ एजुकेशन के बारे में सिर्फ एक यह प्राविजन था कि एक कोई एडमिनिस्ट्रेटर साहब है, उन पर छोड़ दिया जाए, इसके लिये एक कमेटी वगैरह बनाने के लिए । डा० दत्त, मेरा खयाल है, निहायत प्रोग्रेसिव आदमी हैं कम से कम—confirmed and certified just like Prof. Nural Hasan. उनको पता है कि टीचर्स में भीकई क्लासेज पैदा

हो गए हैं, आज जो प्राइमरी स्कूल का टीचर है स्टेट का, उसकी पे में और हायर एजुकेशन की पे में और डिग्री कालेजेज की पे में और स्टेट युनिवर्सिटीज की पे में काफी विषमता है और अगर कहीं हम सेन्टर के इन्स्टीट्यूशन्स से उसका संबंध जोड़ दें तब तो खुदा ही हाफिज है

मेरे दास्त डा० चक्रवर्ती चले गए । उन्होंने एक बड़ी फ़ैन्टेस्टिक डिमाण्ड की—प्राइमरी एजुकेशन को सेन्टर टेक ओवर करे । मैं डाक्टर साहब से कहूँगा, कभी ऐसी गलती नहीं करियेगा, वरना डाक्टर साहब—  
You and your Ministry would collapse under the weight of this education. हम अपने ट्रेन्ड टीचर्स को अपनी स्टेट में 110 रु० देते हैं, आपका सेन्टर का टीचर पाएगा 510 रु० । हमारे यहां अगर 100 गांवों का एक ब्लाक है तो 100 में कम से कम 80 स्कूल हमारे यहां होंगे और अगर आप अपना एक स्कूल खोलें तो 80 स्कूलों में आप आग लगा देंगे और वहां के टीचर्स का एक आंदोलन खड़ा हो जायेगा और “डाउन डाउन विद दिस गवर्नमेंट” का नारा शुरू हो जाएगा । तो हर चीज के लिए सेन्ट्रल अधिकार में होना चाहिए यह कहना मैं बड़ा गैर मुनासिब समझता हूँ । अच्छा होता अगर चक्रवर्ती साहब कहते कि कांस्टीट्यूशन को अमेंड कर दें कि सारी स्टेट्स को अबालिश कर दीजिए, हिन्दुस्तान एक राज्य हो, एक सेन्ट्रल गवर्नमेंट होनी चाहिएं, सब स्टेट्स खत्म हो जानी चाहिएं । आपने आज इतनी मजाक स्टेट्स की कर दी है कि वे म्युनिसिपैलिटी बन गई है, पंचायतें बन गई हैं, जब चाहे सुपरसीड कर दीजिए, प्रेसीडेन्ट रूल थोप दीजिए, जो मैजिस्ट्री है वह माइनारिटी में बदल जाए । आप उनकी पावर्स को इरोड करना चाहते हैं । इसका मतलब यह है कि आप युनिटरी सिस्टम की ओर जाना चाहते हैं । इसलिए अगर उसको लाना चाहते हैं तो ईमानदारी से लाइए इसके लिए यह कोई

[श्री नवल किशोर]

दवा नहीं है। सही दवा है कि एजुकेशन का क्या कन्टेन्ट हो, एजुकेशन किस तरह से दी जाए ? उन्होंने कहा कि वोकेशनल एजुकेशन पर काफी जोर हो। यह ठीक है मगर एक लाख से ज्यादा इन्जीनियर बेकार हैं। इससे हम क्या समझें ? डा० दत्त का खयाल है कि रुडकी युनिवर्सिटी जो आज एक इंटरनेशनल फेम की युनिवर्सिटी है इन्जीनियर्स की, लेकिन उसके स्टूडेंट्स निकम्मे हैं। लेकिन अगर सरकार ने इम्प्लायमेंट पैदा नहीं किया, हमारी नीतियां खराब हों, हमारा इम्प्लीमेंटेशन खराब रहा हो, हमारा जो इकानामिक फ्रंट है वह आज बिलकुल करीब-करीब डगमगा रहा हो और लड़खड़ा रहा हो, हम नए जाब्स पैदा कर नहीं पा रहे हों तो उसमें रुडकी युनिवर्सिटी क्या करेगी, उसमें खड़गपुर इंस्टीट्यूट क्या करेगा ?

दूसरी बात मैं बता दूँ। यह भी एक आइडिया है कि स्टेट सब को एम्प्लायमेंट दे देगी। यह निहायत गलत चीज है। स्टेट किस तरह से इम्प्लायमेंट दे सकती है ? एजुकेशन के सिर्फ मानी यह है कि आदमी को मेन्टली और अगर वह टेक्निकल आदमी है तो टेक्निकली अपने पावों पर खड़ा कर दे और फिर यह जो समुद्र है जिंदगी का, उसके अंदर उसको तैरने दीजिए। तो मैं यह कहना चाहता हूँ कि डा० दत्त साहब ने जो बातें कहीं, और जो इस बात का उल्लेख किया कि "establish reorganize and strengthen on a large scale polytechnics." तो मैं निवेदन कर दूँ श्रीमान कि मैं कुछ टेक्निकल इन्जीनियरिंग कालेजों की वर्किंग कमेटी का मेम्बर भी रहा हूँ।

हम को वहाँ पर एडमिशन की संख्या कम करनी पड़ी जब हमने यह देखा कि लोगों को एम्प्लायमेंट नहीं मिल रहा है। नये इंस्टीट्यूशनों की फिर क्या गुंजायश रह जाती है

जबकि जो इंस्टीट्यूशन्स हैं उनके पढ़े लिखे लोग बेकार रह रहे हैं। यह बात समझ में आ सकती है कि अगर किसी इंस्टीट्यूशन में किसी इक्युपमेंट की कमी हो, किसी तरह की एजुकेशन सिस्टम की कमी हो, तो उसको पूरा किया जा सकता है, लेकिन नये इंस्टीट्यूशनों को खोलने का कोई औचित्य ही नहीं रह जाता है जब कि मौजूदा इंस्टीट्यूशनों से पास किये हुए विद्यार्थी खाली बैठे रहें। इस तरह से हम बेकारों की एक फौज पैदा कर रहे हैं चाहे वे इंजीनियर हों, चाहे एम० ए० पास किये हों या फिर बी० ए० पास किये वाले हों।

