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LOK SABHA DEBATES

(Seventh Session)



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LOK SABHA SECRETARIAT
NEW DELHI

62 n.P. (INLAND)

THREE SHILLINGS (FOREIGN)

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LOK SABHA DEBATES

6581

LOK SABHA

Tuesday, March 17, 1959/Phalguna 26,
1880 (Saka)

The Lok Sabha met at Eleven of the
Clock.

[MR. SPEAKER in the Chair]

ORAL ANSWERS TO QUESTIONS

Electrification of Howrah-Kharagpur Section

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*1291. { Shri S. C. Samanta;
Shri Subodh Hansda.

Will the Minister of Railways be pleased to refer to the reply given to Starred Question No 395 on the 1st December, 1958 and state

(a) the further progress made towards the electrification of Howrah-Kharagpur section of the South-Eastern Railway;

(b) whether the proposed electrification of one station in South-Eastern Railway in 1958-59 has materialised, and

(c) if so, the name of that station?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) Survey of this section will be carried out immediately after the work already in hand on certain other sections is completed.

(b) and (c) It has not been possible up till now to electrify Bhogpur station programmed for 1958-59 as the

West Bengal Electricity Board are unable to supply low tension power

Shri S. C. Samanta: May I know whether, where electric power is available near about a particular station, there is any fixed limit of distance from which Government is willing to take the power and utilise it at the station?

Shri S. V. Ramaswamy: This distance depends upon the economic consumption of power. If it is far away we may not take it. I hope it will be near about, and if it is near about we will take it.

Shri S. C. Samanta: I want to know whether any limit with regard to distance has been fixed.

Shri S. V. Ramaswamy: About the exact distance, Sir, I would require notice.

Shri Subodh Hansda: May I know what is the cost of electrification of a station by setting up generators?

Shri S. V. Ramaswamy: It depends upon the power required and the size of the station.

Shri Subodh Hansda: As the cost of production is very high in the case of setting up generators, may I know how many stations have been electrified up till now between Kharagpur and Howrah by tapping electricity from grids?

Shri S. V. Ramaswamy: So far, only two stations have been electrified—Bagnan and Kolaghat—and 13 remain to be electrified.

Earth Tremors

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Shri Keshava:
 Shri Rameshwar Tantia.
 Shri S. M. Banerjee:
 *1258. Shri Bhakt Darshan.
 Shri Naval Prabhakar
 Shri Bose:
 Shri Vajpayee:
 Shri Raghunath Singh:

Will the Minister of Transport and Communications be pleased to state

(a) whether it is a fact that earth tremors were felt at Delhi and other parts of the country on the 28th December, 1958,

(b) if so, whether a statement regarding the origin of the tremors, the loss sustained thereby and its causes will be laid on the Table,

(c) whether it is also a fact that the Seismological Observatory at Delhi could not record these shocks,

(d) if so, the reasons therefor, and

(e) action taken or proposed to be taken to remove this deficiency?

The Deputy Minister of Civil Aviation (Shri Mohiuddin): (a) Yes, Sir

(b) The epicentre of the earthquake was near Latitude $29\frac{1}{2}$ ° North and Longitude $80\frac{1}{2}$ ° East, about 40 miles to the North-East of Almora. The origin time was 11 hours, 4 minutes, 42 seconds. The earthquake was apparently of tectonic origin, which normally occurs due to fracturing of great masses of rock along a fault-line and rock movements owing to slipping of the strata

According to a report received from the Government of Uttar Pradesh, houses in a number of villages in Almora district were damaged. There were three deaths in a water-mill in village Narsal-Patiasar caused by a falling stone which was dislodged from a nearby hill, as a result of the earthquake

(c) to (e) The earth tremors could not be recorded at Delhi, as the seismographs have been out of commission since the 1st June, 1957, due

to a general rise in the sub-soil water in Delhi, which has rendered the under-ground seismograph room in the observatory building unserviceable. Efforts to make the room water-tight proved unsuccessful and it became necessary to find an alternative site for the observatory

A new suitable site for the seismological observatory has since been acquired on the Ridge near the Delhi University, where the construction of the buildings has already been started. It is expected that the main vault required for the installation of the seismographs would be ready and seismographs installed by about the middle of this year

Shri Keshava: From the statement it is clear that the seismograph went out of commission on 1st June, 1957. This incident occurred on 28th December, 1958, 18 months later. May we know what are the reasons for the inordinate delay in putting it into commission again?

Shri Mohiuddin: The water level at the laboratory had gone up and the room in which this instrument was placed could not be used for the purpose. A new building had to be constructed. A site has been selected at a suitable place and it is expected that the instrument will be installed by the middle of this year

श्री रघुनाथ सिंह मेरे यह जानना चाहता हूँ कि इस का क्या कारण है कि ग्रल्मोडा मेरे यह द्रमर्द कम से कम हर साल या तीन साल में ३, ४ बार हमेशा आया करते हैं, इस के सम्बन्ध में क्या कोई विश्लेषण अर्थवा निर्णय हुआ है?

Shri Mohiuddin: That is the area where this phenomenon usually occurs and it is rather difficult for me to say whether any research has been made to find out the reasons for it. The reasons are, of course, geological

Shri S. M. Banerjee: The statement says that according to the report received from the Government of Uttar

Pradesh, houses in a number of villages in Almora district were damaged and three men were also killed. May I know whether Government have paid any compensation for those villagers and also the families of those who were dead?

Shri Mohiuddin: I am not aware whether any compensation has been paid, but I am informed that the U.P. Government has authorised the local officers to give some help or loan for the repair and reconstruction of the houses.

Shri S. M. Banerjee: Three people died there.

Mr. Speaker: Is it the default of this Government that there are earth tremors? It is for the State Government to give help.

श्री भक्त दर्शन : इस विवरण में बताया गया है कि उत्तर प्रदेश की सरकार के भ्रान्तिकार अल्मोड़ा जिले के कुछ गांवों में मुख्यतः कपकोड के नजदीक इस से नुकसान पहुंचा है। क्या गवर्नर्मेंट के ध्यान में यह बात आई है कि उत्तर प्रदेश के और इलाकों में भी जैसे कि गढ़वाल जिले के कुछ गांवों में भी नुकसान हुआ है और क्या इस सम्बन्ध में भी कोई सूचना मिली है?

श्री भूहीउद्दीप : यहा जो इतिहाये है वे सिर्फ अल्मोड़ा जिले की हद तक है। उत्तर प्रदेश की गवर्नर्मेंट ने दूसरे भ्रान्तिक इतिलाल नहीं दी। भ्रान्तिक इतिलाल नहीं दी। भ्रान्तिक इतिलाल नहीं दी। भ्रान्तिक इतिलाल नहीं दी।

श्री भक्त दर्शन : क्या मैं जान सकता हूँ कि जो यंत्र इस में लगाया गया था, भ्रान्तिक इतिलाल में वह ठीक तरीके से काम नहीं कर रहा था और वह इसलिये नहीं कि भूमि का जल स्तर ऊँचा हो गया था बल्कि इसलिये कि वह यंत्र ही काम नहीं कर रहा था और इसलिये दिल्ली में ठीक से रेकार्ड नहीं किया जा सका।

श्री भूहीउद्दीप : जी नहीं। इंस्ट्रूमेंट तो विस्तुत ठीक है। सिर्फ पानी की वजह से

इंस्ट्रूमेंट को हटा देना पड़ा था। इंस्ट्रूमेंट में कोई सराबी नहीं है।

श्री भक्त दर्शन : क्या गवर्नर्मेंट के ध्यान में यह बात आई है कि यद्यपि पहला घटका २८ दिसम्बर को आया था लेकिन अभी हाल तक छोटे-छोटे घटके महसूस किय जाने रहे हैं क्या इस सम्बन्ध में भी कोई जानकारी में दे सकेंगे या बतला सकेंगे कि क्या कदम उठाये गये हैं?

Shri Mehmudin: The December earthquake was, what might be called, of a moderate intensity and it is generally a phenomenon that after mild shocks there are small movements in the faults of the earth. That is generally known 'phenomenon'

Second Bridge on the Yamuna

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*1293. { **Shri Ram Krishan Gupta:**
Shri Bhakt Darshan:
Shri D. C. Sharma:
Sardar Iqbal Singh:

Will the Minister of Railways be pleased to refer to the reply given to Starred Question No. 921 on the 12th December, 1958 and state:

(a) whether Government have since received report regarding the construction of second bridge on the Yamuna near Tughlakabad;

(b) if so, the details thereof; and

(c) its location?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) to (c) The Final Location Survey Report and Estimate have since been received and are under examination of the Board but the results of the model experiments for the Second Yamuna Bridge which are still in progress at the Central Water and Power Commission's Hydraulic Research Station, Poona, are awaited. It is, therefore, too early to say anything about the exact location of the bridge and details thereof.

Shri Ram Krishan Gupta: May I know when the construction work will start on this bridge?

Shri S. V. Ramaswamy: It is being examined.

Shri D C Sharma: May I know what will be done after the survey report has been received, through how many stages it will have to pass before a final decision is taken, and what is the time required for this process to be completed?

Shri S. V. Ramaswamy: There are several stages before a preliminary report. Then we will have to see whether the final location is correct or not.

Mr. Speaker: Order, order. Are we going into the details of administration, who are all the overseers who prepared the report, who are all the architects who designed it, and who are all the engineers who prepared the estimates?

श्री भक्त दर्शन : क्या यह जानना चाहता है कि जब कि यह पुल तमागी राजधानी के लिये इतना आवश्यक है और यहां पर माल की ओर भवारी गाडियों की इतनी भीड़ भाड़ रहती है, तो उम के बनाने में इतनी देरी किस कारण हो रही है?

रेसर्व बंडी (श्री अग्रवाल राम) यह नो साफ उल्लोने आप को बताया कि पूना के रिसर्व स्टेशन में इस बात की जात कर रहे हैं कि यहां पर जो पानी आता है यमूना में, उम की गहराई कितनी है और पुल की लम्बाई कितनी होनी चाहिये जिस में प्लट की मध्यावना भी न हो और जिस में पानी का डिस्ट्राई टीक से हो जाय। उस की रिपोर्ट आने के बाद ही काम आरम्भ किया जा सकता है।

Shri Ram Krishan Gupta: May I know the approximate expenditure to be incurred on this bridge?

Shri S. V. Ramaswamy: The estimate now is Rs 3.51 crores.

Study of Minor Irrigation Schemes in China

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Shri Bhakt Darshan:
Shri Rameshwar Tantia:
***1294. Shri Bibhuti Mishra:**
Shri R. S. Tiwari:
Shri Hem Barua:

Will the Minister of Food and Agriculture be pleased to state:

(a) whether an Indian team has visited China recently to study minor irrigation systems and soil conservation in that country; and

(b) if so, whether it has submitted its report to Government and what are its main recommendations?

The Minister of Agriculture (Dr. P. S. Deshmukh): (a) Yes, Sir.

(b) The delegation returned to India on the 4th March, 1959 and their report is awaited.

श्री भक्त दर्शन : क्या इस दैलीगेशन ने अपनी पूरी रिपोर्ट देने से पहले मत्रालय को कुछ छोटी मोटी बातें बताई हैं जिन से कि साम उठाया जा सकता है?

श्री पं. शांत देशमुख : आभी वह नोंग मेरे पास नहीं आये हैं

श्री भक्त दर्शन : इस प्रतिनिधि-मठल में कौन कौन महानुभाव सम्मिलित है?

Dr. P. S. Deshmukh: Shri Mahabir Prasad, Irrigation Adviser, Government of India, Dr P. Sen, Director, Soil Conservation Department, Damodar Valley Corporation, Calcutta, and Shri D. A. Gadkar, Additional Development Commissioner and Joint Secretary, Government of Bonibay, Bombay.

Shri Hem Barua: May I know whether the Government are convinced of the fact that China has evolved more effective measures in the matter of minor irrigation and soil conservation and, if so, what are they? If not, may I know whether

the team to China was sent to examine the operation and execution of schemes by their peasants?

Dr. P. S. Deshmukh: This was precisely the purpose for which this delegation had been sent. It all depends upon their report as to whether we will find anything which is worth being looked into.

Mr. Speaker: The hon Member wanted to know whether, before the delegation was sent, the Government were satisfied that there was something to learn from China. That is exactly what he wanted to know.

Dr P. S. Deshmukh: Certainly. Otherwise, the delegation would not have been sent.

Mr. Speaker: He wanted to know what are the points to be studied. Delegation after delegation is going to every country, and naturally the House is anxious to know why so much money is spent, and what are the items examined before the Government came to the conclusion that a delegation ought to be sent.

Dr P. S. Deshmukh. That is what I said. Unless the Government came to the conclusion that it is worth going to a particular country to study something we would not have sent a delegation.

Shri Hem Barua: I wanted to know whether the Government are sending some 'space rockets' to China with? Without estimating or without assessing the correct position? What is the correct position? Why was it necessary to send a delegation there in spite of the foreign exchange difficulties? We must be convinced of the reasons.

Mr Speaker: He wants to know *prima facie* what is the advantage. The hon Minister must have come to the conclusion *prima facie* from the facts available from records or otherwise that there is something to learn, and, therefore, the hon. Member wants to know what exactly that something is.

Dr. P. S. Deshmukh: It will be very difficult to describe what that something is.

Mr Speaker: The hon' Members want to know what it is.

Dr P. S. Deshmukh: After all, this is a general conclusion, not something specific that can be described.

Mr. Speaker: Evidently, the hon Member wants to know why delegation after delegation to another country is being sent. There was another question about it recently, I think.

Dr P. S. Deshmukh: It is quite wrong to say, 'delegation after delegation'. It is only on a few occasions that we are sending them.

Shri Hem Barua: We are having our irrigation projects and soil conservation projects, but over and above that, we are sending a delegation to China so that their experience might be helpful. But then I must be convinced that there are certain bases and data available with us before sending such delegations.

Dr P. S. Deshmukh. What impressed and made us send this delegation was the utilisation of the water resources with manual labour and through co-operation of the people.

Pandit D. N. Tiwary: May I know whether the members of the delegation have thorough knowledge of the Indian conditions and of the Indian minor irrigation works before going to China?

Dr. P. S. Deshmukh. Yes, they were all experts.

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): All the persons sent are Indians, who are born in India and live in India.

Shri Braj Raj Singh: We want to know whether they were conversant with our methods.

Shri Warner: May we know the basis of constituting this delegation where

there are administrative officers and there are people who are connected with major irrigation and major items of work, and not minor irrigation?

Dr. P. S. Deshmukh: They were considered fit to go and study the exact efforts made therefor utilising the local manpower and expanding minor irrigation. That was the purpose for which they were sent

Several Hon. Members rose—

Shri Braj Raj Singh: The Minister himself admitted that .

Mr. Speaker: Order, order. After all the Government must have made up its mind. Next question

Central Institute of Study and Research in Community Development

*1295. **Pandit D. N. Tiwary:** Will the Minister of Community Development and Co-operation be pleased to state

(a) the achievement of the Central Institute of Study and Research in Community Development since its inception; and

(b) whether recently any new trend has been suggested by the Institute for the Community Development Blocks?

The Deputy Minister of Community Development and Co-operation (Shri B. S. Murthy): (a) The function of the Central Institute of Study and Research in Community Development till now has been to stimulate thinking in the key personnel, in order to create in them better understanding of the Community Development Programme and its functioning. This is being done by imparting orientation training to senior officers from all the States as well as to non-officials. During the last three courses 84 officers and 8 non-officials have benefited from the training

(b) Does not arise

Pandit D. N. Tiwary: May I know what is the precise object in getting these persons trained and whether they have done anything new in Com-

munity Development where they have been deputed?

Shri B. S. Murthy: I have stated the precise objects. They are learning in the training institute by mutual discussion as well as by the discourses given by experts in several subjects who are invited by the institute.

Pandit D. N. Tiwary: May I know how far any actual benefit has been rendered to the Community Development Blocks by these officers?

Shri B. S. Murthy: The course has been started only last June and it is too early to gauge the progress so far made

Shri Raghbir Sahai: We hear that since this institute was started, three orientation courses have already been run. May I know if any synopsis is prepared for these courses for the lectures given and who are the actual persons who are giving these lectures, what are their qualifications, whether they have got any actual experience of village life or not?

Mr. Speaker: How can all the prospectus, syllabous etc, be given here?

Shri Thimmaiah: In addition to these officers being trained, may I know whether non-officials also are being trained?

Shri B. S. Murthy: They are being trained

Shri Raghbir Sahai: The Minister has not replied to my question.

Mr. Speaker: How can he reply? I myself have replied to it

Shri Raghbir Sahai: I will break up my question

Mr. Speaker: I have followed that question. A Central Institute for research has been started. The hon Member wants to know what research has been made. Shall we go on detailing the researches here—who are the professors, who are the students, whether they are officials or non-officials, etc? Then the whole Ques-

tion Hour will be spent like that,—in asking, so to say, what the syllabus is in the I Form, II Form, III Form, IV Form, etc., in a high school. What is the question about? The hon. Members will have to wait and see what progress is made in the research institute, and we will have a report at the end of the year. In the meanwhile, why should you ask as to why they are having this research and what is the purpose, etc? I am not going to allow such questions.

Shri Raghubir Sahai: Just one question.

Mr. Speaker: In the same lines?

Shri Raghubir Sahai: The hon. Minister, in reply to a previous question, answered that this institute has been started to stimulate thinking in regard to Community Development. So, I wanted to know what is the synopsis for stimulating the thinking. I would like to know whether these professors and lecturers who are giving discourses are quite competent to take up and deal with the subject.

Mr. Speaker: I am afraid the same thing is put again. If an hon. Member wants to speak on a resolution here, should I ask him what are the notes that he has, whether he has prepared them or not, how can he speak without preparation, whether it is done mentally or otherwise, etc? Such questions are very strange. What are they elucidating? Next question.

Purchase of Ships

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*1296. { **Shri Harish Chandra Mathur:**
Shri Pangarkar:

Will the Minister of Transport and Communications be pleased to state what progress has been made for the purchase of ships in the Public Sector as indicated by the Minister of Commerce and Industry in Lok Sabha on the 5th December, 1958 while replying to the debate on the Present Trends in Export Trade?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): The matter was discussed by the Director General of Shipping with the Indian National Steamship Owners' Association and the latter agreed to fully explore the possibility of running a service to South-East Asia but felt that before they could embark on such a venture it was necessary to send a delegation to those countries to ascertain further particulars including cargo possibilities. This request is under examination.

Shri Harish Chandra Mathur: May I know what are the present trends in the market and on what terms ships are offered at present?

Shri Raj Bahadur: It is exactly for that purpose that we propose to accept the suggestion of the Indian National Steamship Owners' Association to send a delegation. They will go and look into the working conditions of the ports, the availability of the cargo and the trends of traffic.

Shri Harish Chandra Mathur: From the observation of the Minister of Commerce and Industry, the impression was given that ships were being purchased in the public sector. May I know if there is any intention to make these purchases in the public sector and take advantage of the most profitable terms which are at present obtaining in this connection?

Shri Raj Bahadur: The suggestion of the Ministry of Commerce and Industry has been that we should better set up a small ships corporation. Our reaction so far has been that this work can be undertaken by one of the two Government corporations already in the field. But, at the same time, we also want to explore the possibility whether the private sector would also not like to come in the field.

Shri Harish Chandra Mathur: Do I understand that the private sector is resisting the purchase of ships in the public sector with any effect?

Shri Raj Bahadur: There is no question of any resistance. It is a question of mutual adjustment for finding out whether they can take a few.