कुछ दिन पहले मेरा खयाल था कि यह जो हायर एजुकेशन का मामला है और उसमें जो रेंडम एडमिशन होती है, उसको बन्द कर दिया जाय और मेरिट के ऊपर ही एडमिशन किया जाय। डा० सम्पूर्णानन्द जी अब तो नहीं हैं, इस सम्बन्ध में मेरी उनसे बातचीत हुई थी। उन्होंने कहा कि सदियों से जिन तबके के लोगों को एडमिशन का मौका नहीं मिला, क्या उनको आप एडमिशन से वंचित करना चाहते हैं ? डा० दत्ता ने कह दिया वीकर सेक्शन। What do you mean by weaker sections. Scheduled Castes and Scheduled Tribes. Then there is a big chunk of backwards classes. It will come to about 74 to 75 per cent. ये लोग भी कहते हैं कि हम बैकवर्ड हैं। यह जो आपका बेसिस है वह ठीक नहीं है। धीमर और धोबी लोग हैं और जो इस तरह का काम करते हैं जो शेड्युल्ड कास्ट में नहीं आते हैं, लेकिन वे बैकवर्ड हैं। इस तरह के लोगों की तादाद बहुत ज्यादा है और फिर भी आप कहते हैं कि जो इकोनोमिकली वीकर हैं उनको भी सहायता दी जाय। तो मैं आप से यह कहना चाहता हूँ कि इकोनोमिकली वीकर में ब्राह्मण और राजपूतों में भी कई वर्ग ऐसे हैं जो गरीब हैं और जो आपके वीकर सेक्शन की परिधि में आ सकते हैं। आपका यह जो एक्सपेरिमेंट

है वह आपके सारी चीज को फ्रस्टेड कर देगी और यह चीज चलने वाली नहीं है। हमारी एक हायर सेकेन्डरी एजुकेशन कमेटी बेंठी थी।

**DR. VIDYA PRAKASH DUTT:** I would only like to clarify. I did not say free education for everybody who belongs to a particular region. I only said that you may keep certain reservations, give them free education through scholarships and give them increased opportunities. But at the same time make education selective. Please do not misquote me.

**श्री नवल किशोर :** I am not misquoting you.

आपकी स्पीच के बाद डा० चक्रवर्ती ने स्पष्ट दो और उन्होंने यह कहा कि यह उम्मीद की जाती है कि अगर 250 नम्बर आयेंगे तभी दाखिला होगा, तब क्या किसी शेड्यूल्ड कास्ट, शेड्यूल्ड ट्राइब्स या पिछड़ी जाति वाले के इतने नम्बर आ सकते हैं, यह गैर-मुमकिन है कि उसका एडमिशन हो सके। यदि आपने 20 परसेंट रिजर्वेशन दे दिया या 10 परसेंट रिजर्वेशन औरों को भी दे दिया, तो जो इतनी बड़ी पापुलेशन है वह हायर शिक्षा से वंचित रह जायेगी।

मैं एक बात और कहना चाहता हूँ कि यू० पी० में एक शिक्षा कमिशन बिठलाया गया और उसमें हमसे कहा गया कि तीन साल का हायर सेकेन्डरी कोर्स कर दिया जाय, लेकिन हमने वह बात नहीं मानी। मैंने हाल ही में अखबार में पढ़ा था और मैं यह नहीं कह सकता हूँ कि यह बात कहां तक सही है और इसकी सत्यता को तो डा० दत्ता साहब ही बतालायेंगे कि अब फिर इन्टरमीडिएट पर वापस लाया जा रहा है After making experiments for so many years, you come back to Intermediate. आप फिर एक से चार तक, चार से दस तक, ग्यारह से बारह तक और फिर यूनीवर्सिटी एजुकेशन। इस तरह से आप ग्यारह, बारह, तेरह और चौदह तक करना चाहते हैं। तो मेरा कहने

का मतलब यह है कि आपने एक्स्पेरिमेंट तो बहुत किये, लेकिन, बेसिक चीज तो यह है और जिसको डा० दत्ता साहब ने भी छोड़ दिया।

आपने स्टूडेंट के सम्बन्ध में इंटिमिडिएशन की बात कही। मैं उनका कोई वकील नहीं हूँ। मुझे विद्यार्थियों में इंडिस्प्लिन को देख कर बड़ी तकलीफ होती है। मगर मैं यह बात भी मानता हूँ कि आज जो टीचर्स पोलिटिशियन्स बन गये हैं They are responsible for the disaster of education in this country. जिस तरह से पिछली मर्तबा टीचरों ने देहली में कालिज कौंसिल्स के खिलाफ एजीटेशन किया, वह कोई अच्छी बात नहीं थी। उनके अन्दर तो ट्रेड यूनियन बन गया है और वे हर चीज के लिये फाइट करते हैं। दिल्ली यूनीवर्सिटी का जो टीचर्स का एसोसिएशन है, जिसको ड्यूटा कहते हैं, आई फारगेट दिनेम। जिस तरह से टीचर्स लोग एजीटेशन करते हैं और विद्यार्थियों को उसमें इस्तेमाल करते हैं अपने पर्सनल एण्डस के लिए, उसकी वजह से विद्यार्थियों में इंडिस्प्लिन पैदा हो गई है। इससे बड़ा कंडेमनेशन और क्या होगा और इससे बड़ा सैल्फ कंडेमनेशन डा० दत्ता साहब का और नूरुल हसन साहब का क्या हो सकता है, जिन्होंने अपनी जिन्दगी विद्यार्थियों को पढ़ाने में लगा दी। अगर नूरुल हसन साहब ने बेकार किस्म के विद्यार्थी पैदा किये और उनकी जिन्दगी यूसलैस बना दी, तो फिर इससे बड़ा सर्टिफिकेट उनको नहीं दिया जा सकता है।

श्रीमन्, आप तो एकेडेमिक कौंसिल के मेम्बर थे और मेरे साथ अलीगढ़ यूनीवर्सिटी की एजीक्यूटिव के मेम्बर थे।

**श्री महावीर त्यागी :** आपके उस्ताद तो नहीं रहे ?

**श्री नवल किशोर :** मेरे उस्ताद नहीं थे, मेरे साथी रहे।

शिक्षा, समाज कल्याण तथा संस्कृति मंत्री (प्रो० एस० नूरुल हसन) : सर, मैं कभी अलीगढ़ यूनिवर्सिटी की एग्जीक्यूटिव कमेटी का मेम्बर नहीं रहा।

श्री नवल किशोर : एकेडेमिक में रहे ?