डाक-सुविधाओं का विस्तार

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* श्री भक्त दर्शन :
*१२६७. { श्री दी० चं० शर्मा :
[सरकार इकाइयां तिहः :

क्या परिवहन तथा संचार मंत्री ६ दिसम्बर, १९५८ के तारांकित प्रश्न संसद्या १११७ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि द्वितीय पंचवर्षीय योजना काल में डाक सुविधाओं के विस्तार के बारे में, जैसी कि इस काम के लिये नियुक्त समिति ने सिफारिश की थी, इस बीच क्या कोई निर्णय किया गया है?

परिवहन तथा संचार मंत्रालय में राज्य मंत्री (श्री राज बहादुर) : जी हा। इस सम्बन्ध में सरकार द्वारा १८ फरवरी, १९५९ को जारी किये गये भादेशो की एक प्रति समा-पट्ट पर रख दी गई है। [देखिये परिक्रिएट ४, सम्बन्ध संसद्या ४७]

An Hon. Member: In English also.

Shri Raj Bahadur: Yes. A copy of the Government orders issued on 18th February, 1959 is laid on the Table of the Sabha. [See Appendix IV, annexure No. 47.]

श्री भक्त दर्शन : इस प्रश्न के उत्तर में चार पृष्ठों का एक लम्बा विवरण रखा गया है। मैंने प्रयत्न किया, लेकिन इस थोड़े समय में मैं यह नहीं समझ पाया कि पहले जो सुविधाएं दी जाती थीं, उन में भव कीन सा विशेष अन्तर किया गया है। क्या माननीय मंत्री कृपा कर के संसेप में बतायेंगे कि पहले से क्या अन्तर किया जा रहा है?

श्री राज बहादुर मेरे विचार में दो अन्तर तो बहुत मुश्य हैं। पहला तो यह है कि जो कम्प्युनिटी ब्रोडबैट और नेशनल एक्सटेंशन

सर्विस ब्लाक के हैडफोन्टर हैं, अबवा वहां डिस्ट्रिब्यूट बोर्ड या लोकल बोर्ड द्वारा बलाये जाने वाले स्कूल हैं, या ऐसे स्कूल हैं, जिन को सरकार द्वारा कोई मदद दी जाती है, उन स्थानों पर कुछ विशेष सुविधाएं दी गई हैं कासले के बारे में—पहले तीन मील से कम डाकखाना नहीं सुल सकता था, अब ऐसे स्थानों में दो मील में भी सुल सकेगा। इस के अतिरिक्त ऐसे कदम उठाये जायेंगे, जिन के जरिये, जहां डाक देरी से पहुंचती है या हज़ेर में नहीं पहुंच पाती है, वह अल्पी पहुंच सके। इस प्रकार की काफी विवरण की जीं हैं, लेकिन मैं जबाब को लम्बा नहीं करना चाहता हूँ।

Shri D. C. Sharma: May I know by what percentage the extra departmental post offices will be increased during the Second Plan period?

Shri Raj Bahadur: The target that we have placed before ourselves is 20,000 post offices during the period of the Second Plan. We have already opened 3,687 post offices during 1956-57, 2,765 post offices during 1957-58 and 1,947 post offices during 1958-59 up to January, 1959.

Shri Jadhav: May I know whether the scheme is likely to cover all the villages having gram panchayats?

Shri Raj Bahadur: I have already indicated broadly the recommendations as they have been accepted. I think the gram panchayats as such are not there.

Shri Vajpayee: May I know if the hon. Minister has any idea as to how many new post offices are likely to be opened after the implementation of this decision?

Shri Raj Bahadur: I have already indicated the target that we have got before us. It is not intended to

increase the target. What is intended is to liberalise and rationalise the conditions under which a post office is opened.

Shri B. K. Galkwad: What are the main postal facilities which are provided?

Mr. Speaker: He has already referred to them.

दिल्ली में अल्पकालीन ऋण

१२६८. श्री नवल प्रभाकर: क्या आप तथा कृष्ण मंत्री यह बताने की कृपा करेंगे कि :

(क) वर्ष १८५८-५९ में बीज खरीदने के लिये दिल्ली में अल्पकालीन ऋणों के रूप में कितनी धनराशि दी गई; और

(ख) यह धनराशि अविकल्पों को दी गई अथवा सहकारी समितियों को ?

कृष्ण उपमंडी (श्री मो० ब० कृष्णपा) :
(क) बीज खरीदने के लिये दिल्ली प्रशासन ने किसानों को अल्पकालीन ऋण नहीं दिये लेकिन नकद दामों के बदले बीजों का वितरण किया है।

(ख) प्रश्न ही नहीं उठता।

श्री नवल प्रभाकर इस विवरण में यह निखा है कि "बीज खरीदने के लिये दिल्ली प्रशासन ने किसानों को अल्पकालीन ऋण नहीं दिये लेकिन नकद दामों के बदले बीजों का वितरण किया है।" क्या मैं आनंदकाता हूँ कि जिन इलाकों में बाढ़ आई और खेती को नुकसान हुआ, क्या वहाँ भी इसी तरह किया गया है ?

श्री मो० ब० कृष्णपा : इस सम्बन्ध में पहला इन्स्टालमेंट १,५०,००० रुपये का सारी दिल्ली स्टेट के लिये दिया गया था और दूसरा इन्स्टालमेंट बाढ़ के एरियाज में खर्च करने के लिये दिया गया। यह देखा गया कि लोगों ने अल्पावधि कर्जों को ले कर

उन का दुरुपयोग किया—पैसा ले कर उस से शादी करते हैं और बाजाना-बीन। करते हैं। इस लिये बीज दिया गया। अल्पावधि कर्जों का मूल्य उहस्य अप्रोत्पादन बढ़ाना है। चूंकि पैसे का दुरुपयोग होता है, इस लिये बीज दिया गया, जिस का दुरुपयोग नहीं होता है।

श्री नवल प्रभाकर : माननीय मंत्री जी ने मूल प्रश्न के उत्तर में कहा कि ऋण नहीं दिया गया और पूरक प्रश्न के उत्तर में कहा कि दिया मैं जानना चाहता हूँ कि इन में से कौन सी बात सत्य है।

अध्यक्ष अहोदय : रकम नहीं दी है।

श्री मो० ब० कृष्णपा : माननीय सदस्य ने यह प्रश्न पूछा था कि जहाँ बाढ़ आई थी, वहाँ खर्च करने के लिये अल्पावधि कर्जे दिये गये था नहीं और हम ने कहा कि वहाँ के लिये श्री खर्च करने के लिये दिया। पैसा भी दिया गया और बीज के रूप में भी दिया गया।

Shri Vajpayee: Have they given them anything by way of loans for purchasing seeds? It is a simple question

Mr. Speaker: If a loan is given, it is eaten away. That is what he says. They spent them for marriages and so on.

Shri Vajpayee: So seeds are given?

Shri M. V. Krishnappa: Both are given. पैसा भी दिया गया और बीज भी दिया गया।

Shri Vajpayee: The hon. Minister has stated in his statement that seeds were distributed against cash payments. Why were seeds not given on loans?

Shri Goray: Shri Vajpayee is finding it difficult to understand his Hindi!

श्री मो० ब० कृष्णपा : तकाती भी दी गई। अगर पैसा दिया जाता है, तो कभी

कभी भोग उस का दुरुपयोग करते हैं, इसलिये हम ने बीज दिया, जो कि सस्ते दाम से दिया गया।

श्री नवल प्रभाकर माननीय मंत्री जी ने कहा कि हमने बीज दिया। मैं यह जानना चाहता हूँ कि बीज किन शर्तों पर दिया गया।

श्री श्री० वै० कुलभट्टा वह मार्केट के दाम से सस्ता दिया गया।

Public Call Telephones

+
 *1300. / Shri Subodh Hansda:
 \ Shri S C Samanta:

Will the Minister of Transport and Communications be pleased to refer to the reply given to Starred Question No 266 on the 27th November, 1958 and state.

(a) whether all the Public Call Telephones in all big cities have been re-arranged for inserting new decimal coins, and

(b) if not, the reasons for the delay?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) Out of 1095 coin collecting box Public Call Offices in the country, all but 8 have been modified for operation on the decimal coinage

(b) Due to non-receipt of the equipment for the conversion

Shri Subodh Hansda: May I know whether Government have received any complaint that the recent system that has been introduced for inserting new decimal coinage are not working properly and, if so, whether any steps have been taken?

Shri Raj Bahadur. I am not aware of any specific complaint I will be grateful if the hon Member could bring them to our notice

Shri Subodh Hansda: As the system is a new one and as old coins are available in the markets, may I know

whether people are not facing difficulties?

Shri Raj Bahadur: I have said just now that all Public Call Offices have been modified for operation on the decimal coinage. Out of 1095, except, 8, all the rest are going to be converted. In regard to the difficulty in obtaining the necessary coins, we are also thinking of introducing some sort of tokens so that the tokens are inserted and there is no misuse of the facility given

Shri S C. Samanta: What sort of coins are going to be inserted—one or two coins?

Shri Raj Bahadur: 10 nP and 5 nP coins

Admission to Medical Colleges

*1301 Shri Hem Raj: Will the Minister of Health be pleased to refer to the reply given to Starred Question No 1187 on the 9th December, 1958 and state

(a) the arrangements available in the colleges where facilities exist for the condensed M B B S course for the admission of entrants hailing from States other than those in which the colleges are located,

(b) whether it is a fact that these colleges have imposed residential qualifications, and

(c) if so, the steps Government propose to take to remove them?

The Minister of Health (Shri Karmarkar): (a) to (c) According to the information available with the Government, while there is no residential qualification required in this respect, candidates hailing from States other than those in which the Colleges are located find it difficult to secure admission to the condensed M B B S Course on account of the limited number of seats available

Shri Hem Raj: May I know whether it is not a fact that the colleges situated in Uttar Pradesh are insisting on residential qualification for admission?

Shri Karmarkar: Normally, as I said, candidates from States other than the one in which the particular college is situated are finding it difficult. In other words, the colleges are admitting students only from that particular State.

Shri Hem Raj: May I know whether it is not against the fundamental rights to put such restrictions of residential qualifications?

Shri Karmarkar: I do not think the fundamental rights are affected.

Shri C. R. Pattabhi Raman: On what basis are admissions made to these colleges?

Shri Karmarkar: On the basis that they are qualified to enter a medical college. Apart from the full-fledged M.B.B.S., there is a condensed M.B.B.S. course. Some people take the condensed M.B.B.S. course of the medical college and then appear for the degree examination. Therefore, I was saying that they have to qualify for some degree to enable them to secure admission in the colleges.

Shri Hem Raj: If any States which have not got such courses, want to start such a course, will the Central Government give some aid?

Shri Karmarkar: I am not sure of the aid. We shall consider the matter when any State Government proposes to start such a course in the college.

Shri Nanjappa: May I know whether it is compulsory for these entrants to attend special lectures and bed-side clinic in a hospital?

Shri Karmarkar: That is what the condensed course is, in order to make up the lag in their studies and to qualify them for a full degree examination.

Shri Daljit Singh: May I know whether reservation for Scheduled

Castes and Scheduled Tribes is maintained in the admission to these colleges in condensed M.B.B.S. course.

Shri Karmarkar: I could not say offhand. Admission to these colleges is guided by the State Governments themselves. I should like to have notice as to whether there is reservation for Scheduled Castes.

Shri Thimmaiah: May I know in how many States this condensed course is available and whether students from other States where the course is not available will have any chance of getting a place in these colleges?

Shri Karmarkar: As I said, admission to these colleges is regulated by the States themselves. The following colleges admit students for the condensed medical course: S.M.S. Medical College, Jaipur, M.G.M. Medical College, Indore, G. R. Medical College, Gwalior, Assam Medical College, Dibrugarh, Medical College, Nagpur, Medical College, Trivandrum and Medical College, Manipal.

Mr. Speaker: The question is whether there is any possibility of other non-residents getting admission here, from places where there is no such college.

Shri Karmarkar: It depends on the colleges. We in the Government of India have not chosen to interfere with their discretion. Difficulty was found in the Punjab. Therefore, we wrote to the Punjab Government to see to it that for the students who have passed out of the Ludhiana College, which was a short course, some arrangement is made by Punjab Government itself. As a matter of policy, we have chosen not to interfere with the discretion of the States, because it is their concern.

Shri Jaipal Singh: Last time, the Minister said that there are only 7 Medical colleges where there are facilities for the condensed course. In view of the fact that there is increasing demand for medical education, I want to know what the Minister has done to extend the facilities in any

way—what has he done: not what the States have done. What has he done for extending medical education facilities?

Shri Karmarkar: We have not received any complaint from the other States. We did receive a request on behalf of

Shri Jaipal Singh: My question is, what he himself has done

Shri Karmarkar: I am trying to convey what we have done

Mr. Speaker: There is no need for it in the other States

Shri Karmarkar: We have not received any sizable complaints from the other States. It was from the Punjab that we had an instance, in which two students sought admission. We gave the matter careful consideration. In view of the State's discretion in the matter, we did not choose to interfere with their discretion. Therefore, we wrote to the Punjab Government. If the Punjab Government or any other State Government come up with a constructive scheme for extending these facilities and ask for them, we shall give that sympathetic consideration.

Shri Jaipal Singh: Are we to understand, therefore, that this condensed course is something like a monopoly of the States only and the Centre of its own is not going to do anything to extend the facilities of medical education for which there is progressively an increasing demand?

Shri Karmarkar: I wish my hon. friend understands. We are interested in development of medical education throughout the country. It is the State Governments that take initiative in the matter. Even in the matter of establishment of colleges, if the State does not come with a proposal

Shri Jaipal Singh: May I submit, the hon. Minister is answering a question which I have not put.

Mr Speaker: I am afraid the hon. Member is interrupting. The hon. Minister only says that wherever the State Governments take the initiative, we come to their help if they want help. They themselves do not take the initiative in this matter. There is no good arguing this matter.

Shri Jaipal Singh: May I humbly submit, my question relates to the condensed course. What I have tried to ask is whether in the Centrally administered areas, the Central Government itself is also participating in this condensed course

Mr Speaker: Are there Centrally administered colleges?

Shri Karmarkar: For that we have made provision for two students from the Centrally administered areas for the condensed course. We have received no complaint from the Centrally administered areas, of any student not finding accommodation. If any student chooses to have admission from the Centrally administered areas, we shall arrange for that. Regarding the State Governments, it is their discretion. If any particular State finds itself in a difficult position, and wants our aid, we shall be very happy to consider the matter sympathetically when the problem is of a sizable nature. We do not propose to intervene, what we may call trespass on the discretion of the States.

Shri Panigrahi: May I know whether, according to the recommendation of the All India Medical Council, the M.B.B.S. course has been increased by one year more in some Colleges?

Shri Karmarkar: There is a disparity of six months, I think, in the M.B.B.S. course. But, that has nothing to do with the condensed course which is different.

Shri Warier: Instead of condensing, you are extending that is the complaint.

Traffic Survey of Inland Water Transport System in Orissa

*1304. **Shri Sanganna:** Will the Minister of Transport and Communications be pleased to refer to the reply given to Unstarred Question No. 913 on the 4th December, 1958 in respect of inland water transport system in Orissa and state:

(a) whether the traffic survey has since been completed; and

(b) if so, what are the results of the survey:

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) Yes, Sir.

(b) The traffic survey report is awaited from the State Government

Shri Sanganna: May I know whether the Government has been seized with the recommendations of the Survey report?

Shri Raj Bahadur: I have just now said that the survey has been completed and the report is still with the Orissa Government. As soon as we get it, we shall examine it further

Shri Sanganna: May I know the probable time by which the report will be available to the Government of India?

Shri Raj Bahadur: I can give no specific date. I think it will come soon.

Shri Panigrahi: What are the inland transport systems in Orissa which were enquired into by this Committee?

Shri Raj Bahadur: Four projects: Kendrapara canal, Taldana canal, High level canal from Cuttack to Dinaore, Mahanadi canal from Samalpur to Dholpur and Dholpur to the sea.

Shri Panigrahi: May I know whether they have given any priority out of these four transport systems which were enquired into?

Shri Raj Bahadur: So far as the traffic survey is concerned,—the question pertains to traffic survey—I cannot say offhand. Obviously from the point of view of general information I can say that the Taldana and Kendrapara canals are usually given priority and precedence in this matter.

Shri Sanganna: What is the coastal survey scheme available to the Government of India and the Government of Orissa?

Shri Raj Bahadur: I am not aware of any scheme by which the whole coast of India has been surveyed except through the Navy for naval purposes.

Mr. Speaker: Next question. **Shri Achaw Singh:** absent; **Shri P. G. Deb:** absent; **Shrimati Sucheta Kripalani:**

Shrimati Sucheta Kripalani rose—

Mr. Speaker: The hon. Members must be in their seats to put their questions **Shri Subhiman Ghose**

Shri Subhiman Ghose: 1307.

Shrimati Sucheta Kripalani: 1307.

Mr Speaker: Now, an exception is made today

Ring Railway Around Delhi

*1307. { **Shri Subhiman Ghose:**
Shrimati Sucheta Kripalani:
Shrimati Ila Palchoudhuri:
Shri Ajit Singh Sarhadi:

Will the Minister of Railways be pleased to state:

(a) whether there is any proposal to extend the Delhi suburban service to Delhi Main Station; and

(b) whether the question of increasing the frequency of the Delhi suburban service is being considered?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a) and (b). Not at present.

Shri Subiman Ghose: May I know whether, from a large number of employees from the A.G.C.R., C.B.R., C.A.G., Supreme Court and Income-tax departments, representation has been received for changing the time of the departure of the train leaving at 8-27 to 9-15?

Shri Shahnawaz Khan: I am not aware of that specific representation. If any representation is received, it will be duly considered.

Shri Vajpayee: The hon. Minister said that there is no such proposal at present. May I know if the scheme is likely to be taken up in the near future?

Shri Shahnawaz Khan: We are trying to expand the reception capacity at New Delhi and Delhi main by putting up additional platforms. As and when that work is completed, I suppose it will be possible to increase it.

Shrimati Sucheta Kripalani: May I know whether the Railway Ministry is aware that there is very great difficulty of transport in Delhi and in view of that, would they take some quick steps in the matter? At present we are running 5 trains either way between Vinaynagar, New Delhi, Delhi Main and Delhi Kishenganj. As the House is aware, there is a proposal for having a ring railway round Delhi.

Shri Shahnawaz Khan: The hon. Minister stated the position regarding that railway during the discussions on the Budget. The local traffic is primarily to be dealt with by the local administration and road transport, and I believe the DTU is increasing the number of its buses.

Shri Ansar Harvani: Is there any proposal to electrify the suburban railway service in Delhi?

Shri Shahnawaz Khan: No, Sir, not at present.

श्री नवल प्रभाकर: पिछली दिल्ली विज्ञान सभा ने भी सर्व सुन्मति से इस तरह का

प्रस्ताव कर के मांग की थी और इस के अतिरिक्त जो यद्य बंतमाल सलाहकार समिति है दिल्ली की उसने भी यह मांग की है कि यहां यह होना चाहिये। लेकिन आप ने कहा कि अभी यह नहीं होगा। तो क्या माननीय मंत्री जी बताने की कृपा करेंगे कि याकिर कठिनाई क्या है जिस से कि यह अभी नहीं होगा।

श्री शहनवाज खां: इस में सब से बड़ी कठिनाई तो यह है कि जो नई दिल्ली और दिल्ली मेन के स्टेशन हैं, उन में ज्यादा गाड़ियों के रखने की जगह नहीं है।

Several Hon. Members rose—

Mr. Speaker: I have allowed so many questions. Round about there will be a ring railway, that is what the hon. Minister has said. The DTU and others are taking interest.

Family Planning

+
*1309. **Shri Jadhav:**

Shri Osman Ali Khan:

Will the Minister of Health be pleased to state:

(a) whether it is a fact that a cheap oral contraceptive has been produced at the Calcutta Bacteriological Institute;

(b) If so, whether the Government propose to utilise this in connection with the family planning drive in the country; and

(c) the price of this contraceptive?

The Minister of Health (Shri Karmarkar): (a). No, Sir. Investigations at the All-India Institute of Hygiene and Public Health, Calcutta, are however, in progress on an oral contraceptive originally developed at the Calcutta Bacteriological Institute.

(b) Yes, Sir—After investigations are completed.

(c) The price at present is about 10 Naya Paisa a tablet of 100 mg. Three tablets (300 mg.) are required to be taken at one time.

Shri Jadhav: May I know when these contraceptives are likely to be made available?

Shri Karmarkar: After it passes through the experimentation period, they will be manufactured on a commercial scale and will be made available, but if the hon. Member is interested, I can supply some. (laughter)

An Hon Member It is not fair

Shri Karmarkar: Let me make myself clear. It was not in a light mood, because we want reliable trials in that matter. Many a time our experiments are partly vitiated. So, if my hon. friend is keenly interested, I should like to make these tablets available to reliable quarters.

Mr Speaker: The hon. Minister wants to say that if any hon. Member is willing to experiment upon it, he is prepared to give!

Shrimati Renu Chakravarty: May I know whether the experiment is being carried out in the basti areas of the towns and cities or in any village area and what is the incidence of success which has been reported out of this?

Shri Karmarkar: Under the auspices of the All-India Institute of Hygiene and Public Health it was tried in 207 cases and to the extent of 50 per cent pregnancies could be postponed. That by itself will not be a sufficient experiment. Recently we have decided to take a trial including village areas on a fairly large scale before we can place before the public reliable results.

Shri Jaipal Singh: In view of the tremendous importance of the family planning problem, may I know whether Government have started or will start soon measures to elicit the co-operation of all the political parties and particularly of the Communist Party of India so that their number may not increase?

Mr. Speaker: Very well.

Dr. Melkote: May I know whether it has been ascertained that it has no other side effects or ill-effects on the body, apart from its usefulness as a contraceptive?

Mr. Speaker: Have any injurious effects been noticed?

Shri Karmarkar: With regard to this particular pill, it was tried for six, seven months. No bad effects were observed.

Shri Hem Barua: Dr Sanyal of the Bacteriological Institute at Calcutta is engaged in experiments with this oral contraceptive, and he has established some percentage of success about the efficacy of this contraceptive. May I know whether any financial aid by the Government is offered to Dr Sanyal to carry on further research on the subject?

Shri Karmarkar: This is precisely that experiment that has been referred to, and we have furnished Dr Sanyal with the aid financially that he needed. In fact, it is he that has been evolving this oral pill. I should say with a certain definite measure of success. We are having a trial.

Shri Hem Barua: May I know, Sir, whether

Mr. Speaker: The hon. Member is going into details now. So far as Dr Sanyal is concerned, whatever he wants is being given by the Government.

Shri Hem Barua: Dr Sanyal is doing a national service.

Mr. Speaker: It is all right. Nobody denies Government is aware of it. Government is taking advantage of that experiment and supplying funds.

Shri Jaipal Singh: Government is being frivolous, from the replies of the hon. Minister.

Shri Goray: Yesterday we were told that the Atomic Energy Commission has certain proposals under consideration. Have the Health Ministry

received any proposals for family planning from them?

Mr Speaker: This relates to oral contraceptive

Shri Goray: Use of isotopes

Shri Karmarkar: Not so far as I know We have not received any proposals from the Atomic Energy Commission in respect of contraceptives

Contract for Handling of Foodgrains

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*1310. { Shri Vajpayee:
Shri Sarju Pandey:

Will the Minister of Food and Agriculture be pleased to state

(a) whether Government have received any complaints in regard to the grant of contract for handling and transport of food grains at Gauhati, Assam,

(b) if so, whether any investigation has been made into the allegations and

(c) the results thereof?

The Deputy Minister of Food and Agriculture (Shri A. M. Thomas): (a) Yes

(b) and (c) The matter is under investigation

Shri Vajpayee: This question was raised on 23rd December 1958 and then the hon Minister stated that investigation was going on. May I know the reasons for so much delay in the investigation?

Shri A. M. Thomas: It is still going on. It would not be desirable in the interests of the enquiry itself to divulge facts before the House as to what sort of investigation is being carried on and at what stage it stands at present

Shri Vajpayee: Is it a fact that in this particular case the contract was not given to the party which offered the lowest tender, and if so, what were the reasons?

Shri A. M. Thomas: It is not right In consultation with the Regional Director, Calcutta, and the finance the contract was awarded to the present contractor, and his tender was considered to be the lowest

Shri Vajpayee: Is it a fact that the Calcutta Office of the Ministry had suggested granting of the contract to a particular party, but the Delhi Office gave it to another party?

Shri A. M. Thomas: It is not proper to

The Minister of Food and Agriculture (Shri A. P. Jain): The whole matter is under investigation, and the investigation is more than a departmental investigation. Therefore, it is not proper that we should discuss the details of this matter

Shri Vajpayee: May I know when the investigation is likely to be completed?

Shri A. P. Jain: It is difficult to say, because it is not in the hands of my Ministry now

Shri Hem Barua: In view of the corrupt methods involved in this contract deal, may I know whether the Government have asked the Central Intelligence Department to enquire into the matter, if so, what is the progress made?

Shri A. P. Jain: I have said that it is something more than a departmental investigation. Let us not discuss the details of it

Macaroni Manufacturing Plant

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*1313. { Shri A. K. Gopalan:
Shri Kunhan:

Will the Minister of Food and Agriculture be pleased to state

(a) what progress has been made towards the setting up of the Macaroni manufacturing plant in Kerala, and

(b) what are the reasons for delay in setting up the plant?

The Deputy Minister of Food and Agriculture (Shri A. M. Thomas): (a) and (b). The details such as the specification of the plant, sources of supply and other aspects of the project are under scrutiny by a Technical Committee constituted by the Council of Scientific and Industrial Research, New Delhi. The report of the Committee is awaited.

Shri A. K. Gopalan: May I know whether the plant has to be got from abroad or it can be fabricated in India itself?

Shri A. M. Thomas: As far as possible, we are trying to get the parts fabricated here, but even then, a substantial portion has to be imported, and some foreign exchange expenditure will have to be incurred.

Shri A. K. Gopalan: What is the share of the Centre in this investment?

The Minister of Food and Agriculture (Shri A. P. Jain): We have accepted the proposition in principle, and we will go all out to assist, but we have not worked out the details, either technical or financial.

Shri V. P. Nayar: May I know whether the intended capacity of this plant has been decided upon?

Shri A. M. Thomas: It will be about 20 tons per day.

Shri V. P. Nayar: Per day or shift?

Shri A. M. Thomas: Per day.

Shri V. P. Nayar: It is very small.

Procurement of Paddy

*1314 **Shri Maniyangadan:** Will the Minister of Food and Agriculture be pleased to state:

(a) whether any scheme for the procurement of paddy from Kerala has been submitted by the Kerala Government for the approval of the Central Government; and

(b) if so, with what results?

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The Deputy Minister of Food and Agriculture (Shri A. M. Thomas): (a) No scheme for procurement of paddy in Kerala has been received from the Kerala Government.

(b) Does not arise.

Shri Baghunath Singh: May I know how many States have submitted this scheme for procurement of rice and paddy?

Shri A. M. Thomas: As the hon. House knows, we are procuring on Central Government account in the Punjab, Orissa, Andhra Pradesh and Madhya Pradesh. Various State Governments, such as West Bengal, Assam and Madras have submitted proposals. We have approved their schemes, and they are also procuring on their own account Mysore also.

The Minister of Food and Agriculture (Shri A. P. Jain): May I add that with the exception of Kerala and Bombay, practically all the principal rice-growing States are procuring either on their own account or on the account of the Centre, or the Centre is procuring in those States?

Goods Train Collision

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*1316. { **Shri S. M. Banerjee:**
Shri Jagadish Awasthi:
Shri Warior:

Will the Minister of Railways be pleased to state

(a) whether a truck collided with a goods train at a level crossing near Salanpur on the Eastern Railway on the 26th February, 1959; and

(b) if so, the number of casualties?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) Yes sir

(b) Killed 4 All of them were Injured 1 occupants of the truck.

Shri S. M. Banerjee: May I know whether there was no gate at the level-crossing, and if there was, whether it was open, for, otherwise, how could a truck collide with the goods train?

Shri S. V. Ramaswamy: It was an unmanned gate.

Shri S. M. Banerjee: May I know whether any inquiry has been instituted in this case?

Shri S. V. Ramaswamy: It has been instituted.

Shri Hem Barua: If gate is an unmanned gate, what is the purpose in having it? Is it electrically operated?

Shri S. V. Ramaswamy: It is an unmanned level-crossing; because there is no heavy traffic, it is unmanned.

Shri V. P. Nayar: How does the gate open and close?

Shri S. V. Ramaswamy: It is an unmanned level-crossing.

Shri V. P. Nayar: We could understand if no gate were there. But if there is a gate, and it is unmanned, how do you expect the truck driver to go and open it and then pass?

Shri S. V. Ramaswamy: It is a 'C' class level-crossing, it is unmanned; there is no man there.

Mr. Speaker: The hon. Minister must say whether there is a door for it or not.

Shri S. V. Ramaswamy: There is no gate, and there is no man there.

Mr. Speaker: He says that it is an open level-crossing for which there is no gate and no door. That is all that is asked for.

Shri V. P. Nayar: We heard only the word 'unmanned'.

Raza and Buland Sugar Factories
Rampur

*1318 **Shri S. A. Mehdī:** Will the Minister of Food and Agriculture be pleased to state:

(a) whether any steps have been taken by the Central Government regarding the opening of the Raza and Buland Sugar Factories, Rampur;

(b) if so, the nature of the same;

(c) the amount of loss to cane growers during the period of lock out?

The Deputy Minister of Food and Agriculture (Shri A. M. Thomas): (a) and (b) It is understood that the Raza and Buland factories resumed crushing on 4th and 10th March, 1959 respectively

(c) None, Sir. The cane was diverted to neighbouring sugar mills at the controlled price

Shri S. A. Mehdī: May I know whether any relief has been given to the cane-growers of that area for the loss sustained during this strike?

Shri A. M. Thomas: According to our information, the cane was diverted to the neighbouring factories, and the cane-growers were paid at the controlled price. However, these factories had to incur some loss and the loss has been estimated at about Rs 10 lakhs.

Shri Ranga: May I know whether Government have satisfied themselves that all the cane that is grown in that area has been actually diverted to the other sugar mills?

Shri A. M. Thomas: That is our information from the UP Government.

The Minister of Food and Agriculture (Shri A. P. Jain): In fact, I may add that this year there is a great shortage of cane in the western districts and there is no question of any cane remaining over uncrushed.

Shri S. M. Banerjee: May I know the causes of the strike and the lock-out in the two mills?

Shri A. P. Jain: Labour trouble

Shri S. M. Banerjee: May I know on what terms the lock-out has been lifted, and what settlement has been reached?

Shri A. M. Thomas: There are no terms. The lock-out was declared because there was an illegal strike, so that the lock-out was legal. Later on, these strikes were withdrawn by the labour union on 7th March, 1959, and then, later on, the factories opened.

श्री ब्रज राज सिंह क्या मिनिस्टर जी, यह बतलान की कृपा करें कि जिस दूसरी मिल में यह जागरूक हो गया वह इस मिल में कितनी दूर थी और दूर हाल के कारण क्या किसानों को उस वेतन परिय बुद्धि अधिक दिया गया?

प्रधानमंत्री: यह अलग है।

This does not arise out of the main question.

Shri A. M. Thomas: I have no information with regard to the distance to the neighbouring factories.

Shri Braj Raj Singh: How was it possible that the cane could be diverted to the other mills?

Shri A. M. Thomas: By normal transport.

Shri S. M. Banerjee: The hon. Minister has stated that the factory was opened and the workers joined. I want to know whether the sugar factory authorities have accepted all the workers, or they have discharged some and taken disciplinary action against them.

Shri A. M. Thomas: We have no information with regard to that. According to us, a wage board for the sugar industry has been appointed by the Central Government, and that has submitted the report on 9th December, 1958, and it has recommended the grant of an interim relief at

the rate of 5 per cent subject to a minimum of Rs 3 for all workmen whose emoluments were up to Rs 100 p.m.

Shri S. M. Banerjee: May I know whether all the workers have been taken back in their jobs?

Shri A. P. Jain: We have no information on that matter.

Delhi-Agra Road

*1316. **Shri Ram Krishan Gupta:** Will the Minister of Transport and Communications be pleased to state

(a) whether it is a fact that Union Government have asked the Punjab and Uttar Pradesh Government to start joint operations to keep the Delhi Agra Road in a perfect motorable condition for Taj-bound tourists,

(b) if so whether both the Governments have agreed to do so, and

(c) if not the reasons for their refusal?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) and (b) The Delhi Agra Road is a National Highway the maintenance of which though carried out through the State Governments of the Punjab and Uttar Pradesh is a direct responsibility of the Centre. The road surface got damaged during the last monsoon and the State Governments were directed to carry out restoration works in their respective jurisdictions. Necessary funds have also been placed at their disposal. The road surface has already been brought to a fairly good motorable condition and further work is in progress.

(c) Does not arise.

Shri Ram Krishan Gupta: May I know whether the portion of this road which was damaged due to the floods has been repaired fully?

Shri Raj Bahadur: I have said that about 25 miles of this road were damaged, and the road surface has

already been brought to a fairly good motorable condition and further work is in progress

Shri C. D. Pande: May I know whether Government have any idea of constructing a double-way traffic road, so that the traffic between Delhi and Agra may be facilitated, and whether it would be on the lines of the German Autobahn?

Shri Raj Bahadur: That is a very happy idea and it should be taken into consideration while formulating the Third Plan proposals.

श्री भक्त दर्शन क्या मंत्री महोदय यह बनाने की कृपा करेंगे कि जून जुलाई मे जो बग्गात आने वाली है उम मे पहले ही यह सडक ठीक हालत मे हो जायेगी ?

श्री राज बहादुर मे ने निवेदन किया कि सडक अभी भी ठीक हालत मे कर दी गई है मामूली रिपेर्सन रा दिपे गये हैं। इस के अलावा स्टेट गवर्नरेट से यह कह दिया गया है कि वह मान मीन का जो बहुत नीचा टुकड़ा है उम को ऊचा कराने के बास्ते नक्षमीना नैयार करे।

Shri Ram Krishan Gupta: May I know whether there is any proposal to raise the level of this road?

Shri Raj Bahadur: I have already said that about seven miles of that road have got to be raised

कुतुब मीनार जाने वाली सडक पर बिजली की रोशनी

*१३२१. श्री भक्त दर्शन क्या स्वास्थ्य मंत्री १३ अप्रैल, १९५८ के नागरिक प्रदन मल्ला १८०८ के उनर के सम्बन्ध मे यह बनाने की कृपा करेंगे वि नई दिल्ली मे मफदरजग हवाई फ्लॉट मे आगे कुतुब मीनार जाने वाली सडक पर बिजली को रंगनी का प्रबन्ध करन के बारे मे इस बीच क्या प्रगति हुई है ?

स्वास्थ्य मंत्री (श्री कर्मरकर) कुतुब रोड पर खुशक नाला तक बिजली की रोशनी

का प्रबन्ध है। इस बीच खुशक नाला से यूसुफ सराय बाजार तक सड़क पर बिजली की रोशनी के प्रबन्ध मे कोई प्रगति नहीं हुई है। केन्द्रीय लोक विर्माण विभाग से फैज़ प्राप्त होने पर नई दिल्ली नगर पालिका इस कार्य को करेगी।

जहा तक यूसुफ सराय बाजार से आगे वाली कुतुब रोड के हिस्से का सम्बन्ध है यह दिल्ली नगर निगम की सीमा मे पडता है और निगम ने बनाया है कि यह कायं चालू विनिय वर्ष मे प्रारम्भ किया जाने वाला है और शीघ्र ही पूर्ण हो जायेगा।

श्री भक्त दर्शन श्रीमान्, इस विवरण से जान हाता है कि यद्यपि इस मत्राल को पूर्ण हुए करीब डेढ़ वर्ष ही गये लेकिन प्रभी तक इस सम्बन्ध मे विचार ही हो रहा है। चूंकि इस सड़क पर बहुत यातायात है तो क्या इस सम्बन्ध मे शीघ्रता की जायेगी।

Shri Karmarkar: I appreciate the hon Member's anxiety; in fact, I said it myself that the work should be done as early as possible. I understand that this question falls within the jurisdiction of the Municipal Corporation, and they have reported that the work is likely to be taken in hand during the current financial year and will be completed shortly.

श्री भक्त दर्शन श्रीमान्, इस का जो हिस्सा नई दिल्ली एवनिमिपन कमेटी के अन्तर्गत है वह तो मायं भारत सरकार के आधीन है फिर उम क्यों नहीं जल्दी बनाया जाना ?

Shri Karmarkar: This work will be undertaken by the New Delhi Municipal Committee when funds are made available to it by the Public Works Department. I shall try to expedite it with both the organisations.

Rajasthan Canal Project

*१३२२. **Shri Harish Chandra Mathur:** Will the Minister of Irrigation and Power be pleased to refer to the reply

given to Unstarred Question No 1048 on the 27th February, 1959 and state

(a) how the estimated cost of Rs. 66 47 crores sanctioned for the Rajasthan Canal Project is going to be shared,

(b) what is the Centre's contribution and responsibility in the project, and

(c) whether in giving final shape to the project and programme of work, Members of Parliament and State Legislatures are being consulted?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) The entire cost of the Project will be borne by the Government of Rajasthan who are the sole beneficiaries from this Project

(b) The Central Government are advancing loans to the Government of Rajasthan for financing the expenditure to be incurred on this Project. With a view to ensure efficient, economical and early execution of the Project, a Committee of Direction with the Union Minister for Irrigation and Power as its Chairman and the Rajasthan Canal Board, with representatives of the Central and State Governments have been constituted vide Ministry of Irrigation and Power Resolution No DW III-26(4)/58 dated 19-12-1958, a copy of which was laid on the Table of the House on 27-2-1959 in reply to Unstarred Question No 1048

(c) The formulation of the integrated plan of the Project involves technical issues and therefore it is not the practice to discuss the details of the Plan with the Members of the Parliament and State Legislatures. However, any suggestion from them would be most welcome and they would always be kept informed of the progress and proposals, as and when required

Shri Harish Chandra Mathur: In view of the fact that the entire cost of Rs 60 crores has to be borne by the State of Rajasthan, how is it that

the Government of the Punjab has got a full say in the administration of the project and not the Government of Rajasthan?

Shri Hathi: The first 125 miles lie in the Punjab territory. So, they are also the executive authorities, and they will have to execute the project

Shri Harish Chandra Mathur: I asked about the implementation of the project in the territory of Rajasthan. Who are the executive authorities in the Control Board which is in charge of the execution of the project within the State of Rajasthan? Has the State of the Punjab got any full say in the matter, and if so, what are the reasons?

Shri Hathi: The whole position is this, that the beneficiary is going to be Rajasthan, no doubt. But the first 125 miles or so lie within the territory of the Punjab, and unless the Punjab Government executes the work, it will not be possible for Rajasthan to derive the benefit. The first 125 miles lie in the Punjab area, and, it is, therefore, that their co-operation is very much essential, and, therefore, in the committee of direction that has been appointed, there is the Minister of Irrigation and Power as the chairman, and the two Chief Ministers of Punjab and Rajasthan are members.