प्रो० एस० नूरुल हसन : जी हां।

श्री नवल किशोर : मौलाना आजाद साहब को छोड़ जितने मिनिस्टर आफ एजुकेशन हुए हैं सभी टीचिंग क्लास के थे, चाहे आप हों, चाहे डा० राव थे, चाहे श्री माली जी या डा० त्रिगुण सेन साहब थे। मैं जानना चाहता हूँ कि एकेडेमिक काउंसिल के जरिए से क्यों नहीं वह तमाम प्रोसेस इवात्व की गई, जिससे यूजफुल इनसान हम हिन्दुस्तान के कालेजेज और विश्वविद्यालय के अन्दर पैदा कर सकते। डा० दत्त बड़े होनहार नौजवान प्रो० वाइस चांसलर हैं—What type of Education are you giving to these students मैं चार्ज करता हूँ कि आज का टीचर ज्यादा इनटरेस्टेड है इसमें कि उसकी पे क्या हो, उसकी फैसिलिटिज क्या हों बजाय इसके कि वह स्टूडेंट्स के लिए क्या करे। हिन्दुस्तान के अन्दर एक इकानामिक घुड़दौड़ हो रही है। हर इनसान चाहता है कि उसे सबसे ज्यादा मिले ( डा० दत्त की जिन्दगी से प्राइमरी स्कूल के टीचर की जिन्दगी का कोई वास्ता नहीं है)। मेरी जिन्दगी से गरीब किसान की जिन्दगी का, जिसके वोट से चुन कर मैं आता हूँ, कोई वास्ता नहीं है। विषमताएं इतनी ज्यादा हो गई हैं, विषमताओं ने आदमी को इतना फस्टेड कर दिया है कि वह किसी अनुशासन को मानने के लिए तैयार नहीं है, वह हर चीज को तोड़ देना चाहता है। मैं एग्जाम्पल देता हूँ, जिस समय चौधरी चरण सिंह साहब चीफ मिनिस्टर बने, हालांकि जमाने से मिनिस्टर थे, मालूम पड़ा कि एक नया इन्कलाब आ गया उत्तर प्रदेश में, हजारों की तादाद में भीड़ इकट्ठा हो गई, अमीनु-द्दौला पार्क में—जिसमें स्टूडेंट्स भी थे—यह समझ कर कि शायद कोई नई रोशनी

आई है और कुछ दिनों के बाद वही स्टूडेंट्स मायूस हो गए, वही कहने लगे कि चौधरी चरण सिंह मुर्दाबाद। जब प्राइम मिनिस्टर आती थीं तो स्टूडेंट्स कहा करते थे 'इन्दिरा गांधी आई है, नई रोशनी लाई है' अब वे क्या कहते हैं?

श्री सुलतान सिंह (हरियाणा) : वही कहते हैं जो पहले कहते थे।

श्री नवल किशोर : वह हरियाणा में कहते होंगे, सब जगह नहीं कहते। तो मैं कह रहा था कि जो बेसिक प्राबलम है, जैसा सीता देवी ने कहा, आज जरूरत यह है कि हम किस तरह से देश के अन्दर पैट्रियट्स पैदा करें जो सेक्युलरिज्म को मानें, डेमोक्रेसी को माने समाजवाद को मानें।

मैं इसी के साथ-साथ एक और बात भी, कह देना चाहता हूँ कि जो पोलिटीशियन हैं जिस तबके से मैं भी आता हूँ और अब जिसमें दत्त साहब भी आ गए हैं—टीचर और पोलिटीशियन, इस पोलिटीशियन ने जो इन्टरफियर किया है। एजुकेशन इस्टीट्यूशन्स में उससे भी अनुशासनहीनता बढ़ी है।

DR. VIDYA PRAKASH DUTT : I want to dissociate myself from your category.

SHRI NAWAL KISHORE : You do not belong to my category. It is a tragedy that you have been dragged into my category though you do not belong to my category. डा० साहब आप शिक्षा मंत्री हैं, आज जरूरत इस बात की है कि आप टीचर और पोलिटीशियन को कन्ट्रोल कीजिए। नम्बर दो, इन्स्टीट्यूशन्स में पोलिटिकल पार्टीज का, पोलिटीशियन्स का इन्टरफियरेंस जितना कम हो सकता है कीजिए। नम्बर तीन, आपके सबजेक्ट्स जो हैं उनमें कोई कमी नहीं है लेकिन make the teachers conscious about their duties and obligations ताकि उनमें वे लोग पैदा हों जो डेमोक्रेसी को समझते हों। लेकिन आज हिन्दुस्तान

डेमोक्रेसी का मजाक हो रहा है। एक नया पैटर्न पैदा हो गया है हिन्दुस्तान के अन्दर कि जनता आपको भेजती है मेजरिटी में, मन्डेट देती है लेकिन आप गवर्नमेंट नहीं बना पाते। इन सब चीजों का असर यंग माइन्ड पर पड़ता है। मैं समझता हूँ कि जब तक इस कन्ट्री में रूलिंग पार्टी या जो अपोजीशन पार्टीज है, नेशनल लीडर्स हैं वे जनता में डेमोक्रेटिक वेल्यूज, पोलिटिकल वेल्यूज, मोरल वेल्यूज सेक्युलर वेल्यूज हिन्दुस्तान के अन्दर स्थापित नहीं करेंगे तब तक कोई एजुकेशन का तरीका रखिए वह कामयाब नहीं होने वाला है।