Shri Harish Chandra Mathur: May I know whether the overall plan has been finalised? I am not concerned here with the details, but in respect of the general aspects of the plan, may I know whether Members of Parliament and the legislature will be consulted?

Shri Hathi: I have mentioned it in part (c) of the statement. So far as the technical aspects are concerned, it is not the practice to consult the Members of the legislatures and the Members of Parliament. But any suggestions from them will be welcome so far as the utilisation and other things are concerned, but not on the technical aspects.

Shri Braj Raj Singh: May I request that question No 1323 be answered? We have received 250 telegrams from all over India on this matter. Let it be allowed all over India on this be allowed to be answered. It is in the name of Shri Sanganna

Mr. Speaker: No, no. This subject comes up almost every day. Hon. Members will read the answer in the cyclostyled proceedings

WRITTEN ANSWERS TO QUESTIONS

Power Projects in Himachal Pradesh

*1290. **Shri Rajendra Singh:** Will the Minister of Irrigation and Power be pleased to state

(a) whether it is a fact that the Himachal Pradesh Administration is considering a proposal worth Rupees 7.2 crores for construction of a 60,000 kw Station in the Sine river bed near Chamba; and

(b) if so, the salient features of this Project?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) A project on river Seul is under investigation. There is no river known as Sme in or near Chamba District

(b) By diversion of waters through a channel about 15 miles long, it is possible to obtain a hydraulic head of 1,300 to 1,500 feet for the generation of hydro-electric power of about 60,000 KW

Minimum discharge at present is about 150 cusecs but by constructing a dam the minimum discharge can be increased to about 450 cusecs

Tungabhadra High Level Canal

*1299. **Shri Nagi Reddy:**
Shri Ramam:

Will the Minister of Irrigation and Power be pleased to refer to the reply given to Starred Question No 980 on the 5th September, 1958 and state

(a) the estimated cost of Mid-Pennar Scheme—part of the Tungabhadra High Level Canal;

(b) the estimated area which can be brought under irrigation under this Scheme;

(c) whether any steps have been taken to begin construction, and

(d) the probable year by which this Scheme would be commissioned into service?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) About Rs 380 lakhs. The outlay during Stage I will be of the order of Rs 286 lakhs

(b) The entire ayacut area of about 84000 acres envisaged under the scheme will be brought under irrigation on completion of Stage I

(c) The State Government have not as yet drawn up the phased programme of construction

(d) The completion will depend on the phased programme of construction and availability of funds

Development of Agartala

*1302. **Shri Dasaratha Deb:** Will the Minister of Health be pleased to state:

(a) whether it is a fact that the Tripura Administration has suggested a scheme for the development of Agartala Town,

(b) if so, the details thereof,

(c) the estimated amount required for implementing it, and

(d) the action taken so far in the matter?

The Minister of Health (Shri Karmarkar): (a) to (d) A statement indicating the schemes suggested by Tripura Administration for development of Agartala Town, with action taken thereon, is laid on the Table of the Sabha. [See Appendix IV, annexure No. 48].

Sale of Books and Newspapers on Railway Stations

*1303. **Shri Yajnik:** Will the Minister of Railways be pleased to state:

(a) whether Wheeler & Company, who have got the sole right of selling books and newspapers from Railway stalls in the Gujarat section of the Western Railway, have not made any arrangements for selling such material on the stations located on the Ahmedabad-Khed-Brahma line;

(b) whether some other persons have applied for selling newspapers, etc at any station on that line; and

(c) whether such licences have been withheld from such persons for years past thus resulting in non-availability of newspapers to passengers travelling on that line?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) Yes

(b) Yes

(c) Under the existing terms of the agreement executed by the Western Railway Administration with Messrs A H Wheeler & Co Ltd, requests for licenses from other parties could not be accepted

However, what arrangements can be made for the sale of newspapers etc at some stations on that section is under consideration

Settlement Operation in Manipur

*1305. **Shri L. Achaw Singh:** Will the Minister of Food and Agriculture be pleased to state

(a) whether settlement operations have started in the Valley of Manipur; and

(b) if so, whether any principles have been laid down for classification of the lands to be surveyed?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) Yes, Sir.

(b) Not yet.

Rourkela-Talcher Rail Line

*1306. **Shri P. G. Deb:** Will the Minister of Railways be pleased to state:

(a) what is the progress of work in the construction of the rail line from Rourkela to Talcher via Barkote in the State of Orissa, and

(b) what priority has been assigned now for allocation of funds for the above purpose after the setting up of Rourkela Steel Plant?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) The Rourkela-Talcher line is not included in the Second Five Year Plan, but a 23 mile portion of this route from Rourkela to Patasai falls on the Rourkela-Dumaro new line under construction for the transport of iron ore to the Steel Plant

(b) Does not arise

Daulat Committee Report on Bhakra Project

*1308. **Shrimati Ila Palchoudhuri:** Will the Minister of Irrigation and Power be pleased to state

(a) whether Government of India's attention has been drawn to the news appearing in the *Delhi Hindusthan Standard* dated the 18th February, 1959 in regard to the findings of the Daulat Committee on the construction and expenditure of Bhakra Works,

(b) whether, since the Government of India are the main financiers of these works, the report was made available to them by the Punjab Government before the latter took decisions in regard to the Committee's recommendations,

(c) if so, the reaction of the Government of India thereto;

(d) the advice given by the Central Government to the Punjab Government in this connection; and

(e) whether a copy of the report will be laid on the Table?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) and (b). Yes, Sir.

(c) and (d). The Bhakra Control Board considered the report of the Committee and requested the Punjab Government to take suitable action against the persons at fault. The Government of India have been kept on the stations located on the Punjab Government.

(e) Copies of the report will be placed in the Parliament Library as soon as they become available.

Gliding Centres

*1311. **Shri T. B. Vittal Rao:** Will the Minister of Transport and Communications be pleased to state:

(a) how many gliding centres have been opened so far out of 10 gliding centres proposed to be established during the Second Five Year Plan period; and

(b) where they have been established?

The Deputy Minister of Civil Aviation (Shri Mohiuddin): (a) and (b). It has not been possible to establish any additional Gliding Centres during the first three years of the Second Plan period mainly due to the shortage of gliding equipment on account of the continued foreign exchange difficulties.

Works Committee

*1312. **Shri Easwara Iyer:** Will the Minister of Food and Agriculture be pleased to refer to the reply given to Starred Question No. 440 on the 1st December, 1958 and state:

(a) whether any steps have been taken for the formation of the Works Committee in the Indian Agricultural Research Institute; and

(b) if not the reasons therefor?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) and (b). Steps have been taken for the formation of a Works Committee in the Indian Agricultural Research Institute. As there are 12 categories of employees at the Indian Agricultural Research Institute, the decision of the Chief Labour Commissioner, Ministry of Labour and Employment, has been obtained about the categories of employees who should be classified as "workers" for the purpose of the Industrial Disputes Act. A list of voters in the various Divisions of the Institute, other than those employees who are members of the I.A.R.I. Agricultural and Industrial Workers' Union, has been completed. The President of this Union has been requested to supply an up-to-date list of workers as required under Section 35 of the Act. The Works Committee will be formed after this information is received from the President of the Union.

Deaths Due to Heart Failure

*1315. **Shri N. E. Munisamy:** Will the Minister of Health be pleased to state:

(a) whether any research or study is made to know the causes of frequent deaths of human beings as a result of heart failure; and

(b) whether any steps have been taken to prevent incidents of deaths due to heart attack?

The Minister of Health (Shri Karmarkar): (a) Yes, Sir, Research work is in progress.

(b) Such preventive steps will be possible only after the results of research into various causes of heart diseases are available. At present certain ameliorative measures have been adopted with some success.

Railway Accident on Mandar-Bhagalpur Line

*1317. Shri Shree Narayan Das: Will the Minister of Railways be pleased to state:

(a) whether it is a fact that on the 22nd February, 1959, two children were crushed to death in the laps of their mothers while they were travelling to Bhagalpur on the Mandar-Bhagalpur Branch line on the occasion of Maghi Purnima Mela,

(b) if so, the circumstances in which this tragedy occurred,

(c) whether any inquiry has been held in this connection, and

(d) if so, the result of the enquiry?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a) to (d) No such information has been received by the Eastern Railway Administration

Fertilisers

*1320. Shri Rameshwar Tantia: Will the Minister of Food and Agriculture be pleased to state

(a) the expected demand of fertilizers in the country during the next one year,

(b) how much supply has already been ensured for the next one year; and

(c) the countries which are supplying it and under what terms and conditions?

The Minister of Food and Agriculture (Shri A P Jain): (a) to (c) A statement is laid on the Table of the Sabha [See Appendix IV, annexure No 49]

Early Publication and Implementation of Pay Commission's Report and withdrawal of Service conduct Rules 4(A) and 4(B)

*1323. Shri Sanganna: Will the Minister of Transport and Communications be pleased to state:

(a) whether Government are aware of the move by the P & T Staff to

court arrest regarding early publication and implementation of the Second Pay Commission's Report and the withdrawal of Rules 4(A) and 4(B) of the Government Servants Service Conduct Rules, and

(b) if so what is the reaction of the Government to it?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) Newspaper reports to this effect have come to the notice of Government

(b) Government will deal with the breaches of the rules in an appropriate manner when the time comes.

Power Units at Bhakra

*1324. *Shri Ram Krishan Gupta.*
Shri Ajit Singh Sarhadi:

Will the Minister of Irrigation and Power be pleased to refer to the reply given to Starred Question No 1123 on the 17th December, 1958 and state:

(a) whether any decision has since been taken on the proposal of the Punjab State Government to install 4 generating units of 90,000 k.w. each in the Bhakra Right Power Plant, and

(b) if so, the details thereof?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) No, Sir

(b) Does not arise

Passenger Guides on Northern Railway

2000. Shri Ram Krishan Gupta: Will the Minister of Railways be pleased to state the names of the stations on Northern Railway where passenger guides are provided (Division-wise)?

The Deputy Minister of Railways (Shri Shahnawaz Khan): The names of stations where Passenger Guides

have been provided, on the Northern Railway, are given below:

1. Allahabad		} Allahabad Division
2. Kanpur Central		
3. Tundla		
4. Aligarh		} Delhi Division
5. Delhi		
6. Saharanpur		
7. Ambala Cantt.		} Lucknow Division
8. Bhatinda		
9. Lucknow		} Moradabad Division
10. Varanasi		
11. Hardwar		} Ferozepore Division
12. Ludhiana		
13. Jullundur City		
14. Amritsar		} Jodhpur Division
15. Jodhpur		
16. Merta Road		

Bombay-Delhi Air-conditioned Train Service

2001. **Shri Ram Krishan Gupta:** Will the Minister of Railways be pleased to state:

(a) whether the attention of Government has been drawn to the inadequacy of certain arrangements in the Third Class air-conditioned and vestibuled train service between Bombay and New Delhi; and

(b) if so, the action taken in the matter?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a) Yes.

(b) Some improvements have been carried out in the Chair Cars during the last Workshop repairs. Other improvements are under consideration and those found feasible for adoption will be effected in due course.

Hindustan Shipyard

2002. **Shri Ram Krishan Gupta:** Will the Minister of Transport and Communications be pleased to state:

(a) the extent to which country's demand in respect of ships is met by Hindustan Shipyard;

(b) the total cost of ships imported during 1958; and

(c) time by which the country would become self-sufficient in this regard?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) The total tonnage proposed to be acquired during the second plan period is 3,90,000 GRT. Against this requirement, the Hindustan Shipyard is expected to build 90,000 GRT.

(b) The total cost of ships purchased secondhand or built abroad and delivered, during 1958 is Rs. 6,97,60,800.

(c) It is difficult to give any precise indication at this stage.

Indian Airlines Corporation

2003. **Shri Ram Krishan Gupta:** Will the Minister of Transport and Communications be pleased to state the total number of miles flown, passengers carried and freight received by the Indian Airlines Corporation during the year 1958?

The Deputy Minister of Civil Aviation (Shri Mohiuddin): (i) Miles flown: 19,475,232.

(ii) Passengers carried: 6,45,429.

(iii) Freight carried (including mails): 57,304 tons.

Lady Hardinge Hospital, New Delhi

2004. **Shri Ram Krishan Gupta:** Will the Minister of Health be pleased to state:

(a) whether it is a fact that the number of nurses in the Lady Hardinge Hospital at New Delhi is not adequate; and

(b) if so, the action taken in the matter?

The Minister of Health (Shri Karmarkar): (a) The total number of nursing staff employed, including pupil nurses, is 198 for the sanctioned bed strength of 367. This is considered adequate.

(b) Does not arise.

Rice Mills in Punjab

2005. Shri Ram Krishan Gupta: Will the Minister of Food and Agriculture be pleased to state the number of new rice mills established in Punjab during Second Five Year Plan period so far?

The Minister of Food and Agriculture (Shri A. P. Jain): The information asked for is not available with the Government as there was no system of licensing of rice mills in Punjab until recently.

Indian Agricultural Research Institute

2006. Shri Ram Krishan Gupta: Will the Minister of Food and Agriculture be pleased to state:

(a) the number of meetings of the Indian Agricultural Research Institute held during 1958; and

(b) the decisions taken at these meetings?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) and (b). A statement is laid on the Table of the Sabha [See Appendix IV, annexure No. 50].

Public Call Offices on Railway

2007. Shri Pangarkar: Will the Minister of Transport and Communications be pleased to state:

(a) the names of stations on Central Railway where public call offices have been established; and

(b) the programme chalked out to provide this facility at the rest of the Railway Stations?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) A statement is laid on the Table of the Sabha. [See Appendix IV, annexure No. 51.]

(b) No separate programme has been drawn up for opening Public Call Offices at Railway Stations. Public Call Offices are ordinarily opened at places where there is a demand either from the public, or any particular institution or organisation. Where a Public Call Office is not likely to provide sufficient revenue to meet its cost of installation and maintenance, such Public Call Offices are opened if a specific guarantee of a minimum revenue to the Department is given by the party asking for the Public Call Office.

Electrification of Stations on Railway

2008. Shri Pangarkar: Will the Minister of Railways be pleased to state the names of stations on the Central Railway Zone proposed to be electrified during the Second Five Year Plan period?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): A statement is laid on the Table of the Sabha. [See Appendix IV, annexure No. 52.]

Purchase of Khadi by Central Railway

2009. Shri Pangarkar: Will the Minister of Railways be pleased to state:

(a) the quantity and the value of Khadi purchased by the Central Railway during 1958-59 so far; and

(b) the purposes for which it is purchased?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a)

Quantity	Value
192628 Yds & 23360 Nos of other textiles.	Rs. 4,39,225 From 1-4-1958 to 31-1-59.

(b) For fabrication of uniforms and Dusters, Bed Sheets, Pillow cases, Curtains, Table Cloths, Towels, Napkins etc

Rice Exported from Punjab

2010. Shri D. C. Sharma: Will the Minister of Food and Agriculture be pleased to state:

(a) the total quantity of rice exported from Punjab during the months of August, 1958 to January, 1959 (month-wise); and

(b) the names of the States and the total quantity exported to each State?

The Minister of Food and Agriculture (Shri A. F. Jain): (a) and (b). The following approximate quantities of rice were exported from Punjab outside the Northern Rice Zone consisting of the State of Punjab and the Union Territories of Delhi and Himachal Pradesh:—

(Figures in '000 tons)

Month	Quantity
August, 1958	4.3
September, 1958	10.6
October, 1958	5.6
November, 1958	15.1
December, 1958	10.1
January, 1959	9.2
TOTAL :	54.9

The State-wise distribution of this quantity is as follows:—

Jammu & Kashmir	22.2
Bombay	29.1
West Bengal (Calcutta)	1.3
Defence	2.3
TOTAL :	54.9

Figures relating to movement within the Zone on trade account are not available.

Food Production in Himachal Pradesh

2011. Shri D. C. Sharma: Will the Minister of Food and Agriculture be pleased to state:

(a) the steps taken to increase production of foodgrains in Himachal Pradesh during the year 1958-59;

(b) the steps taken to enlist people's co-operation in growing more food; and

(c) whether Government would form any popular committee to assist the Administration in all matters relating to the food problem?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) to (c). A statement is laid on the Table of the Sabha. [See Appendix IV, annexure No. 53.]

Foreigners Employed at Madras Docks

2012. Shri D. C. Sharma: Will the Minister of Transport and Communications be pleased to state the number of foreigners, particularly Pakistani and Portuguese nationals, employed at present at the Madras Docks?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): Fifteen Pakistani nationals are employed at present by the Madras Port Trust. There are no other foreigners employed by the Madras Port.

Goshalas in Punjab

2013. Shri D. C. Sharma: Will the Minister of Food and Agriculture be pleased to state the grant given to Punjab State during 1958-59 by the Central Government for the development of Goshalas?

The Minister of Food and Agriculture (Shri A. P. Jain): A sum of Rs. 14,000 has been allotted to the Punjab State as Central assistance in 1958-59 for the development of Goshalas.

Over-Bridge at Una

2014. Shri Daljit Singh: Will the Minister of Railways be pleased to state:

(a) whether the scheme to construct an over-bridge adjoining PWD bridge at Una over Swan Nadi in Punjab has been considered by the Railway Board, and

(b) if so, at what stage the scheme stands?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) No, Sir.

(b) Does not arise

Electricity in Orissa

2015. Shri K. P. Deo: Will the Minister of Irrigation and Power be pleased to state the total amount of Central aid as well as foreign exchange given to Orissa Government under the Second Five Year Plan for spending on such works as would increase the production of electricity?

The Deputy Minister of Irrigation and Power (Shri Hathi): A statement giving the requisite information is laid on the Table of the Sabha [See Appendix IV, annexure No 54]

Bridge at Baitarini

2016. Shri P. K. Deo: Will the Minister of Transport and Communications be pleased to state

(a) whether there is any proposal to divert National Highway No 6 (between Keonjhar and Karanji) along the embankment of the 'Bhmkund Dam' when this dam will be constructed,

(b) if so, whether this will result in the bridge constructed on the Baitarini becoming useless,

(c) the amount spent for the construction of this bridge, and

(d) whether the Bhmkund project was not anticipated when the bridge was constructed?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a), (b) and (d). The required information is being collected and will be placed on the Table of the Lok Sabha in due course.

(c) Rs 11.85 lakhs

Sheds for Passengers at Railway Stations

2017. Shri D. C. Sharma: Will the Minister of Railways be pleased to state

(a) the number of stations on Amritsar-Pathankot railway line at which sheds for third class passengers have been constructed so far; and

(b) when such sheds would be constructed at the remaining stations?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a) Three.

(b) Provision is made in annual programmes having regard to the justification and availability of funds according to decisions taken in consultation with the Users' Amenities Committee

सालाना

२०१८. श्री लूशवक्त राय: क्या साला तथा हृषि मंत्री यह बताने की ज्या करेंगे कि

(क) गत तीन वर्षोंभर्यात् १६५५-५६, १६५६-५७ और १६५७-५८ में भारत में कुल कितना प्रनाज पैदा हुआ और

(ख) देश में कुल कितने प्रनाज की स्थित है?