श्रीमन्, यह एक बहुत उम्दा सबजेक्ट है और जैसा मैंने कहा कि 'दिस रेजलूशन इज ए पंडोरा बाक्स', इसमें गरीबी हटाओ भी आ गया है, इंजीनियर्स की तनखाह क्या हो आइ०ए०एस० से कम हो या ज्यादा हो, यह भी इसमें आ गया। इसका एजुकेशन से कोई ताल्लुक नहीं, कोई वासता नहीं है। इसलिए मैं चाहता हूँ कि डा० साहब के दिमाग में जो पैटर्न है उस पर वह किसी दिन डिस्कशन कर लें, हम लोगों को भी डा० साहब बुला लें तो ज्यादा अच्छा होगा।

आखीर में मैं कह दूँ कि जो उन्होंने अंग्रेजी बोली, वह मुझको बहुत पसन्द आई। मगर मेरी बदकिस्मती है कि उनकी अंग्रेजी तो मुझे पसन्द आई पर उनके आइडियाज मैं समझ नहीं पाया, मैं उनमें पड़कर कंप्यूज हो गया। इसलिए मैं चाहूँगा कि मैंने जो सुझाव और अपने अनुभवों को ध्यान में रखते हुए आपको दिये हैं उनपर आप विचार करें कि एजुकेशन का क्या वास्ता रहे देश के पोलिटिकल, इकानामिक और सोशल सैट आप से। उसका आप ख्याल रखेंगे ऐसी मुझे आशा है।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): Mr. Bipinpal Das.

SHRI BIPINPAL DAS (Assam): Mr. Vice-Chairman, Sir, I am indeed very glad that Dr. Dutt has brought up this

subject before us for discussion, because I consider this to be a very vital question that we should discuss particularly at this point of time when we are to draw up the Fifth Five Year Plan.

Sir, ever since I have come to this House, on various occasions when I had the opportunity to take part in educational debates, I put forward almost the same idea in various forms and, therefore, I have no hesitation at all the supporting the Resolution placed before the House by Dr. Dutt.

The question before us is that we are striving to have a planned development of our economy. By the time the Fifth Plan is ready, I think, we will enter into a new phase, a new era, of planned development of our economy. The question before us is: What is the relation between the planned development of the economy of the country, of the society, and the educational system? This is the question. We have to bring about a relationship, strike some relationship, indicate some relationship between the two. Unfortunately, what is the situation today? In short, if I may say so, today education is absolutely incapable of contributing anything towards the social and economic development of this country. This is the basic question. And, therefore, the question of change, the question of revision, the question of reorganization has come up.

Now, the situation today is that a student, boy or girl, enters the school and completes the secondary stage. The student, he or she, a good student or a bad student, somehow secures 30% marks and ultimately he or she becomes a matriculate. And then he thinks that his way to the University must open. Whatever may be his merit, he goes to the University. There again, he may pass, he may fail—once, twice or thrice—and ultimately he gets a degree and he becomes a graduate. He gets some kind of a status in society. He is a graduate. After passing B.A., he may go in for M.A. There is nothing else before him. This is the tragedy of the situation today. The present system is

[Shri Bipinpal Das]

producing batches of young men and women who go through the regular course, the so-called general course of education. Some of them become post-graduates. Some of them ultimately find themselves absolutely useless in the society. They do not know what to do. Mr. Nawal Kishore's objection is that even if Dr. Dutt's proposition is accepted, the problem of unemployment will not be solved. I am coming to that. But what about the situation today? An engineer, if he is not employed, at least has the ability or possibility of his being self-employed. He has something in his hand, something in his brain, some skill, and he can keep himself busy. But what about the student who gets a pure degree in Arts or Science or Commerce, does B.A. or B.Sc., or M.A. or M.Sc. ? If he is not very highly qualified, he cannot get a job in a college or he cannot pass the competitive examinations. This is the situation. The time and money spent on such boys and girls are a complete waste. Therefore, I am saying that the present system of education is absolutely purposeless. I do not want to say that those who come out of these colleges are all useless. Some of them become professors, teachers, doctors and administrators. But an overwhelming number of students who come out of this system of education, do become useless in the society that we want to build up and from that point of view alone, I say that the present system of education has proved to be absolutely purposeless. Unfortunately, I have to point out that this is a system which was introduced into our country by the British. They had a purpose. They wanted clerks, policemen, magistrates, lawyers, etc. to run their administration. It served their purpose. Today, we do not want to utilise a young man or a woman only in the services. We want more and more people in activities that we want to develop through our planned development of economy. From that angle, this system has proved to be absolutely useless in an independent country which wants to develop its economy through planned efforts. The net result of this system is that we have produced nothing but an army of parasites. We want men and women who

can do something, contribute to production in different fields and who can ultimately lead the country to progress and prosperity in different fields, social, cultural and economical. Today, a large number of students coming out of this system are parasites. They live on the labours of somebody else. They cannot do anything themselves. This situation must be changed.

While taking part in the debate on the Ministry of Education and even today, some learned friends of mine have given their own ideas about objectives of education. I have also seen the objectives enunciated by the Education Commission. But I will put only two objectives before us. There may be many more. But basically speaking, these two objectives are firstly, to produce citizens with such ideas, knowledge and mental training as are absolutely necessary for the achievement of our national objectives of democracy, socialism, secularism and national integration. The content of education should be such as will train our boys and girls in order to lead this nation towards this goal. The goal is socialism, democracy, secularism and national integration. It is a national goal. It is not a party goal. The second objective is more important in my opinion. It is to produce men and women with such knowledge and practical training as are necessary not only for running the affairs of the State but also for making active contribution towards social and economic development of the country. In my opinion, this second objective should be more emphasised in the context of the situation today. Even out of the present educational system, we are having professors, scientists, research scholars and administrators. But we are lacking in men and women who can take part directly with knowledge and skill and with training, in the development of this country in the economic field. This is the field in which we are lacking very much. Therefore, I would like to emphasise the second objective much more. Therefore, Sir, it is for this reason that I feel very strongly that we should have extensive organisation of polytechnics and vocational institutions at the secondary or post-secondary stage. Now here

I would like to make a difference. Dr. Dutt has emphasised on the post-secondary stage. Many people do that. But in my humble opinion, Sir, I would like to suggest that diversification of education into vocational and technical lines should start not only at the post-secondary stage but even before that and I have seen in the East European countries what they have done. They have diverted students into different vocational and technical lines even after four or six years of schooling. Even before the secondary stage is completed this diversification must take place. It depends upon the capacity of the States how best they can organise it, but it must take place not only at the post-secondary stage but even before that. That is my stand. Therefore, as I said, we must have technical and vocational institutions of different grades—may be three or four grades. The first grade may begin much earlier. The second may begin at the post-secondary stage, the third a little later and the fourth may be the research institutions.

Now, Sir, there is another aspect of the whole question. Today, we find, as I said earlier, that a student passes the secondary school examination by securing 30 per cent marks. That is the general rule. You all know what the content of education is and even there if he gets 30 per cent marks, he becomes qualified to enter the university education. Even in this examination, if you take the whole country into consideration, not more than 30 to 40 per cent pass. About 60 to 70 per cent fail in the examination. What a tremendous loss not only of money and time but human resources. Why do they fail? Perhaps they would not have done so bad if some of these students who could not master mathematics, who could not master Sanskrit or literature, were given a little training in carpentry, tailoring or in the trades of smithy, metal works or some such occupation. Had there been any scope for diversification at the earlier stage, such a student would not have wasted his time, money and his entire life by trying to pass the school final examination, in which also he ultimately fails. Even after that, we know

the results at the university level. Therefore, if you look at this from this angle, we find that we are today wasting money, time and human resources in a colossal scale.

Now some are worried about the population problem. I am also worried about it. It must be curtailed, there is no doubt about it. Population may be a very serious liability for a country, but if we know how to utilise them, they can also become an asset. So, economic planning must go side by side with manpower planning and manpower planning must begin at the primary stage of education. There is no use simply producing big engineers who are lying without any job now. We should know the exact requirement for different jobs. In the absence of this the problem of unemployment will go on increasing. Therefore, we have to organise the whole thing from this angle

Here I would like to say that the technical education, as I said earlier, should be made of different grades. Once before I said and the hon. Minister of Education may remember that we are not so much in need of first-grade engineers in this country. In my opinion, we are much more in need of technicians, mechanics, the bottom people who work in fields and factories, not those who push files and sign papers. We want people who actually work in the fields. Such people should be equipped with knowledge and skill and we are more in need of such people. Therefore, these schools and institutions must be of a different character.

**SHRI BRAHMANANDA PANDA** (Orissa) : They are also unemployed.

**SHRI BIPINPAL DAS** : So, I say economic planning and manpower planning must go side by side. If we have only one, we will not solve the problem. Without a correct economic planning or planning for development, you cannot plan for education. Both go hand in hand. We are trying to have economic planning without manpower planning. That is the tragedy. It must



[Shri Bipinpal Das]

be corrected. I have spoken about diversification. (*Time bell rings*). One point is about admission to higher education. Only two points I will cover to cut short. I am in favour of admission to higher education strictly on merit. I know I will be criticised. I have been criticised in the past by many, but I am strictly in favour of having admission to higher education on the basis of merit. When I say merit, merit does not mean only the affluent classes. It should come from all classes. We should draw students from the villages, from towns and from poor families. I have been a teacher and I know that a large number of students who have shown merit came from poorer families. Therefore, emphasis on merit and nothing but merit will not be wrong and it does not go against the principles of socialism. It is quite true, as Dr. Dutt has said, that the Scheduled Castes and Scheduled Tribes, as communities have for generations and generations and for ages never seen what education is. They have not come into touch with education. So, they cannot be expected suddenly to complete with other sections on merit. For them there may be a short period of reservation. As in the Constitution we may have some sort of guarantee for admissions. Some reservations for ten or twenty years may be made. Otherwise, higher education for scientists, engineers, doctors or whatever it is—must be strictly on merit. That will help us in utilising the manpower properly. That will save us from the wastage of manpower. That will ultimately save us from the shortage of capital. As I said, the rate of growth of population in our country is very high, but population can be an asset if we know how to utilise them in a planned manner. If we have a planned manpower programme, even such a huge population can be used properly. It will create wealth in our country. In this particular case I think we may certainly learn something from what China has done. (*Time bell rings*). Sir, I now you are very anxious to cut down my time. If I may touch only one point, one minute I will take, and with that I will finish. It is the subject which you, Sir, touched, namely 'education' being a

Concurrent subject and Mr. Nawal Kishore also spoke about it. Dr. Dutt did not suggest that education should be taken over by the Centre. He only said that it should be a Concurrent subject. If we want to evolve a national policy on education, we should accept some basic principles which should be uniform for the whole country. If the Government of India today wants to enunciate those basic principles and enunciate such a uniform policy, in the present circumstances the States may not accept them. Therefore, if education is brought in the Concurrent List, I think both the States and the Centre may co-operate in order to evolve a correct basic policy on education for the whole country. The details, which could be worked out, may be left in the hands of the State Governments.

Thank you.

श्री जगदम्बी प्रसाद यादव : उपसभाध्यक्ष महोदय, मैं डा० दत्त का संकल्प देख रहा था जिसमें उन्होंने 2 चरणों का उल्लेख किया है और मैं समझता था कि शायद वह शिक्षा के दो चरण चाहते हैं। लेकिन संकल्प को पढ़ने से पता चला कि जहाँ पर उन्होंने पोलिटेक्नीक की बात कही, तो समझा कि तकनीकी शिक्षा के बाद शिक्षा का दूसरा चरण शायद यह कहेंगे। लेकिन पता नहीं क्यों प्राध्यापक होकर भी फिर उन्हें याद पड़ गया कि अग्ने समाज का कुछ ऐसा वर्ग जो आर्थिक स्थिति से लेकर समाजिक स्थिति के कारण शिक्षा उच्च स्तर पर प्राप्त नहीं कर सकता, उच्च शिक्षा की बात शायद उनके लिए अभी तक एक में नहीं आई है। इसलिए उन्होंने दूसरे चरण में दूसरा भेद रखा लिया।

मैं अपने माननीय शिक्षा मंत्री का ध्यान शिक्षा पद्धति के 2 चरणों पर ले जाना चाहता हूँ। एक चरण तो आप यह करें कि प्रवेशिका तक, मैट्रिक तक, आप शिक्षा अनिवार्य और निशुल्क कर दें। आज वे शिक्षित नहीं गिने जा सकते जो कि कम से कम सेकेण्डरी एजुकेशन तक नहीं प्राप्त किये हों। उसके बाद जो तकनीकी विशेष सविसेज नहीं