साला तथा हृषि मंत्री (श्री द० प्र० लैल):
(क) गत तीन वर्षों में भारत में

निम्न मात्रा में बान्ध और दालों की उपज हुई

वर्ष	मात्रा (हजार टनों में)
१९५५-५६	६५,७६४
१९५६-५७	६८,७४८
१९५७-५८	६२,०२६

(स) देश में प्रति वर्ष अनाज की कुल उपज बताने के लिये विश्वसनीय आकड़े उपलब्ध नहीं हैं।

Sale of Chilka Lake Fish

2619 Shri P. G. Deb: Will the Minister of Food and Agriculture be pleased to state

(a) the total amount of money earned yearly by sale of Chilka lake fish of Orissa at Calcutta market,

(b) how many tons of prawns, lobsters and crabs respectively are caught every year from Chilka Lake,

(c) whether the Centre proposes to set up a modern fish processing plant somewhere on the east coast of Orissa; and

(d) if so, the steps Government propose to take in the matter?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) Approximately Rs 60 to Rs 80 lakhs annually

(b) About 500 to 750 tons. Figures for different categories not available

(c) No, Sir

(d) Does not arise

Joint Water Supply Scheme at Manmad

2620. Shri Jadhav: Will the Minister of Railways be pleased to refer to the reply given to Unstarred Question No. 838 on the 25th August, 1958 and state:

(a) whether it is a fact that the Manmad Municipality has submitted

its joint water supply scheme to the Railway Board; and

(b) whether the Railway Board have taken a decision to contribute its share to the joint scheme?

The Deputy Minister of Railways (Shri Shah Nawaz Khan): (a) The Central Railway approached the Railway Board for permission to participate in the joint scheme sponsored by the Government of Bombay. Subsequently, the Government of Bombay and the President, Manmad Municipality wrote in general terms to the Railway Board urging that sanction may be conveyed early to the Railway.

(b) The sanction was communicated to the Railway Administration in December, 1958.

Railway Quarters

2621. Shri Jadhav: Will the Minister of Railways be pleased to state:

(a) the number of quarters constructed for the Railway servants at Igatpuri, Nasik, Manmad and Nandgaon during the year 1958-59 so far;

(b) the number of quarters which will be constructed during 1959-60; and

(c) what is the number of essential staff at the above stations with a break up of each place, and the number of quarters provided for them?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) 65 quarters in all were constructed at these stations

(b) About 70 quarters are expected to be built during 1959-60

(c) The information is given below:

Name of station	No of essential staff (approx.)	No of quarters provided (approx.)
Igatpuri	1110	360
Nasik	237	136
Manmad	694	55
Nandgaon	499	39

Construction of Roads in Andhra

2022. Shri M. V. Krishna Rao: Will the Minister of Transport and Communications be pleased to state:

(a) whether Government have received any schemes from Andhra Pradesh for roads to be constructed during 1959-60 under the Central Road Fund Scheme; and

(b) if so, whether the scheme has been approved?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) and (b). No programme of schemes proposed to be constructed specifically during 1959-60 from the Central Road Fund has been received from the Government of Andhra Pradesh. A programme of 20 works in the State estimated to cost Rs. 26.7 lakhs was approved in October 1958, the cost being met from allocations to the State Government from the Central Road Fund. Besides this grants from Central Road Fund (Ordinary) Reserve aggregating Rs. 24.875 lakhs have been offered to the State Government to meet 50 per cent. of the cost of nine more works. A list of these 29 works is laid on the Table of the Sabha. [See Appendix IV, annexure No 55] The State Government will presumably undertake some of these works during 1959-60

Passenger Amenities at Railway Stations

2023. Shri Daljit Singh: Will the Minister of Railways be pleased to state the passenger amenities proposed to be provided at the Railway Stations on the Pathankot-Joginder Nagar line on the Northern Railway during 1959-60 and 1960-61?

The Deputy Minister of Railways (Shri Shah Nawaz Khan): Electric installations are proposed to be provided at Guler, Nurpur Road, Baijnath Mandir and Samloti during 1959-60. No proposals so far have been drawn up for 1960-61. These will be drawn up in consultation with the Railway

Users' Consultative Committees taking into consideration the availability of funds and materials.

T.B. Patients

2024. Shri Subodh Haneda: Will the Minister of Health be pleased to state:

(a) whether Government have any record as to the number of T.B. patients who are on the waiting lists of T.B. Hospitals and Sanatoria in different parts of India;

(b) if not, whether Government contemplate to make a survey in the matter; and

(c) whether any new Hospital or Sanatorium is going to be started during the remaining period of the Second Five Year Plan?

The Minister of Health (Shri Karmarkar): (a) and (b). The Central Government do not have any record of the number of T.B. patients on the waiting lists of T.B. Hospitals and Sanatoria in different parts of India. Necessary information has, however, been called for from the State Governments and Union Territories and will be placed on the Table of the Sabha when received.

(c) No T.B. Hospital or Sanatorium is proposed to be opened by Health Ministry during the remaining period of the Second Five Year Plan.

Dental College, Amritsar

2025. Shri Ram Krishan Gupta: Will the Minister of Health be pleased to state:

(a) whether it is a fact that Union Government has agreed to give financial assistance for the expansion of Dental College at Amritsar; and

(b) if so, the nature of the assistance offered?

The Minister of Health (Shri Karmarkar): (a) Yes.

(b) According to the pattern laid down by the Government of India, the

Central assistance will be 75 per cent of non-recurring expenditure and 50 per cent of recurring expenditure on the expansion of the College during the Second Five Year Plan period subject to the following ceilings

Non-recurring expenditure—Rs 35,000 for each additional seat provided

The Central Government will meet 75 per cent of this expenditure

Recurring expenditure—Rs 8,000 per additional seat

The Central Government will meet 50 per cent of this expenditure

Railway Stores

2026. Shri Ram Krishan Gupta: Will the Minister of Railways be pleased to state

(a) whether it is a fact that a considerable portion of Railway stores is imported from foreign countries,

(b) if so, the extent of imports in 1958-59, and

(c) the nature of steps taken or proposed to be taken to make India self-sufficient in this regard?

The Deputy Minister of Railways (Shri Shahnawaz Khan). (a) No, Sir

(b) The year 1958-59 is not yet over and figures are not available

(c) A statement is laid on the Table of the Sabha [See Appendix IV, annexure No 56]

Purchase of Ships from Japan

2027. Shri Ram Krishan Gupta: Will the Minister of Transport and Communications be pleased to refer to the reply given to Starred Question No 57 on the 18th November, 1958 and state

(a) whether the negotiations with a private Japanese firm for a dollar loan to purchase ships have since been finalised, and

(b) if so, the main terms of the loan?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) No, Sir The Japanese firm have since informed the Government of India that owing to the difficult money market conditions in the U.S.A., they are now not in a position to obtain a dollar loan for Indian Shipping

(b) Does not arise

T.B. Isolation Beds

2028. Shri Ajit Singh Sarhadi: Will the Minister of Health be pleased to state

(a) the target number of isolation beds for the advanced cases of TB for the Second Five Year Plan period, and

(b) the number of beds already provided up till now?

The Minister of Health (Shri Karmarkar): (a) 4,000 beds

(b) 3,043 TB isolation beds have been allotted to the State Governments, out of which only 630 beds have actually been established so far

उत्तर प्रदेश में नदियों पर पुर

२०२९ श्री महत दशन का परिवहन तथा संचार मन्त्री १ दिसंबर १९५८ के अनारकिं प्रश्न मन्त्रा ३०१ के उत्तर के मद्देन्य में यह बताने को क्रान्ति करेग कि नदियों पर पुनर्नाने के लिये उत्तर प्रदेश सरकार को अनुदान दने की विचाराधीन प्रस्तावना के बारे में क्या निर्णय किया गया है?

परिवहन तथा संचार मंत्रालय में राज्य-मंत्री (श्री राज बहादुर) एक विवरण साथ में लगा दिया गया है। [रिपोर्ट परिवहन ४, अनुदान संख्या ५७]

विस्ती में पीढ़ी का संरक्षण

२०३०. श्री नवल प्रभातकर : ममा आज सभा कुछ भंडी यह बताने की हुया करेंगे कि :

(क) विस्ती में पीढ़ों के संरक्षण के लिये की गई कार्यवाही का विवरण क्या है ;

(ख) संरक्षण करने पर किन-किन बीमारियों को रोकने के उपाय किये गये ; और

(ग) कितने एकड़ भूमि में ये उपाय किये गये हैं ?

आज सभा कुछ भंडी (श्री अ० प्र० बैन) : (क) (१) फसलों को कीटोरों, बीमारियों सभा और भास से बचाने के कार्य की देखभाल करने के लिये एक पूरे बक्त का पीछा संरक्षण निरीक्षक की ओर कुछ सहायक जूनियर स्टाफ की नियुक्ति ।

(ख) कितानों को कीमत के ५० प्रतिशत पर कीटाणुनाशक दवाईयों का देना ।

(ग) पीछा संरक्षण औजारों को जो किसानों को कीटोरोग नियंत्रण कारों के लिये मुफ्त दिये जाते हैं, सुरक्षित केन्द्रों पर इकट्ठा करना ।

(क) १९५८ में गेहू के बीज हारा अने रोनों द्वारा स्मृट (loose smut) करने स्मृट (flag smut) ईंधर कोकल और फूट रोट (ear cockle and foot-rot) और भालू के घरली ब्लाइट (early blight) रोग के विरुद्ध नियन्त्रण करने वाने उपाय किये गये ।

(ख) इसाज किया हुआ तथा रोग बुक्त गेहू का बीज १०,००० एकड़ भूमि में बोने के लिये काफ़ी था । इस के प्रतिरिक्ष २७८ एकड़ लेन्ड में भालू के घरनी ब्लाइट रोग पर नियन्त्रण किया गया ।

विस्ती में स्कूटर

२०३१. श्री नवल प्रभातकर :

ममा आज सभा संचार भंडी यह बताने की हुया करेंगे कि :

(क) विस्ती में इस समय कितने स्कूटर बन रहे हैं ;

(ख) गत बर्ष कितने स्कूटरों का आवास हुया ; और

(ग) इन आवासों का स्वरूप क्या था ?

परिवहन सभा संचार औंडायम में राज्य-भंडी (श्री राज बहादुर) : (क) ११६४ (१२ मार्च १९५६ तक)

(ख) ८७७ ।

(ग) वे आवास स्कूटरों पर ज्यादा सवारियों बिठाने, अन्वायुन्व बलाने, तेज भगाने, सवारियों के साथ दुर्घटवहार, सवारियों को न लेने और यातायात के अन्य लियानों का उल्लंघन करने के कारण किये गये थे ।

Central Road Fund

२०३२. श्री Panigrahi:
श्री B. C. Mullick:

Will the Minister of Transport and Communications be pleased to state:

(a) what road works were undertaken from the Central Road Fund (Ordinary) Reserve in Orissa in 1956-57, 1957-58 and 1958-59 so far; and

(b) what road works are proposed to be undertaken from the Road Fund Reserve in Orissa in 1959-60?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) and (b). One bridge work was undertaken by the Government of Orissa from grants from the Central Road Fund (Ordinary) Reserve during 1956 to 1958.

2. No programme of road works proposed to be undertaken specifically during 1959-60 has been received from the Government of Orissa. Grants aggregating Rs. 30.46 lakhs were recently offered to the State Government from Central Road Fund (Ordinary) Reserve to meet 50 per cent. of the cost of 11 works. A list of these works is laid on the Table of the Sahya. [See Appendix IV, annexure No. 58.] The State Government will presumably undertake some works during 1959-60 out of this list.

Kuradha Irrigation Project in Orissa

2033. Shri Panigrahi: Will the Minister of Food and Agriculture be pleased to refer to the reply given to Starred Question No. 144 on the 21st November, 1958 and state:

(a) the irrigation potential of the Kuradha Irrigation Project in Orissa; and

(b) whether the entire irrigation potential of this project has been utilised for purposes of irrigation?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) and (b). Required information is awaited from the State Government and will be placed on the Table of the Sabha as soon as received.

Manipur Medical Department

2034. Shri L. Achaw Singh: Will the Minister of Health be pleased to state:

(a) whether it is a fact that some graduates working in the Manipur Medical Department have been debarred from promotion to the Central cadre; and

(b) if so, the reasons thereof?

The Minister of Health (Shri Karmarkar): (a) No.

(b) Does not arise.

Telephone Revenue

2035. Shri Ram Krishan Gupta: Will the Minister of Transport and Communications be pleased to state:

(a) the total Telephone Revenue outstanding at present; and

(b) the steps being taken to recover the outstanding?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) According to the latest information available a sum of Rs. 75 lakhs was outstanding on 1st December, 1958 in respect of bills issued upto 31st March, 1958.

(b) In the case of private subscribers, Boards have been constituted in each Circle, for reviewing periodically the position of outstanding against defaulters whose telephone connections have already been closed. These Boards are making special efforts to speed up collections and to take recourse to legal action, where necessary. Government subscribers are also reminded and contacted personally by the Telephone Revenue Accounts Officers to expedite settlement of outstanding bills. The Accounts Officers of Telephone Revenue and the Heads of Circles have also been instructed to enforce strictly disconnection of telephones of both private and Government subscribers for default in payments.

Books for Indian Patients in Delhi Hospitals

2036. Shri Ram Krishan Gupta: Will the Minister of Health be pleased to state:

(a) the nature of books and other literature supplied for indoor patients in the Willingdon Hospital and Nursing Home and Safdarjang Hospital at New Delhi; and

(b) the total amount spent on them during 1958-59?

The Minister of Health (Shri Karmarkar): (a) and (b). No books or other literature are supplied for the use of indoor patients in the Willingdon Hospital and Nursing Home and Safdarjang Hospital, New Delhi.

सदृक यातायात

२०३७ जी विभूति विभ
जी राज कृष्ण यात
जी हेम राज :

क्या परिवहन सचिव संचार मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि अनंदी, १९५८ में इन्हीं में सदृक यातायात के बारे में एक सम्मेलन हुआ था ;

(क) यदि हाँ, तो उस में कौन-कौन से मूल्य निर्णय किये गये ; और

(ग) उन निर्णयों को कार्यान्वित करने के लिये क्या कार्यवाही की गई है ?

परिवहन तथा संचार भवित्वमें राज्य-संस्थी (श्री राज बहादुर) : (क) जी हाँ ।

(क) अपेक्षित सूचना के बारे में एक विवरण सभा-पटल पर रख दिया गया है । [विविध परिवहन ४, अनुबन्ध संख्या ५१].

(ग) इस सम्मेलन में हुए निर्णय सिकारियों के रूप में हैं, जिन पर केन्द्रीय और प्रदेश सरकार विचार करेगी । इस सम्मेलन में की गई अधिकतर सिकारियों प्रदेश परिवहन बंडरटेकिंग (State Transport Undertaking) की अंदरूनी व्यवस्थाओं के विषय में हैं । सम्मेलन की कार्यवाहियों की प्रतियां प्रदेश सरकारों और प्रदेश परिवहन बंडरटेकिंग के प्रब्लमों के पास उन से सम्बन्धित सिकारियों पर आवश्यक कार्यवाही के लिये भेज दी गई हैं । केन्द्रीय सरकार से सम्बन्धित सिकारियों के बारे में आवश्यक कार्यवाही शुरू की जा रही है ।

P. & T. Office Building at Tanakpur

2033. Shri Mohan Swarup: Will the Minister of Transport and Communications be pleased to refer to the reply given to Unstarred Question No. 101 on 12th August, 1958 and state when the P. & T. Building at Tanakpur is likely to be completed?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): The Executive Engineer, C.P.W.D. had invited tenders for the remaining work left out by the previous contractor. !

The cost of work as now estimated has exceeded the original estimate, and these tenders are now under scrutiny. Actual building work is expected to start and be completed during the financial year 1959-60.

Overhauling Facilities on N. Railway

2039. *Shri Daljit Singh:*
Sardar Iqbal Singh:

Will the Minister of Railways be pleased to state:

(a) the names of workshops where facilities of overhauling locomotives, passenger bogies and wagons exist on the Northern Railway;

(b) whether any overhauling work is pending at present; and

(c) the date by which it will be completed?

The Deputy Minister of Railways (Shri Shah Nawaz Khan): (a) to (c). A statement is laid on the Table of the Sabha [See Appendix IV, annexure No 60]

Power Projects in Bombay State

2040. Shri Pangarkar: Will the Minister of Irrigation and Power be pleased to state:

(a) the amount of foreign exchange asked by the Bombay Government for the import of equipment and machinery for the power projects in Bombay during 1959-60; and

(b) the action taken thereon?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) Rs. 240 lakhs.

(b) The requirements of Bombay State are under consideration along with those of other States; release of foreign exchange in each case is, however, considered on its merits, depending upon the availability of funds from time to time.

Grow More Food Campaign in Tripura

2041. Shri Bangshi Thakur: Will the Minister of Food and Agriculture be pleased to state:

(a) the total amount sanctioned and spent so far in connection with the

'grow more food' campaign in Tripura since the beginning of the campaign; and

(b) whether the results so far achieved in this direction are satisfactory in the light of the amount spent so far?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) The total amount sanctioned since and spent so far is:—

Amount sanctioned	Amount spent
Rs. 15.20 lakhs	Rs. 6.24 lakhs

(b) Keeping in view the difficulties that are being faced by the administration such as lack of Transport and Communications and the fact that most of the areas in this territory are inaccessible, the results achieved do not appear to be unsatisfactory.

Road Transport

2642. Shri Jhulan Sinha: Will the Minister of Transport and Communications be pleased to state:

(a) whether any assessment has been made of the total money invested in motor transport at present in the country;

(b) the quantity of goods annually carried by it;

(c) the number of persons employed at present; and

(d) the income to the national exchequer from it annually?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) to (c). Authentic figures in respect of the information required are not available. Estimates have, however, been made by several organisations connected with road transport. The information based on these estimates is given in the statement laid on the Table of the Sabha. [See Appendix IV, annexure No. 61.]

(d) It is presumed that information regarding the revenue receipts is

required. The budget estimates for 1958-59 are:—

Central Government	Rs. 57.5 crores
State Governments	Rs. 37.0 "

Total	Rs. 94.5 crores
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डाल्टनगंगा के निकट बाली का पठारी से उतर जाना

२०४३. श्री रघुनाथ तिहार : क्या रेलवे मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि २ करबरी, १६५६ को मुगलसराय आने वाली एक माल बाली के २३ डिब्बे डाल्टनगंगा स्टेशन (ई० आर०) के निकट पटरी से गिर गये थे ; और

(ख) यदि हा, तो दुर्घटना के कारण क्या है ?

रेलवे उपलंब्धी (श्री सौ. देव० राजस्वामी) :

(क) २-२-५६ को तुबह लगभग ७ बज कर ३८ बिनट पर जब ब० अप० श्री० श्री० एम० स्पेशल मालगाड़ी पूर्व रेलवे के बियांकी और डाल्टनगंगा स्टेशनों के बीच जा रही थी, उस के २४ डिब्बे पटरी से उतर गये, जिन में से १६ उलट गये ।

(ख) दुर्घटना के कारण की जांच की जा रही है ।

मली स्टेशन के बास दुर्घटना

२०४४. श्री रघुनाथ तिहार : क्या रेलवे मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि ३१ जनवरी, १६५६ को पश्चिम रेलवे के भोपाल-उज्ज्वील सब-सेक्यूरिटी पर मली स्टेशन के निकट एक मालगाड़ी से दुर्घटना हो गई थी ; और

(ख) यदि हां, तो दुर्घटना का कारण क्या था ?