है, उन सर्विसेज का दरवाजा आप प्रवेशिका उत्तीर्ण करने के बाद खोल दें। किसी भी किरानीगिरी के लिए चाहे वह न्यूनवर्ग का हो या उच्च वर्ग का हो, उसमें उच्च कालेज शिक्षा की आवश्यकता नहीं है बल्कि उसके लिए विभाग की ओर से प्रशिक्षण की आवश्यकता है। आप प्रशिक्षण की व्यवस्था कर दें, तो आज जो कालेजों में भीड़ है वह भीड़ छंट जाएगी। तब आपका दूसरा स्तर उच्च शिक्षा का होगा और उच्च शिक्षा में जहां पर कला की बात है, वहां पर कला श्रेष्ठ जो विद्यार्थी होंगे वे जायेंगे और वहां पर, तकनीकी क्षेत्र हो, वैज्ञानिक क्षेत्र हो, उच्च शिक्षा एक चरण बनता है।

अब श्रीमन्, मुझे कभी कभी आश्चर्य लगता है, कभी कभी चिंता भी होती है, दो कारणों से। एक कारण यह कि यह देश हजार वर्ष की गुलामी के बाद आजाद हुआ है, उसके विकास करने के जो अनेक रास्ते थे वे बंद थे। अचानक सारे के सारे रास्ते खुले हैं। हमें कृषि में विकास करना है, हमें उद्योग में विकास करना है, हमें साइन्स की दूसरी टेक्नालाजी में विकास करना है, और उस विकास को करने के लिए हमें बहुत बड़े कुशल और विज्ञ प्रशिक्षित लोगों की आवश्यकता है। एक तरफ जहां देखते हैं कि इतने बड़े विशाल देश में कितनी बड़ी कुशल मानव शक्ति की आवश्यकता है, तो दूसरी ओर यह देखते हैं कि अपने यहां से अच्छे अच्छे प्रशिक्षित लोग दूसरे देशों में नौकरी के लिए भाग रहे हैं, विशेषज्ञ बनने की दृष्टि से वहां गए लेकिन यहां नौकरी की कमी को देखकर वहीं रह गए। ब्रेन ड्रेन की बात बहुत चली, और आश्चर्य तो इस बात का है कि, जैसा हमारे शिक्षा मंत्री जी और देश के सारे प्रशासन कर्ता लोग जानते हैं, खुराना जैसा आदमी जो नोबेल प्राइज जीतता है, उसे भी अपने देश में जीविकोपार्जन के लिए नौकरी नहीं मिलती। ऐसे एक खुराना नहीं अनेक होंगे। दूसरे श्रीमन्, यहां पर ऐसे अनेक उच्च कोटि

के विद्यार्थी हैं जिनको दुनिया के बड़े बड़े देश सुविधाएं देकर शैक्षणिक सुविधा के नाम पर ले जाते हैं और अंत में अपने ही देश के लाभार्थ सेवा में रख लेते हैं। हमारे शिक्षा मंत्री को पता होगा कि हमारे इस वर्ग के कितने विद्यार्थी आज लंडन में पड़े हैं, अमरीका में पड़े हैं, और देशों में पड़े हैं। जिस युनिवर्सिटी को स्वयं मंत्री जी रेप्रेजेंट करते हैं उस युनिवर्सिटी का भी बहुत बड़ा कुशल विद्यार्थी आज पाकिस्तान में मौजूद है। तो आज इस बात की चिंता करने की आवश्यकता है कि हमारे इस विशाल देश में कितने कुशल जनमानस की आवश्यकता है और किस प्रकार हम योजनाबद्ध तरीके से उसकी पूर्ति करेंगे।

आपको यह भी देख कर आश्चर्य होगा कि बिहार में इंजीनियरिंग पास करके हजार बेकार ही नहीं हैं बल्कि डेली वेज पर लेबरर्स की जगह में काम करते हैं। उनकी दशा को देख कर सचमुच में कण्ट होता है इसलिए नहीं कि डेली लेबर काम करना कोई बुरी बात है बल्कि इसलिए कि उनके कामों का जो महत्व होता चाहिए उनसे जिस प्रकार के काम लेने चाहिए वे नहीं लिए जा रहे हैं। इसलिए मैं अपने माननीय शिक्षा मंत्री जी से इस बात पर विचार करने के लिए आग्रह करूंगा। श्रीमन् सब लोग कहते हैं कि हमारे देश के जो भावी कर्णधार हैं वे स्कूलों और कालेजों में पैदा होते हैं। वे भावी कर्णधार जो इस देश के लिए सचमुच में पैदा होते हैं। यह हमारे लिए बड़े ही गौरव और सौभाग्य की बात है। इस तरह के विद्यार्थियों की आबादी करीब 18 या 20 करोड़ के होगी जो इस समय स्कूलों और कालेजों में शिक्षा प्राप्त कर रहे हैं और जो स्कूलों तथा कालेजों से बाहर आ चुके हैं उनकी संख्या करीब 25 करोड़ से कम होगी। इतनी बड़ी शक्ति जिस देश में हो जो कि योरूप के सम्पूर्ण आबादी के बराबर है, वह देश अगर किसी चीज में पिछड़ा जाता है, तो यह हमारे लिए एक दुर्भाग्य की ही बात है।

[ श्री जगदम्बी प्रसाद यादव ]