रेलवे उपलंब्धी (श्री सौ. देव० राजस्वामी) :

(क) ३१-१-५६ को दिन ब०

कालानगर १ बजे कर ४५ बिन्दु पर बजे थे। ७३४ बजे ताजे भाषी परिवर्तन देखते के उपर्यन्त-ओपाल सेवन में बेरेली और यमनी दौड़करों के लोक वा यहीं थीं, वह ताजान लेने वाली एक लाडी के टक्कर यहीं बिस में रैम की पटरियां लाई थीं। टक्कर की बजाह से नालगाड़ी का इंधन और उस के साथ के ६ डिब्बे पटरी के उत्तर गये।

(क) कर्मचारियों डारा सम्बन्धित विषयों का पालन न किया जाना।

Sugar Factories in Uttar Pradesh

2645. Shri Jadhav: Will the Minister of Food and Agriculture be pleased to state:

(a) what is the number of Sugar Factories in Uttar Pradesh with a break-up of each District; and

(b) what was the corresponding supply of cane upto the end of January of the last season from the beginning of crushing season and what is the same in the current crushing season?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) and (b). A statement is laid on the Table of the Sabha. [See Appendix IV, annexure No. 62.]

Posts of Heads of Hindi Sections on Railways

2646. Shri Onkar Lal: Will the Minister of Railways be pleased to state:

(a) whether it is a fact that a post of Head of Hindi Section in scale of Rs. 360—500 has been created in each zonal Railway Headquarter office for translation work;

(b) whether these posts have been advertised to be filled in by Railway Service Commission, Allahabad, who would also nominate names for resultant vacancies on lower grades in the category of translate on Railways;

(c) if so, the reasons of adoption of the outside man policy in intermediate

or highest scale of pay, in view of large number of graduates in Hindi or in the qualifications prescribed by the commission being available on Railways; and

(d) whether Government would reconsider the decision and fill these posts from amongst the existing railway employees?

The Deputy Minister of Railways (Shri Shahnawaz Khan): (a) Yes.

(b) Yes.

(c) To find the best available material through an independent agency—all serving employees on 260—350, 300—400 and 160—450 being eligible to apply if qualified.

(d) No.

Assam Land Revenue Regulations

2647. Shri L. Achaw Singh: Will the Minister of Food and Agriculture be pleased to state:

(a) whether the Assam Land Revenue Regulations apply to Khaubum valley area of Manipur;

(b) whether the owners of the paddy fields in the valley pay land revenue to the Manipur Administration; and

(c) what is the area of the paddy fields in the valley?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) No.

(b) No.

(c) Approximately 300 acres.

Machine for Generating Cheap Electricity

2648. Shri Hem Raj: Will the Minister of Irrigation and Power be pleased to state:

(a) whether it is a fact that a Colombo Plan expert has hit upon a contrivance for cheap generation of electricity from the hill streams;

(b) if so, the cost of such machine and

(c) the amount of electricity that will be generated by one such unit?

The Deputy Minister of Irrigation and Power (Shri Hathi): (a) The work in connection with the development of small self-contained hydro-electric generating units, at low cost, from hilly streams was taken up by the Central Water and Power Commission in 1956. Mr. Allan Monkhouse, an engineer from the United Kingdom, whose services were obtained by the Government of India under the Colombo Plan, was associated with this work till he left in June 1958, on the expiry of his term of appointment. The work is, however, still in progress and has not yet been finalised.

(b) The design for a turbine capable of developing 3 to 5 kw. are ready but the work on machines of higher ratings is still being contained. As such it is premature to indicate the cost of the machines.

(c) The units under development could produce 3 to 60 kw. depending upon the water and the head available.

Indian Team for Study of Irrigation Techniques in China

2049. { **Shri Siddananjappa:**
Shri Panigrahi:

Will the Minister of Food and Agriculture be pleased to state:

(a) whether an Indian team is going to China to study irrigation techniques in that country; and

(b) if so, who are the members of the team?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) A delegation went to China on the 18th January, 1959 for studying irrigation techniques and returned on 4th March, 1959.

(b) The members of the delegation were:

(i) **Shri Mahavir Prasad, Irrigation Adviser, Government of India, New Delhi, (Leader).**

(ii) **Dr. P. Sen, Director, Soil Conservation Department, Damodar Valley Corporation, Calcutta; and**

(iii) **Shri D. A. Gadkari, Additional Development Commissioner and Joint Secretary to Government of Bombay, Bombay.**

चूहे

2050. जी विद्युति विषय : क्या चाला तथा हूबि मंत्री यह बताने की हुपा करेंगे कि :

(क) क्या चनाज को चूहों के प्राक्तन से बचाने के लिये सरकार को कोई औद्योगिता लगाने में सफलता मिली है ; और

(ख) यदि हां, तो उस दबाई का नाम क्या है और उसे किस प्रकार प्रयोग किया जाता है ?

चाला तथा हूबि मंत्री (जी ज० प्र० जैन):

(क) यहो को भारत के लिये उपयुक्त बहर पहले से ही मालूम है और उपलब्ध है।

(ख) चूहे मारने के घाम बहर ये हैं :—

१. चिक फासफाइड, (Zinc Phosphide)

२. स्ट्राइचनाइन हाईड्रोक्लोरोइड, (Strychnine Hydrochloride)

३. बेरियम कार्बोनेट (Barium Corbonate)

४ वारफारिन (Warfarin)

५. तामोरिन (Tamorin) और

६. सियानो गैस ए डस्ट या साइमग (Cyano gas A dust or Cymag)

(इसें नाम करने का तरीका)

अपर दिये हुए पहले पांच चूहों को, पिसे हुए बने या बाजरा या दूसरी कोई ऐसी चीज जो चूहे जाते हैं, के साथ मिला

कर बेट की शक्ति में रिए जाते हैं। बेट को आम तौर पर चूहों के बिलों में रखा जाता है। आखिर में बतलावे हुए बाहर को पम्पों द्वारा चूहों के बिलों में चूहों देने के लिये इस्तेमाल किया जाता है जिस के कारण चूहे इन के मन्दर ही मारे जाते हैं।

Demurrage and Wharfage Charges

2851. Shri B. Das Gupta: Will the Minister of Railways be pleased to state:

(a) the amount realised as demurrage and wharfage from coal mines in Adra District, S.E. Railway from 1953 to 1958 annually;

(b) whether any such charges have been foregone during the said period; and

(c) if so, the total amount foregone each year and the reasons therefor?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) to (c). No wharfage charge is leviable in respect of coal in wagonloads from collieries.

A statement showing the demurrage charges realised and foregone during the years 1953 to 1958 is laid on the Table of the Sabha. [See Appendix IV, annexure No. 63.]

Demurrage charges were foregone in the cases in which detention to wagons was strictly not on parties' account.

Kotah Dispensary

2852. Shri Onkar Lal: Will the Minister of Railways be pleased to state:

(a) whether it is a fact that there is greater overcrowding of patients in Railway dispensary at Kotah in the morning consequent upon formation of divisional headquarters there; and

(b) if so, whether Government propose to have a dispensary in divisional office premises to relieve the rush for the benefit of running and other staff?

The Deputy Minister of Railways (Shri Shah Nawaz Khan): (a) Yes, Sir, the number of patients is now more than before.

(b) No, Sir—a separate dispensary has however been opened near the Loco Colony and a 50 bedded hospital is also under consideration.

Wild and Stray Cattle

2853. Shrimati Ila Falchoudhuri: Will the Minister of Food and Agriculture be pleased to state the nature of steps taken and progress made in regard to implementation of the scheme which had been recommended by the Foodgrains Inquiry Committee in respect of wild and stray cattle menacing food-crops in the country?

The Minister of Food and Agriculture (Shri A. P. Jain): The Committee's recommendation in respect of wild and stray cattle was brought to the notice of the State Governments and Union Territories. It was suggested that the following measures may be adopted:—

(i) The old and useless cattle may be segregated by locating gosadans in remote forest areas;

(ii) Rounding up of wild and stray cattle and thereafter taming and disposing them off;

(iii) Enactment where such legislation does not exist and where it exists suitable enforcement under the provisions of the Cattle Trespass Act.

2. The progress so far made by the States and Union Territories may be briefly stated as follows:—

Intensive campaign for rounding up of wild and stray cattle has been initiated in Delhi, Punjab and Jammu and Kashmir. An organization of the Central Ministry of Food and Agriculture gives the necessary assistance in training of catching parties. The Governments of U.P., Madhya Pradesh, Bombay, Bihar and Rajasthan are hoping to take up this scheme shortly.

The problem is not acute in other States and Union Territories.

The number of wild and stray cattle rounded up in the States of Punjab and Jammu and Kashmir and the Union Territory of Delhi since the inception of the Scheme is given below in respect of the period for which information is available:—

State	No.	Period
Punjab	150	1958-59
Jammu & Kashmir	492	1957-58 and upto 31st October 1958.
Delhi	40,854	From 1956-57 and upto 31st December 1958.

Purchase of Railway Sleepers from Karrai

2654. { Shri A. K. Gopalan:
Shri Warior:
Shri Kodiyan:

Will the Minister of Railways be pleased to state:

(a) whether Government have received any representation from workers of the Public Works Department, Kozikode, regarding purchase of railway sleepers from Karrai;

(b) if so, whether Government have taken any steps to purchase sleepers from that area before this financial year ends; and

(c) any scheme to purchase in the next budget year?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) Yes, Sir

(b) and (c). The question of purchasing some more sleepers is under consideration of the Southern Railway

Sleepers from trade are normally purchased through open tenders according to the requirements of the Railways from time to time and according to treatment capacity of sleeper Treatment Plants

Rail Link between Assam and Sabroom

2655. Shrimati Ila Palchowdhuri: Will the Minister of Railways be pleased to state:

(a) whether it is a fact that the Tripura Railway Initiation Committee have recently submitted a memorandum for construction of a new railway line from the Assam border to Sabroom in Tripura; and

(b) if so, the reactions of the Government of India to the proposal for construction of the new line?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) Yes.

(b) Attention of the hon. Member is invited to the Railway Minister's announcement in the Lok Sabha on 3rd March, 1959 about the extension of a line to Tripura from Patharkandi to Dharamnagar while replying to the Debate on the Railway Budget for 1959-60

भानुसूचित जातियों के लिये संरक्षण

२६५६. स्वास्थ्य राज्यालय जातीय :
या रेलवे मर्गी यह बताने की हुपा करेंगे
कि .

(क) भारतीय रेलों में सहायक इंजी-
नियरों (सिविल) की रिक्षियों में से, जिन
के लिये प्रयोग, १९५७ में संघ सोक सेवा
प्रावोग द्वारा आवेदन-पत्र भाले गये थे,
कितने वर्द भानुसूचित जातियों के लिये
सुरक्षित रखे गये थे ,

(ख) भानुसूचित जाति के उम्मीदवारों
में कितने आवेदन-पत्र प्राप्त हुए ;

(ग) कितने उम्मीदवारों को साक्षात्
परीक्षा के लिये चुनाव दिया ;

(घ) भानुसूचित जाति के कितने उम्मीद-
वारों को चुना दिया ; और

(ङ) यदि भानुसूचित जाति का कोई
उम्मीदवार नहीं चुना दिया, तो इस का क्या
कारण है ?

रेलवे उपरंगी (ओ लालगढ़ वारी) :

(क) ८।

(ख) ५०।

(ग) ७६० (विन में ३७ उम्मीदवार
अनुमतिप्राप्त जातियों के द्वे)।

(घ) ४।

(ङ) सावध नहीं उठता।

वारावंकी स्टेशन पर दुर्घटनायें

०३७. स्वास्थी राजानन्द लालवी. क्या
रेलवे मंत्री यह बताने की हुपा करेंगे कि :

(क) गत तीन वर्षों में वारावंकी स्टेशन
पर कितनी दुर्घटनायें हुईं, और

(ख) उन के क्या कारण थे?

रेलवे उपरंगी (ओ स० ब० राम-
स्वामी) (क) पिछले तीन साल में गाडियों
के साथ क्ष दुर्घटनायें हुईं, एक १९५६ में,
वो १९५७ में और तीन १९५८ में।

(ख) पांच दुर्घटनाएं रेल कम्बलारियों
की गलती ने हुई और एक यात्रिक उपस्कर
में जहाजी के कारण।

Foodgrains

२०५८. { Shri Ignace Beck:
 { Shri S. C. Godse:

Will the Minister of Food and Agriculture be pleased to state the quantity of foodgrains proposed to be procured by the Centre either by levy or purchase in different States during the year 1959?

The Minister of Food and Agriculture (Shri A. P. Jain): No targets as such have been fixed by the Central Government, but the object is to purchase in the State of Andhra Pradesh as much as possible out of the net surplus of the Southern Rice Zone and, in the States of Madhya Pradesh, Orissa and Punjab, as large a quan-

tity of rice as possible out of the surplus of these States.

No decision has yet been taken in regard to the purchase of other foodgrains

Buckingham Canal

२०५९. Shri T. R. Vittal Rao: Will the Minister of Transport and Communications be pleased to state:

(a) the total quantity of goods transported by Buckingham Canal during the years 1956, 1957 and 1958 year-wise;

(b) the value of the goods transported year-wise; and

(c) whether any difficulties were experienced in transporting the above-cargo?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) to (c). The information is being collected and will be laid on the Table of the Sabha on receipt

Scheduled Castes and Scheduled Tribes in Air Corporations

२०६०. Shri B. K. Gaikwad: Will the Minister of Transport and Communications be pleased to state the number of posts reserved for Scheduled Castes and Scheduled Tribes and filled in each category in the various Departments of the Indian Airlines and Air India International Corporations since 1st August, 1953?

The Deputy Minister of Civil Aviation (Shri Mohiuddin): The Air Corporations Act, 1953 (27 of 1953) does not provide fixing of a percentage for Scheduled Castes and Scheduled Tribes in the services of the Indian Airlines Corporation and Air India International. It was, however, recommended to the Corporations that in respect of non-technical posts and posts of unskilled labour the Corporations should make their best effort to recruit as many numbers of Scheduled Castes and Tribes as possible keeping in mind the Government's

policy in the matter and the obligation placed on the State by the Constitution, for the advancement of the Scheduled Castes and Tribes. The Corporations have accepted the recommendation.

2. Information regarding number of posts in each category in the various Departments of the Indian Airlines and Air India International Corporations filled by Scheduled Castes and Scheduled Tribes candidates since 1st August, 1953, is being collected and will be laid on the Table of the Lok Sabha as soon as possible.

Telephone Connections in Madras State

2061. Shri Elayaperumal: Will the Minister of Transport and Communications be pleased to state:

(a) the number of applications received from 1952 to 1958 for installation of Telephones in South Arcot and Trichy Districts in Madras (District-wise);

(b) the number of applications still on the waiting list for installation of telephones; and

(c) when the applicants are expected to be provided with telephone?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur):

(a) South Arcot	..	715
Trichy	..	841
(b) South Arcot	..	272
Trichy	..	730

(c) Subject to availability of stores connections are being given as expeditiously as possible. Since, however, there is a large accumulated demand for telephone connections all over the country, and the present rate of additional demand also exceeds the rate at which exchanges can be expanded with the present financial resources of the Telephone Department, delays in meeting demands of telephone connections are inevitable.

Staff in the Ministry of Food and Agriculture

2062. Shri Rup Narain: Will the Minister of Food and Agriculture be pleased to state:

(a) how many posts of Assistant Directors, Godown Superintendents, Godown Keepers, Quality Inspectors, Physical Verification Inspectors, Intelligence Marketing Inspectors are there in the Ministry;

(b) how many of these posts are held by Scheduled Castes in each category; and

(c) whether the quota of Scheduled Caste is maintained in all these posts separately in accordance with the prescribed percentage?

The Minister of Food and Agriculture (Shri A. P. Jain): (a) and (b). The number of posts of each category and the number of them held by Scheduled Castes are as follows:—

	No. of Posts	No. held by Scheduled Castes.
(i) Assistant Directors	147	5
(ii) Godown Superintendents	129	5
(iii) Godown Keepers—		
(a) Factory Godown Keeper	1	..
(b) Senior Godown Keepers	426	5
(c) Junior Godown Keepers	562	19
(iv) Quality Inspectors	211	..
(v) Physical Verification Inspectors	14	3
(vi) Market Intelligence Inspectors	4	..

(c) Quota of scheduled castes is to be maintained for the authorised groups of posts and not for each category of the above posts separately,

and further, it is to be maintained in respect of posts filled by direct recruitment only and not those filled by promotion transfer etc. Information as to how many posts were filled by direct recruitment and how many by promotion etc. is being collected from the subordinate appointing authorities.

Theft of Copper Wire

2663. Shri Tangamani: Will the Minister of Transport and Communications be pleased to state:

(a) the value of the copper wire stolen during 1958 and the value of copper wire recovered;

(b) how does it compare with the year 1957; and

(c) whether Government propose to extend the use of electronic device for detecting thefts during 1959?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): (a) and (b). The value of copper wire stolen during 1958 was Rs 9,18,990. The corresponding value for the year 1957 was Rs. 10,68,751. Thus the value of wire stolen in 1958 is less than that in 1957. Information regarding the value of copper wire recovered during these two years is being collected and will be placed on the Table of the Sabha as early as possible.

(c) Yes.

13 hrs.

MOTION FOR ADJOURNMENT

ROYAL AIR FORCE STATION IN MALDIVES

Mr. Speaker: I have received notice of an adjournment motion from Shri Vajpayee:

"to discuss the grave situation arising out of the presence of the Royal Air Force in the Maldives for the 'defence' of the Commonwealth countries, including India".

This is completely outside our country.

Shri Vajpayee (Balrampur): We are opposed to the stationing of foreign troops on the soil of other countries. Here in Maldives, the Royal Air Force is present on the ground that it will be useful for the defence of India and Ceylon. Recently, the Maldivian representative, Mr. Ahmed Zakki, has been in Delhi. He met the hon. Prime Minister. The House would like to know what is the policy of our Government regarding the stationing of foreign troops in the Maldives. It is an urgent matter.

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): I will gladly state what I know about it. But I fail to see how it is a matter for the adjournment of this House, how it is an urgent matter. It is a matter which is proceeding for months and months and it is likely to do so. It is outside India.

Till recently, there was a big base, the U.K. base in Ceylon at Trincomalee—a naval base plus air base and other things. That is gradually being wound up by an arrangement between the Government of Ceylon and the Government of U.K. It appears that as an alternative to that Ceylon base, the U.K. Government is having an air base in one of the islands of the Maldivian group.

The hon. Member who gave notice of this motion seems to say something about this being for the defence of the Commonwealth and India. I am not aware of having seen that anywhere. Certainly, if it is imagined that it is for the defence of India, I repudiate that suggestion completely. We want no such defence. We want no air base of any foreign Power round about India, so far as we are concerned—to consider it for our defence. It is completely wrong to do so. Nobody is going to attack us. If anybody does, we will look after that attack ourselves. We are not eager to have defence pacts or the help of any country in such matters.

It is rather difficult for me, apart from this general statement, to say

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what the position is in the Maldivian Islands. All I can say is that we disapprove of such policy, of such bases anywhere, and that the least that can be said is that the wishes of the people of the country concerned must decide finally, and nothing should be imposed upon them.

Shri Jaipal Singh (Ranchi—Reserved—Sch. Tribes): May I seek a clarification?

Shri Braj Raj Singh (Firozabad): No positive steps have been taken by this Government for checking that base.

✓ Shri Jaipal Singh: The hon. Prime Minister told us that the Royal Air Force base in the Car Nicobar islands was going to cease to exist. May we know what is the latest position? Is it still there? Or has it disappeared?

✓ Shri Jawaharlal Nehru: There is no base at all. There is a certain facility we have offered, but not to the Air Force, a certain facility of landing and taking petrol. There is no base at all, and if there is anything, we can stop it.

Shri Vajpayee rose—

Mr. Speaker: I am satisfied that this does not form part of India. Therefore, we have no jurisdiction over that, over what others do. Further, it is a continuous affair. All steps are being taken to protect India against any invasion or anything of the kind. Therefore, this does not concern us. Whatever happens elsewhere, what outsiders do, cannot be the subject matter of an adjournment motion here.

Therefore, I withhold consent to this adjournment motion.

12.05 hrs.

PAPER LAID ON THE TABLE

DELHI DEVELOPMENT AUTHORITY

The Minister of Health (Shri Karparkar): I beg to lay on the Table, under section 58 of the Delhi Development Act, 1957, a copy of the Delhi Development Authority Regulations published in Notification No. S.R.O. 513, dated the 7th March, 1958. [Placed in Library, See No. LT-1302/3.]

12.05½ hrs.

STATEMENT RE CHINAKURI MINE DISASTER

Shrimati Renu Chakravarty (Bastar): On the 18th February, '59, Shri. Abid Ali, the Deputy Minister of Labour, intervening in the debate on the President's Address, trying to answer the charges made by us that in the terrible disaster at Chinakuri Collieries the number of the dead was far higher than that reported by the Court of Enquiry, repeatedly insisted that the plan which showed the dead bodies and their positions as found after dewatering and on which we said the numbers of the dead, if counted, far exceed the 176—the number claimed by the Court of Enquiry—was submitted by a Labour Union. He said it not once but three times if we look into the proceedings on page 2631 of that date, he said:

"It was stated that 216 persons were found missing according to the plan which was made by some union."

When I intervened and told him that it was not a plan which was submitted by a union, he said:

"What I was submitting was that a union submitted a plan...." Again I intervened and said:

"It is not our plan. It is the plan which was taken out of dewatering. How can it be our plan?"

Shri Abid Ali again insisted:

"I said that a union submitted the plan."

I have submitted to you the blueprint which was submitted by the

owners, Bengal Coal Company Limited, Survey Department Drawing No. 9281, Tracer: Pradip Biswanath, Chibba, date: 17-7-1968.

I would request you to ask the Deputy Minister, Shri Abid Ali, to correct his statement made not once but three times,—and that too in spite of our trying to correct him,—saying that the plan was a plan submitted by a union, whilst it was a plan of the owners. As such, I request him to correct his incorrect statement, which in fairness should not be made again.

Shri Surendranath Dwivedy (Kendrapara): He should correct it three times.

The Deputy Minister of Labour (Shri Abid Ali): The question casualties was gone into by the Court of Enquiry in great detail in its report. After considering the various documents and also the plans exhibited before it, the Court came to the conclusion that the casualties could not have been less than 115 and more than 176, and were probably a few more than 155, which was the number of cap lamps and oil lamps other than those supplied to the supervisory staff found underground on re-entry.

During the debate on the 16th February, 1960, Shrimati Renu Chakravarty claimed that she had before her a plan which was submitted before the Court of Enquiry which showed that at least 216 bodies were there in the colliery. She referred to this plan again on the 18th February. I had gone through the Report of the Court of Enquiry and I could see no reference to any plan submitted by the management which showed a total casualty of 216. It, therefore, appeared to me that the trade union had a plan of their own which indicated the number of dead bodies to be 216. Hence my reference to this plan. However, now it has been ascertained that no such plan was submitted by the union before the Court.

The plan submitted by the management shows a total of 170 dead bodies.

12.00 hrs.

GENERAL BUDGET—“DEMANDS FOR GRANTS—contd.

MINISTRY OF EXTERNAL AFFAIRS—contd.

Mr. Speaker: The House will now resume further discussion and voting on the Demands for Grants of the Ministry of External Affairs.

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): Mr. Speaker, just before the House rose last evening, I ventured to point out that the debate had largely dealt with wider matters of policy and not so much with the organisation of the Foreign Service or the Ministry of External Affairs, except for a few remarks made here and there. I shall, therefore, deal presently with some of these wider aspects which were referred to by hon. Members.

But, before that, I should just like to say a few words about our foreign service. I pointed out in my initial remarks in opening the debate that the Demand under the head of External Affairs includes really many items which, normally, have nothing to do with External Affairs, also many items which are fixed, items which we cannot touch, the fixed items being large sums of money which we pay to the United Nations as our annual contribution, some subsidies which we pay to governments, neighbouring governments, and the other items being like the Teung Sang, Naga Hills Division, NEFA and the State of Pondicherry. These are really, to a large extent, in the domain of my colleague the Home Minister; but, for a variety of reasons it is decided to include them in the External Affairs Ministry. In fact, the sums include, I believe, considerable sums of money for the Assam Rifles, so that these sums swell up in this way. The actual sums spent on the external services of India are—I have not got the exact figure, but I think it is—in the region of between Rs. 6 and 7 crores.

*Moved with the recommendation of the President.

[Shri Jawaharlal Nehru]

While we should always try to economise and we continue to do so, I should like to point out that it compares very favourably with the expenditures of other countries—I am not talking of very big countries like the United States or the Soviet Union or the United Kingdom—or even other countries.

The work of the foreign office and the foreign services can be judged broadly by the way it serves the country's interests and the interests of the cause the country has at heart and abroad. Our publicity is criticised. Sometimes people make certain rather remarkable statements which are as far removed from the truth as anything can be. For instance the statements that we have no friend in the world and all countries are against us and so on and so forth, are perfectly remarkable and show an amazing capacity for not knowing what is happening in the world and what the world is thinking about India. I do not pretend—and I cannot pretend—to say that we do not make mistakes. We make mistakes so often enough. Our publicity, certainly is not ideal, and can be improved. Nevertheless the basic fact remains that—whether it is publicity, whether it is some other work of our Ministry or of the Government of India—the basic fact remains that the name of India stands high in the world; and that is, after all, the test.

The bona fides of India stand high. The respect for India stands high because of its policy, because of what we have done. The criticism about our publicity, as I said, may be justified as all these criticisms are partly justified because improvement can take place. But the reaction of a country to another country's policy does not depend so much on the publicity that is done.

There are plenty of foreign news paper correspondents in India reporting about India. They mould the opinion in their countries, probably,

more than any official work that we may do. But the real thing is whether the policy we pursue fits in with the outlook and the mentality of the other country or not. If it does not, then, all the publicity that we may do will not help much.

What is happening in our case is that originally there was always a certain respect for India, I am glad to say, but a certain amount of resentment and a certain feeling in foreign countries that because we consider ourselves rather above the milling crowd and adopt a high and pious attitude of not being with this or that—we, really, under cover of that exploit the situation to our advantage, that it is not a high moral attitude but something much lower than that—and that we took shelter under high moral phrases.

I do not wish to seek any shelter under high moral phrases. I am not a person who is at all conditioned to speak in high moral terms. But, what we have sought to do is to follow a policy which seems to us to be correct, both in regard to our own interests, short-range and long-range, but also which helps, somewhat, in serving the broad cause we have in the world, the cause of peace etc.

And, so what happened was this. Originally there was this doubt that the way India functioned was somewhat different from the way other countries functioned not because we did not join these big military blocks—other countries also did not join military blocks—but because there was a slight but significant difference in our approach to problems or rather in the way we expressed ourselves in regard to problems, a difference which was no great virtue in us but which came to us because we had rather inherited it to some extent in the course of our national movement for freedom etc; how we even dealt with the British in India whom we were opposing, how we dealt with them courteously, politely and with the door open and all that, though we did not bend

before them. All that was conditioned by ourselves not only on this side of the House but the hon. Members on every side of the House. And there was this basic difference which did not affect other people and people talking about neutrality. I do not like the word 'neutrality' in this connection, but non-alignment and the like. There are many other countries in the world but the other countries did not fight all through with that experience. Therefore, it is because of this that people are taken aback when we talk about a purer than thou attitude. It is all wrong; it is not a question of purer than thou attitude or high morality.

We know our faults very well and we know the virtues of others, sometimes even those whom we criticise. But, gradually, in the course of years, people came to realise that we were not posing that we were not moralising but that we were following a certain policy in all good faith and that policy while being one deliberately of friendship to other countries was yet one not only of non-alignment as such but something deeper than that, of doing something that we thought right, in the circumstances, of course

I am perfectly prepared to admit that it is not easy for any government as for any individual to follow a 100 per cent policy of rightness because it is conditioned by factors, by other countries' policies. But, broadly speaking, we followed our policy even though it was displeasing to others. And, it is this realisation of other countries that we endeavour to the best of our ability to follow a policy, an independent policy without trying to displease others that has gradually brought in a certain respect for what we do; even though there is a difference of opinion.

There can be no doubt—and I try to submit that with all humility—that India's voice and India herself is looked upon with very considerable respect in international assemblies, wherever you may go in the

wide world and among great nations and small nations alike, although we have no military power which is supposed to be the principal reason why countries are respected, nor do we have any financial power. That is to say, we try to look at things through our own eyes, even though, sometimes, our eyes may be rather dim. We do not try to look through other people's eyes or minds or through coloured glasses which affect our own sight and sometimes distort or colour the vision.

I should like this House to judge our activities from that point of view, certainly not refraining from criticism but always thinking of this basic thing, the basic approach, which is not even that of policy, although policy is important, but the basic approach of how to interpret a policy, how to approach the other countries and how to deal with any problem.

Hon. Members sometimes accuse, as indeed the hon. lady Member did yesterday, about our complacency in regard to the US-Pakistan Pact, that we have toned down our opposition to these things and broadly hinted that this might be due to our desire to get American dollars for our development and not to say or do anything which might perhaps come in the way of that. Well, we have not been ashamed to get help from the United States, from the Soviet Union and we propose to get that help from any country which gives aid on fair terms and expressly on terms that has nothing to do with our policy. I am really grieved at this idea being put out that our policy is governed by the lure of dollars or whatever it may be. We are liable to error but one thing, I think, might be taken for granted. That is where the honour and interests of India are concerned, we are not going to give in whatever the consequences may be in terms of financial help, even other consequences.

In the old days when in the United Nations or elsewhere we adopted an

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attitude in support of some proposition, if that proposition was, let us say, supported also by the Soviet group, then it was suggested: 'these people under cover of their non-alignment and the so-called neutrality are secretly assisting the Soviet Group'. If we voted for the other group led by the United States then it was said: 'There you are, in search of dollars; they are doing this in search of something else'. People did not seem to realise that a country can act just on the merits of a question and not under pressures and fears. I do believe that in spite of our numerous problems and numerous difficulties, India is a country today in the wide world which is least afraid of the other countries, whatever they may be. Certainly today the greatest and the biggest powers are the most afraid just like the man of property is afraid lest some thieves might steal it. So, the bigger the power, the bigger the interests it has to protect, the more the apprehension of somebody else overtapping that strength and creating difficulties. I do not know what will happen to us when India becomes much more prosperous, whether we would also, with prosperity, begin to be afraid. I hope not. It is an odd thing that fear has nothing to do with weakness; it comes with strength. It is almost an extra-ordinary proposition I am putting forward because then there is the antagonism of various strengths going against each other. However, the position is this, that our approach has all along been, apart from policies, not to condemn as far as possible, not to irritate as far as possible any country, not to say any word which comes in the way of a calm consideration of the problem, or which comes in the way of moving towards a peaceful settlement of any problem. I do not say that we have always been able to act up to this. We lose our tempers; we get angry. That may be so. But anyhow the attempt is to do this because in the world today the most painful thing is not the real difficulty of the problems—they are very difficult—but the manner of approach which is full

of abuses and condemnation of the other party. Now, there are plenty of things happening in the world today which, according to our judgment, and probably the judgment of this House, ought to be condemned. But surely it is not wise always to throw about your weight condemning people. There are plenty of things that are happening in India which can equally be condemned by others outside. It is a bad habit; it does not help you to reach the other person's mind. This habit of condemnation and vituperation simply closes the door to any possibility of real discussion. Ultimately it may come of course. Especially when the danger is so great, the danger of war, everybody knows what a war means today and one has to be particularly careful, persons in responsible position in Governments are not worthy of the job they do unless they can restrain their language and sometimes restrain their actions.

Today there are many problems. Yet from the world point of view the biggest problem, judged from the point of view of war or peace, is still the problem of Berlin in Germany. I am not going into that and I have always avoided going into that because one cannot make oneself responsible for the big problems of the world. Naturally, because it is an important problem, we have given thought to it; we have discussed it with other people; we have in our own way made some minor suggestions as to what should be done. But all those, even the suggestions that we have made are also not on what policies should be pursued but that any policy should be pursued with a measure of gentleness and not abuse. That, I submit, is a slightly distinctive feature of India, not from today but certainly from Buddha and Asoka's time and right down to Gandhi's time and it makes all the difference how you do a thing. If you do a right thing with abuse that right thing becomes a wrong thing and it does not lead to results while even a wrong thing may become a right

thing if it is done gently and in a friendly way. Please judge our actions from that point of view and condemn us if we fail and lose our tempers and do not praise us for wielded the big stick or showing our fists to other countries and saying how brave we are. It is easy to show big fists from here to another country and for the other country to show the big fist. Nothing happens to the man who shows the big fist; he is quite safe there. But by that he creates an atmosphere which is bad at any time and more so in the world today.

I said about Berlin and Germany. It is a very big problem, a tremendous problem. On that depends the future war and peace—may be this very year, maybe six months or three months' time. What is the good of my sitting down and according to my thinking logically, condemning this person or that nation? Maybe everybody is wrong. Nobody can say that everybody is right; then everything would happen rightly. But here we sit on the verge of a precipice all the time and we get used to it because the thing is a continuing affair. But you never know when the world may topple over the abyss.

Therefore, when we have met the representatives of one side over this problem or the other and it has been our privilege to discuss with both, we have found, and I say so quite honestly, good valid arguments advanced by either party or both parties, both based essentially and ultimately on the fear of the other. It is fear that is the worst companion. We have agreed with them largely because we try to understand them. We do not abuse them or shut our minds to them. And we have ventured to suggest that the matter should be proceeded with by friendly consultations even though they might differ completely from each other. It is not for us to suggest that you should do this or that, you should give in or not give in. It is not for us to do so. It would be presumptuous on our part to do so. But all that we could suggest was that we should pursue the

path of consultation and discussion as much as possible, because it is realized by every responsible and even irresponsible man in the world that war must be avoided.

I think that in spite of our unhappy utterances from time to time we are moving in that direction of consultation—'we' meaning not India, but those great countries—and attempts are being made to find some way out.

I am glad to learn, only this morning that President Eisenhower has accepted the idea of having a summit conference; that is to say, he has suggested, I believe, first of all, that a meeting of foreign ministers might take place and later a summit conference this summer—that is, in the next two or three months. So I do think that the pressure of events and the general feeling among people in all countries is driving governments and the leaders of countries towards this approach of consultation. I do not know what the result would be when this take place, because it becomes so tied up with people's passions, prejudices and fears, and yet there is the other overwhelming fear of possibility of war. So, between the two fears some kind of a course is followed. Let us hope it will take them out of this dangerous zone.

Now, take another. In the last month or two, or more perhaps, the developments in the Middle-Eastern region have been unfortunate. Conflicts and, again, recriminations are going on between the new Iraq Republic and the United Arab Republic. These things have been unfortunate and most deplorable. I am not going into those things. I have my views but I do not want to express those views unless I can be helpful. What is the point in burdening myself like some superior person and airing my views on the world at large and say who is in the right and who is in the wrong? First of all, I do not think I am competent to do so, and even if I was competent to do so it would be the uttermost folly for me to endeavour to do so. It is my business as a

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Foreign Minister to win people, to win countries and leaders to our side, not to estrange them still further. I can say that I am distressed with the developments that are happening in the Middle East amongst our own friends.

Then, take Africa. Africa stands on a somewhat separate footing, or, rather, the countries which are not free, which are still under colonial domination, they do stand on a separate footing from other type of countries. We are committed by our history, by our thinking, for a generation past or more, by our policy, by our sentiments, everything, towards sympathising with the countries under colonial domination seeking for freedom. That, indeed, is supposed to be the policy of the United Nations. The United Nations has this in its Charter. But for us it is not only an intellectual exercise of policy, but there is an emotional feeling too about it; because having gone through the same mill we react constantly to same thing happening elsewhere.

In the last several years much has happened in Africa which has been very painful, much has happened recently in Africa which has been full of hope and we have seen several countries of Africa gaining freedom and independent status. And, we have congratulated the United Kingdom because of following a policy which has led to this progressive widening of the sphere of freedom in Africa—may be, we thought that the process should be faster; anyhow, it was in the right direction.

Now, of course, even so there was always that amazing survival in the realm of, well, policy and administration,—that is, the Union of South Africa—a survival, I say, from a remote past with all kinds of atavistic emotion and feeling which has no place today, and it can only lead to utmost disaster in Africa and elsewhere. We have come pretty near

to that disaster, unless policies are changed, the policies of racial suppression and racial discrimination.

The House knows how in the United Nations, as matters come up again and again, the South African Union has ignored the advice and the resolutions of the United Nations. The only good aspect of it is that progressively, in spite of all kinds of pressures, the countries in the United Nations, barring a very few, have come round to dissociating themselves in various ways from South African policy. I am sorry that when in spite of other associations some countries of the Commonwealth have voted in the United Nations against South African policies, I regret, the United Kingdom did not do so—I do not mean that they agree with that policy, but for some pressures and pulls they could not do so—because it would make a difference if the United Kingdom also functioned in accordance with its own declared policy in this matter as in others. Of course, when they did so they always said that they did not always vote on the merits of the question but for some other reason like the question of jurisdiction. However, the United Kingdom has followed a policy, broadly speaking, in the last two or three years which has resulted in the freedom of Ghana, which will result in the freedom of Nigeria, and there are movements afoot in the Eastern Africa also in that direction.

Now, we have outburst in Naya-land and, to some extent, in the entire Central African Federation. Well, it need not be said by any of us here in this House that all our sympathies are with the people of Naya-land in this matter, and I trust that in spite of the fact that the Africans there in their excitement have looted a number of Indian shops and done them considerable, damage, in property I mean, nevertheless, I hope that the Indians there will always remember the policy that we have pursued and the advice that we have always given. And that advice

is that they must, if they live these, naturally, sympathise with the legitimate demands of the people. They must play friends with them and in fact they must only remain friends with them. We do not wish to impose our will on others; at this rather very difficult moment when the people of Nayassaland and other parts of the Central African Federation are facing a crisis, it is particularly necessary that Indians should not do anything which is against the interests of the feelings of the African people.

Every person who is at all watching the Development of the African situation will have seen that the whole continent is in a ferment. I have repeatedly said in this House and elsewhere that unless this matter is dealt with with some foresight now we might have to face a most terrible catastrophe, a catastrophe not of a colonial war but racial war and the bitterness that comes out of long suppression suddenly finding an outlet and violence and then the suppression of violence. We are always near this kind of thing and unless great care is taken, we might overshoot the mark and that will be a terrible tragedy for Africa, just when the people were coming on the verge of freedom to have to face this conflict.

But I have no doubt that it is too late for any power to suppress these feelings that are passing through Africa. One bright spot recently has been the agreement about Cyprus. Again, it is not for me to sit down and examine the agreement and say "Oh, this might be better, or worse". It is rather an odd agreement, I might say, but the point is that the people concerned have agreed to it and got out of that terrible mess in which they were and in which they had suffered so much.