हमारे देश में करीब पांच लाख शिक्षा संस्थाएं हैं और करीब 20 लाख शिक्षक हैं जिसमें करीब 9 करोड़ विद्यार्थी पढ़ते हैं आज हम नौकरी की जो हालत देखते हैं उससे यह मालूम होता है कि हम बेकार विद्यार्थियों की एक फौज तैयार कर रहे हैं। अभी स्कूलों और कालेजों में जो प्रवृत्ति पतन रही है वह यह है कि परीक्षा में चोरी की जाय। यह एक बुरी बात है। लेकिन क्या यह बुरा नहीं है कि सैंकड़ों में केवल 24 लड़के ही पास हो? अगर सैंकड़ों में 75 विद्यार्थी असफल हो और फिर भी उसके रूट कारण की खोज न हो तो यह उचित बात मालूम नहीं होती है। मुझे याद है कि एक बार—बंगला केटाइगर आसुतोष यूनिवर्सिटी के वाइस चांसलर थे। वे लड़कों को पास कर दिया करते थे। एक बार यूनिवर्सिटी के बीच में चांसलर ने उनसे मजाक करने की कोशिश की और कहा कि ये तो सब को पास कर दिया करते हैं। उन्होंने कहा कि विश्व विद्यालय तो विद्यार्थियों का भविष्य बनाने वाली चीज है, तो क्या आप इस बात का क्रेडिट लेना चाहते हैं कि सैंकड़ों में इतने विद्यार्थियों का भविष्य बरबाद कर दिया जाय? जहां एक ओर परीक्षा में चोरी करना बुरी बात है, वहां अपने देश के जो भावी कर्णधार हैं, अगर वे स्कूलों में असफल प्राप्त करते हैं तो क्या वह यह देश की असफलता नहीं है और देश की भावी असफलता के साथ उनकी असफलता जुड़ी हुई नहीं है? आप इस चीज के निराकरण करने के लिए क्या उपाय करना चाहते हैं?

अभी श्रीमन्, यह विचार प्रकट किया गया कि हमारे शिक्षा मंत्री जी जो भी कदम उठाना चाहते हैं उनके सामने कठिनाईयां पैदा हो जाती हैं और कहा जाता है कि शिक्षा तो राज्य का विषय है। हम अगर अनुदान देंगे तो राज्यों को देंगे। अगर राज्य कोई चीज पूरा नहीं करते तो इस बारे में उनके हाथ बंधे हुए हैं। कुछ यूनिवर्सिटीज और

कुछ स्कूल अपने ढंग के उन्होंने खोलने का प्रयास किया है, लेकिन यह चीज तो ऊंट के मुंह में जीरे के समान है और समुद्र में बूंद के बराबर है। इस वाइलड इश्यू पर हमें विचार करना चाहिये कि सचमुच में राष्ट्रीय एकता के लिए, इंटीग्रेशन के लिए, अगर किसी चीज की आज आवश्यकता है तो वह है इस देश में शिक्षा का प्रसार। लेकिन जैसा कि मंत्री जी ने बतलाया कि इस तरह की शिक्षा जो राष्ट्रीय स्तर पर हो, हम अभी तक नहीं बना पाये हैं। आज हम अपने देश में जितनी समस्याएं देखते हैं, चाहे बेकारी की समस्या हो, चाहे भ्रष्टाचार की समस्या हो, किसी चीज के उत्पादन में कमी की समस्या हो, जब तक हम उस समस्या के मूल कारणों पर नहीं जायेंगे तब तक हम उस समस्या को हल नहीं कर सकते हैं। आज हमें अपने देश में यंग जनरेशन को तैयार करना है और उसमें राष्ट्रीयता की भावना भरनी है, समानता की भावना भरनी है, उनमें स्वाभिमान जगाना है। अगर हम इस चीज को राष्ट्रीय स्तर पर नहीं करते हैं तो फिर देश में प्रदेश की भावना फैल जायेगी। आज अगर कोई आन्दोलन होता है तो उस आन्दोलन का सबसे बड़ा भाग हमारे विद्यार्थी होते हैं और वे उस आन्दोलन को चलाते हैं। अगर शिक्षा राष्ट्रीय स्तर की बनी होती तो लोगों में सही मनोवृत्ति को फैलाने का काम यह बहुत बड़ा शक्तिशाली वर्ग करता। इसलिए मैं अपने मंत्री महोदय से आग्रह करूंगा कि कम से कम इस ओर वे ध्यान दे अन्यथा राष्ट्र के विकास के काम में जो बाधाएं हो रही हैं वे होती रहेगी। जहां छुटपुट आन्दोलन होंगे उनका परि-मार्जन आप करेंगे लेकिन उनके मूल में जो कारण है उनका निराकरण नहीं करेंगे।

अब जहां पर केन्द्र और राज्य की बात है वहां शिक्षा का राज्य और केन्द्र में वितरण नहीं किया है बल्कि शिक्षा विभाग अलग है, कुछ शिक्षा उद्योग विभाग में है, कुछ शिक्षा खान विभाग में है, कुछ शिक्षा कृषि विभाग

में है। एक स्तर पर शिक्षा को लाने का प्रयास करने का जो चक्कर पड़ेगा इसको हमारे शिक्षा मंत्री जी केन्द्र में बैठे बैठे कितनी दूर तक हल कर सकेंगे यह एक समस्या है जिस पर गम्भीरता से विचार करना चाहिये। गम्भीरतापूर्वक निर्णायक निर्णय मंत्रिमंडल में ही कर सकते हैं और तभी वह सदन में आएगा और देश के सामने आएगा। इसलिए यह एक विचार है जिसको बे देखें।

राष्ट्रीय विकास के समग्र कार्यक्रम में शिक्षा को महत्वपूर्ण स्थान देने का मैं आग्रह करूंगा ताकि शिक्षा भी अपनी भूमिका निभा सके। इसलिए वर्तमान प्रणाली में जो भी परिवर्तन आवश्यक हो उसको करने का मैं आग्रह करूंगा और जो भी निश्चय आप करें वह ऐसा हो कि उस निश्चय को दृढ़तापूर्वक कार्यान्वित करे, यह भी नितान्त आवश्यक है। (Time bell rings) इतनी जल्दी ?

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): One minute more. You have already taken fourteen minutes.

श्री जगदम्बी प्रसाद यादव : इतनी जल्दबाजी में तो इस विषय पर नहीं बोला जा सकता।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): Every Member is allowed only 15 minutes. You have already taken 14 minutes. There are so many other speakers.

श्री जगदम्बी प्रसाद यादव : श्रीमन् ईच मेम्बर के लिए 15 मिनट है तो कांग्रेस को कितना मिला और इसी हिसाब से हमें कितना मिला।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): We will carry it on to the next day. But each Member is allowed only 15 minutes. All the others have co-operated.

श्री जगदम्बी प्रसाद यादव : आपकी व्यवस्था ऐसी होनी चाहिए कि किसी को कहना न पड़े।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): It is not distributed party-wise.

श्री जगदम्बी प्रसाद यादव : इसीलिए हमने कहा कि आप इस हिसाब से करें कि किसी को कहना न पड़े।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): Kindly finish as early as possible.

श्री जगदम्बी प्रसाद यादव : श्रीमन्, हम फिनिश तो नहीं करेंगे, 10-12 मिनट और बोलेंगे।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): We are adjourning at 5 O'clock at any rate.

श्री जगदम्बी प्रसाद यादव : आप 5 बजे एडजर्न कीजिए, हम 6 बजे एडजर्न करने के लिए तो नहीं कह रहे।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): We are adjourning at five. Kindly finish it in one or two minutes.

श्री जगदम्बी प्रसाद यादव : दो मिनट में खत्म नहीं होता है।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY): In that case, I am very sorry to say that you should resume your seat.

श्री जगदीश प्रसाद माथुर (राजस्थान): इस झगड़े में टाइम चला गया। इतनी देर में तो बोल लेते।

श्री जगदम्बी प्रसाद यादव : श्रीमन्, आज जिस संकल्प को एक प्रोफेसर साहब ने रखा है और दूसरे प्रोफेसर शिक्षा मंत्री के सामने रखा है और तकनीकी विषय को लेकर रखा है तो जब हम अपने यहां तकनीकी इंस्टीट्यूशंस की बात करते हैं तो इस 55 करोड़ के देश में एक विशेषज्ञ ने कहा कि तकनीकी एजुकेशन नहीं बढ़ानी चाहिए, लेकिन मैं यह चाहूंगा कि सिर्फ अभी देश में केवल सवा दो सौ के

[श्री० जगदम्बी प्रसाद यादव]  
करीब रोलिटकनीक होगा और 84,885 के करीब इंजीनियरिंग कालेंजेज होंगे तो इस 55 करोड़ की आबादी के लिए जिसमें बहुत बड़ा भाग नवयुवकों का है और देश की आज आवश्यकता है कि इतने भाग को प्रशिक्षित करें, इसलिए तकनीकी इंस्टीट्यूशंस की बहुत आवश्यकता है।

दूसरा श्रीमन्, इसी के साथ आप किसी तकनीकी इंस्टीट्यूशन को ले लें, जैसे मेरे एक माननीय मित्र ने कहा कि दिल्ली के अन्दर किसी इंस्टीट्यूशन को ले लें चाहे वह तकनीकी हो या नान-तकनीकी दोनों में आकाश पाताल का अन्तर है। ऐसा क्यों है? मुंगेर जिले के जमालपुर अंचल में एक महदेवा मिडिल स्कूल है, वहां पर पढ़ने के लिए बच्चे जाते हैं तो उनके रहने के लिए होस्टल नहीं है। वहां पर छोटे छोटे लड़के, होनहार लड़के हैं लेकिन न केन्द्रीय सरकार, न प्रान्तीय सरकार आज तक होस्टल नहीं दे सकी है। मेरे जैसे आदमी तो 6 वर्ष से लिखते लिखते थक गये। आप यह विचार करे कि दिल्ली में तो विद्यार्थियों को हर तरह की सुविधा हो और दूसरी जगह इतना भी नहीं हो कि उनको होस्टल में रहने की सुविधा मिल सके। इसके साथ ही इतने सारे जो कालेजेज हैं वह जितने खर्चीले हैं उसका भार इस मंहगाई के युग में 5 परसेंट या 4 परसेंट परिवार वहन कर लें तो कर लें, लेकिन इससे अधिक परिवार वहन नहीं कर सकते। जो इंजीनियरी के लड़के पढ़ते हैं वहां पर आप इतनी उनकी हालत देखें तो उनके स्वास्थ्य की हालत में गिरावट है। वह पढ़ने में भी परेशानी हैं, खर्चा भी कैसे जुटायें, इसके लिए भी परेशान हैं। इस शिक्षा को आप कम से कम खर्चें पर कैसे लायेंगे, इसको आप देखने की कृपा करें।

इसके अलावा उनको आज यह डर है कि उनकी शिक्षा उनकी राज्य की भाषा में या मातृभाषा में नहीं मिलती और जो राष्ट्र भाषा आप विकसित करना चाहते हैं वह अंग्रेजी के रहते नहीं हो सकती। अनंत काल

तक आप अंग्रेजी को शासन में चलायेंगे तो उस अंग्रेजी के द्वारा हमारे नौजवानों का कल्याण नहीं होगा। जो भाव उठता है वह अपनी भाषा में ग्रहण होता है। जब तक आप अपनी भाषा में उनको शिक्षा देने का प्रबन्ध नहीं करेंगे और तकनीकी शिक्षा तब तक आप उनकी भाषा में नहीं देंगे जब तक कि उस भाषा में पुस्तकें तैयार न हों। आप देखेंगे कि पुस्तकों की तैयारी उसकी क्षेत्रीय भाषा में या राष्ट्र-भाषा हिन्दी में अभी तक पर्याप्त नहीं हुई है और जब तक पर्याप्त पुस्तकें उनकी भाषा में आप उपलब्ध न करें तब तक आप जो शिक्षा देना चाहेंगे वह नहीं दे सकते और तब तक उन्नति नहीं हो सकती।

THE VICE-CHAIRMAN (SHRI S. S. MARISWAMY) : Please sit down now. You can continue later. Now, Secretary to read messages.

### MESSAGES FROM THE LOK SABHA

- I. THE NATIONAL CO-OPERATIVE DEVELOPMENT CORPORATION (AMENDMENT) BILL, 1973
- II. THE MINES (AMENDMENT) BILL, 1972
- III. THE COMPANIES (AMENDMENT) BILL, 1972

SECRETARY : Sir, I have to report to the House the following messages received from the Lok Sabha, signed by the Secretary of the Lok Sabha :

(A)

"In accordance with the provisions of Rule 96 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to enclose herewith the National Co-operative Development Corporation (Amendment) Bill, 1973, as passed by Lok Sabha at its sitting held on the 26th July, 1973."

(B)

"I am directed to inform Rajya Sabha that Lok Sabha, at its sitting held on the 27th July, 1973, has