In talking about Africa, I think the hon. lady Member spoke at some length about the Cameroons. I shall just briefly say that the policy we

have adopted in the Cameroons has been, according to our thinking, the policy that the people of the Cameroons want, the great majority of them want. And what is more, that is a policy which has been accepted by a very large majority in the United Nations, in fact including most of the Asio-African countries and others. I have a vague idea, though I speak with some diffidence—I do not quite remember—that at one stage or part of this voting, practically nobody was against; only some abstained. So, it is rather difficult for any country like us to go about throwing our weight in another country. On general principles, yes, but when the representatives of that country, a great majority of them—their neighbours and others—wants something done, for us to say, "No, you must not do it", it is very difficult. Also, according to our thinking, if this psychological moment in the Comeroons had not been taken advantage of, there was a danger of its slipping away and the independence of the Cameroons would have been postponed and one does not know what might have happened. The whole argument has been about the plebiscite or something in the nature of a plebiscite before independence. Now, it is admitted that elections must take place and will take place before or after. It is admitted that there should be an open, free voting; that the people imprisoned, etc., should be released and no suppression. It is also admitted that although there have been no elections there has been a Commission which has gone over the Cameroons, eliciting public opinion, and it has reported in favour of that policy. It is suggested that we must reject all this, the present demand of the great majority of the Cameroons people and insist on election, not realising that if we did that—the election is going to take place and probably I imagine and I think it is better if it takes place in a free country than before—that would be at the risk of endangering the

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scoring of independence, because other countries are involved, France is involved, and other countries are involved. We cannot control them and then we can later sit down and merely condemn other countries, saying, "Oh, you have done this thing and that, or miss an opportunity!"

Shrimati Basu Chakravarthy (Basirhat): I want to know whether this independence will be within the French union and whether it will be guided by the French Constitution, because we were worried because of the Algerian election.

Shri Jawaharlal Nehru: It has nothing to do with the Algerian example. I cannot go into the details. It is going to be, as far as I know, full independence. It may have certain associations with France like the French language; let us say, like Ghana, as the English language; it may be some other thing, maybe some laws. But Algeria is completely different. As the House knows, there is a big conflict going on and all kinds of restrictions. But here, as far as I know, it is going to be as complete an independence as any of the African countries possess.

Some brief reference from various parts of the House has been made about Tibet. I have seldom referred to Tibet except in answer to some criticism. Again, it is rather embarrassing to discuss events happening in a neighbouring country about which we know something of course, but naturally what we know is limited. It is not easy to get a full picture, and something which by our expression of opinion might really make a difficult position more difficult,—criticism of this and that.

Right from the beginning, eight or nine years ago, when a kind of change came over the Tibetan scene by the Chinese Government exercising its authority there, and coming to an agreement with the leaders of Tibet including the Dalai Lama. Maybe it was that the agree-

ment itself was under stress of circumstances, but there was an agreement. Even previous to that, we had always, not only our Government but the previous Governments in the world, you might say, recognised the suzerainty of China over Tibet. That had varied; when the Chinese Government was strong it exercised it and when weak it did not exercise it. That was for the last several hundred years. But so far as I know, no country had ever recognised the independence of Tibet. We certainly had not; and it was inevitable, therefore, for us to recognise the suzerainty; call it suzerainty, call it sovereignty—these things are fine distinctions and they depend on the power of the State how far it goes.

Now, I think that agreement was a 17-point agreement which basically was an agreement for the autonomy of Tibet, for the maintenance of its religion, institutions, etc., under the broad umbrella of the Chinese State. There have been difficulties and conflicts, sometimes on a small scale and sometimes on a somewhat bigger scale. They are continuing, and creating new situations. I do not know that it will help at all for me to go into the details—such details as we know at present—except to say that the situation is a difficult one. I do not mean to say that at present there is no large scale violence there—here and there, there has been—but it is a difficult situation. It is more a clash of wills than, at present, a clash of arms or a clash of physical bodies.

In this connection, I believe, some reference was made to a newspaper correspondent of the name of Paterson who lives in Kalimpong or Darjeeling—I forget exactly where—and we had to issue a warning to him. That is a kind of thing which we hesitate to do. The House knows very well the kind of stuff that has so often been written about India, about our neighbours, from India to outside

countries. By the kind of stuff I do not mean the opinions but the false sense expressed. Yet, we have put up with them, because we do firmly believe that it is better to put up with the wrong statements, even the mischievous statements, than to suppress the freedom of the press. But the only thing is that if only we were concerned, we might put up with a very great deal, as we have done, but where the activities of a certain individual may tend to worsen the situation than we have to consider it again. Now, Mr. Paterson sent a number of messages which were to full of exaggerations, no doubt honest messages, because possibly he believed them, but he accepted every hazard and rumour and put them in his message as a fact with the result that we were astounded to see some of the messages which are likely to create a great deal of misunderstanding. So we had to tell him and we told him even then—send good, factual messages, we will not come in the way; this kind of sensational messages without any factual basis, only on bazar basis, is not good.

I have referred to various matters, but the debate yesterday was largely concerned with one matter, and that was the United States Pact of mutual aid with Pakistan. Almost every Member of the House, whatever side or party he belonged to, referred to it, and referred to it in one way, although the stress or emphasis was different, that is, referred to it with disapproval, with concern. That itself indicates the amount of concern and disapproval that that arrangement has elicited throughout the country.

The hon lady Member thought we were trying to play down. I do not know why she thought so. Because we have not used strong language, because we have not, according to her, condemned the United States of America? I started by saying that we do not think condemnation is the right approach. I do believe that the United States of America has the friendliest feelings for us, by and

large. It may be that its policies, moved by other considerations, push it in other directions; that it a different matter; just as I do believe that the Soviet Union has the friendliest feelings for us. It is a matter of great satisfaction to us that we can follow a policy, a policy which I say is a straightforward policy, which yet gets to us friendly feelings from great and small countries which are hostile and antagonistic to each other. And this is not due to any cleverness on our part or any sleight of hands or any wonderful feat of diplomacy. It is due basically, as I said right at the beginning, to that little touch a very little touch, I am sorry to say, but still a touch—of the Gandhian in us that still functions. Therefore, there can be no doubt that from the point of view of any pact these military alliance pacts we disapprove of them. We think they do not bring security; they bring insecurity.

You could not think of a more vivid example of this than the consequences of the Baghdad Pact in Western Asia during the last few years. Ever since that Pact has come it has been a symbol of disturbance, insecurity, disunity and trouble. It is patent. It does not matter what the other views may be, but this fact is patent. All those countries there have become disunited and troubled. SEATO has not become so obvious because SEATO has not functioned very much, though it has been on paper very much. Therefore, when I saw this it surprised me that in spite of this a certain policy of military pacts and alliances should be followed. That is a general consideration.

So far as this particular matter is concerned, this bilateral pact, naturally we have other considerations also, because it affects India. It affects India, even though the United States Government does not want it to affect India I believe, honestly. I believe, that they do not want it to affect India, for other reasons. But

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though they do not want it to affect India, it does affect India. It is a fact that it does affect India because in the nature of things such a development has to affect India, because of Indo-Pakistan relations, because of Pakistan being our neighbour country and not being in very good terms with us; apart from the nature of things, the declarations of the Pakistan leaders. They go on repeating this that they are going to use this against India. But apart from the actual use, the fact is that the type of mentality which we have had to face in Pakistan during well, ever since partition practically, that type of mentality has come in the way of every peaceful settlement. And I would add rather emphatically, that I do not think we are pure and guileless and blameless in these matters. We have committed errors, we have made mistakes, we have become angry. But, by and large, we have tried to settle disputes with them peacefully. We are interested in devoting ourselves to the development of our country and not getting entangled in border troubles and other troubles. Therefore, by and large, we have been conditioned by other factors which have not conditioned the leaders of Pakistan. But in spite of every effort which has been criticised by some hon. Members in this House or outside the House as some measure of appeasement with Pakistan or something like that, nevertheless we have followed that policy, and we have met rebuff after rebuff and naturally we are very unhappy about it

Now, with all this background of this mentality which faces us in Pakistan, any help of the type given by the United States, military help tends, inevitably tends, whatever the belief or wishes of the United States might be, to increase the intransigence of the Pakistan Government. That is an automatic consequence and thereby it comes in the way of the solution of Indo-Pakistan problems. That is a fact, and we have

said that repeatedly in mild, friendly but firm language; of course, because that is a statement of fact. I do believe that this is well appreciated, this aspect by many people in the United States of America, even the leaders. But they have got themselves into this tangle of alliances and they find it very difficult to get out of this tangle.

The Babghdad Pact failing, practically ceasing to function soon after the revolution of Iraq, assurances were given that something else will take its place and now it is this that has taken place. Now, I do not understand; the hon. lady Member said we have been quiet and we have not done this. I do not understand what we are supposed to do about this. Deliver fiery speeches in this House or in the market place or send aggressive notes to other countries? I hope, not. Firmness, there should always be. But, if we are at all true to what we have inherited, there should be friendliness, politeness and a certain faith in the other people's bona fides. It is a little difficult, perhaps, to balance all these things. But, it has to be done, if you want to live in this complicated world and play a friendly role of bringing people together rather than separating them

18 hrs.

I need not refer to the border troubles because we have spoken about them on several occasions in this House. It is a part of that mentality of Pakistan that goes on leading to these border troubles. We have to face it, I entirely agree, by taking every step to protect our border and give security to our people. Here we live in this rather dangerous world with dangerous problems. But, I hope that, in spite of that, we shall not forget that approach to these questions, that calm, peaceful and pacific approach, that friendly approach, a friendly approach even to a deliberately hostile country to us, and that we

shall avoid saying things which add to the already large fund of bitterness and ill-will in this world.

Before I finish, I should just like to say a few words that I intended to say at the beginning, about our Foreign Service. Something was said on this. It is always easy to criticise any service. I can myself criticise some things that happened in our Foreign Service. But, knowing many of them myself and their work, and also through other people who have known them from their reports, I can say that our Foreign Service, by and large, is a fine service and it can compare very favourably with any Foreign Service of any country in the world. It has been in existence now for, well, 10 years or so. It has gradually spread, becoming bigger and wider. It has had to face many difficult problems, many difficult situations all over the world and it is largely due to the activities of that Foreign Service as well as our own policies that this respect for India has grown in all the countries. An Ambassador of ours or a Minister of ours is frequently approached by other countries for advice just because he is considered to represent, in a little degree, what is said to be the wisdom of India.

It was stated by one hon. Member that there is discontent in the Foreign Service because they are not promoted rapidly enough—there may be something in it, not much—and also that non-Foreign Service men are imported into the Service either from public life or from other services. Such persons are normally in service as Heads of Missions because other people are not brought in.

I should like to make it perfectly clear that I do not believe in the rules and orders of seniority in any service. Seniority cannot be ignored. But, this kind of automatic preferment because a person is senior, the sooner it is done away with, the better. I am afraid, not having ever been in service of that type myself, I am totally

unable to comprehend the service mind. I can understand, of course, security and all that. Let us take this. In the Army, if your Commander in Chief and your principal officers at the top automatically came to their posts by virtue of seniority you will have a dud army, I can tell you. It becomes essential that this rule of seniority should be tempered as soon as you reach a certain stage—in the lower stages it does not matter—by merit. At a little higher stage, it should be given up altogether, completely, 100 per cent, and only merit should prevail. I know, the difficulty of this is that when you talk about merit, merit may often have the cover of nepotism or nepotism may be covered by the so-called merit. True, that is so. We will avoid it. But, to talk about automatic preferment to higher posts in any service is only bringing that service down to the level of mediocrity. Obviously, the mediocre survives in a rule of seniority. Of course, all these matters have to be considered.

I think that in the Embassies, as the Heads of Missions, we should have, we shall continue to have, some public men, and we will. Some places may be very important; some places may be less important. We should balance these things. Sometimes, some senior men in other Services have been made Heads of Missions: not many; a few have been made.

Somebody referred to our Foreign Office Inspectors' reports and demanded why they should not be placed on the Table of the House. If I may respectfully say so, that was a most remarkable demand. The moment we did that, these reports would cease to have the slightest value in them.

Shri Mahanty (Dhenkanal): Does it mean that all reports which are placed on the Table of the House have no merit?

Mr. Speaker: No, no. Is that the inference? That is a curious inference.

Shri Jawaharlal Nehru: The hon. Member's mind is too quick to catch facts. The moment you place confidential talks or reports and opinions of one member of the Service about another, senior member about others, the result will be, there will be no confidential talks, no confidential opinions expressed, but some bald statements, just bald reports. Of course, if there is some major misconduct, that would be noted. But, these reports have seldom major misconducts. They refer to all kinds of idiosyncrasies of the person concerned, his temperament, his virtues, his failings. These things are not even seen by every member, by all the people in my Ministry. I do not know—let us venture to say, if it is decided to appoint a Committee to inspect the lives of all our Members here and we wanted the reports to be placed on the Table of the House, it would be rather an embarrassing position. That, of course, has no meaning. In fact, so far as these inspection reports are concerned, I have a feeling that these inspections tended to become rather inquisitorial, petty things, petty matters and rather exasperating to some of our senior Ambassadors. We have now, in fact, lessened somewhat the inquisitorial nature of these inspections.

Shrimati Renu Chakravarty: What are the terms of reference of these inspection teams?

Shri Jawaharlal Nehru: This is not an official committee of enquiry with terms of reference, but of course, they have to go into all kinds of things, naturally into the general accounts, what is spent, how much, the relations of the people with each other, with the public there, with the Government there, what is the amount of entertainment given, what is spent—so many odd things, and when our inspectors go about asking for a detailed account of, let us say, every meal provided in the last six months, it is difficult; the poor Ambassador has to spend all his time in keeping

accounts of his meals, how many guests he has got, instead of doing his job. It is far better, after some enquiry, fixing a sum—spent so much on entertainment—then asking him an account for every meal, and how many courses he gave in every meal. An impossible situation. It was becoming that, and we stopped it, but the general inspections do good work, and do give us information. That will, of course, continue.

When we talk about the foreign service, the hon. Member who referred to this matter said that people were not so anxious, so keen, to go into the foreign service as they used to. That is partly true. I think that, although we cannot compare our terms with the big, rich countries, compared to other things in India, we pay them adequately. Even though it is adequate, sometimes it is enough—it depends on the family, this, that and other of the Ambassador—sometimes it becomes very difficult for him to make both ends meet, in the lower grades especially.

Then again, the normal idea of an Embassy is sitting in a great city—London, Washington, Moscow, Paris—but out of the sixty-odd foreign missions that we have got, most of them are terribly dull places. Some of them are sitting in the middle of a desert almost, with no contacts or anything.

May I give you an example of a peculiarly difficult post, our post in Tibet—not in regard to the political situation, but just the physical difficulties of the place? And it requires a man, and even more so, a woman, of great courage to endure that life there. Either the woman herself is the head of the mission, or is the wife, and the wife has to suffer more.

My recent visit to Bhutan—and I spent a day at Yatung—gave me some insight into these conditions of our missions in Tibet. Of course, one thing has happened in Gyantse—the

Yatung mission is fairly well. In Gyantse, about four years back a tremendous flood came and it swept away the whole of our mission with 50 or 60 persons. That flood came because something broke down, some lake etc., some burst took place; it came overnight and 50 or 60 of our men died, and since then we have had no building there. Previously there was a building. There has been talk of putting up a building, but things move slowly. In order to put up a building, one has to think of putting up some kind of protective work, so that the river might not overflow. Things, I am afraid, move slowly in India, but sometimes—sometimes I say, not always—things move even more slowly in China. We have got our plans, we have sent our engineers, but we cannot get the requisite permission to build this or that from the Chinese Government. They are considering it. And meanwhile, it is a very hard life for our people.

It is a terrible climate, I mean to say terribly cold, and if you have no proper houses, proper heating, it can be an almost unbearable climate. It has an altitude of 11,000 feet, that itself is difficult enough. At that altitude, it is a terribly cold climate, huge, long, dark nights in the winter, no companionship, no social life; it really is a very hard life, and I am full of admiration for those people who work there, and even more so for their wives.

I am sorry I have taken up so much time. I beg to move these Demands be adopted.

Shri Braj Raj Singh (Firozabad): Has the Prime Minister nothing to say about Goa?

Shri Jawaharlal Nehru: No, nothing new to say.

Mr. Speaker: Does any hon. Member wish me to put his cut motion to the House?

With the leave of the House all the cut motions are withdrawn.

All the cut motions were, by leave, withdrawn.

Mr. Speaker: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the Order Paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1960, in respect of the heads of demands entered in the second column thereof against Demand Nos. 16 to 20 and 111, relating to the Ministry of External Affairs."

The motion was adopted.

[The motions for Demands for Grants which were adopted by the Lok Sabha are reproduced before—Ed.]

DEMAND No. 16—TRIBAL AREAS

"That a sum not exceeding Rs. 7,98,32,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Tribal Areas'."

DEMAND No. 17—NAGA HILLS—TUENSANG AREA

"That a sum not exceeding Rs. 3,15,64,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Naga Hills—Tuensang Area'."

DEMAND No. 18—EXTERNAL AFFAIRS

"That a sum not exceeding Rs. 8,94,81,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'External Affairs'."

DEMAND No. 19—STATE OF PONDICHERRY

"That a sum not exceeding Rs. 2,52,13,900 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'State of Pondicherry'."

DEMAND No. 20—MISCELLANEOUS EXPENDITURE UNDER THE MINISTRY OF EXTERNAL AFFAIRS

"That a sum not exceeding Rs. 4,29,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Miscellaneous Expenditure under the Ministry of External Affairs'."

DEMAND No. 111—CAPITAL OUTLAY OF THE MINISTRY OF EXTERNAL AFFAIRS

"That a sum not exceeding Rs. 62,63,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Capital Outlay of the Ministry of External Affairs'."

Ministry of Education

Mr. Speaker: The House will now take up discussion and voting on Demand Nos. 13, 14, 15 and 110 relating to the Ministry of Education for which five hours have been allotted.

Hon. Members desirous of moving cut motions may kindly hand over at the Table, within 15 minutes, the number of the selected cut motions I shall treat them as moved if the Members in whose names those cut motions stand are present in the House and the motions are otherwise in order.

DEMAND No. 13—MINISTRY OF EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 54,48,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Ministry of Education'."

DEMAND No. 14—EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 28,54,02,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Education'."

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

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 2,16,69,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Miscellaneous Departments and other Expenditure under the Ministry of Education'."

DEMAND No. 110—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

Mr. Speaker: Motion moved:

"That a sum not exceeding Rs. 63,84,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Capital Outlay of the Ministry of Education'."

Mr. Speaker: Seth Govind Das. He is the seniormost Member in the House today.

सेठ गोविंद वार्ता (बुरदासपुर) : अध्यक्ष जी, जहां तक शिक्षा मंत्रालय का सवाल है, मैं उन लोगों में नहीं हूं, जो वह कहते हैं कि स्वराज्य-प्राप्ति के पश्चात उस ने कुछ भी नहीं किया है।

12. 19 hrs.

[Mr' DEPUTY-SPEAKER in the Chair]

स्वराज्य-प्राप्ति के पश्चात् हम, शिक्षा मंत्रालय जो काम करता है, उस के कई लोगों में आगे बढ़े हैं। जब तक स्वर्गीय भीसाना अद्वृत कलाय आपाद हमारे शिक्षा मंत्री थे, तब तक उन्होंने जो कुछ किया, उस में के जो तीन अकाइयाँ हैं, इन का एक ऐतिहासिक स्थान रहने वाला है। जब तक हम को स्वराज्य प्राप्त नहीं हुआ था, तब तक स्वराज्य प्राप्त करना हमारा मुख्य उद्देश्य था। उस के बाद अब निर्माण का काम हमारा मुख्य उद्देश्य हो गया है, तो उपाध्यक्ष जी, जैसा मैं ने अभी निवेदन किया, मैं उन लोगों में नहीं हूं, जो यह मानते हैं कि शिक्षा मंत्रालय ने कुछ नहीं किया है। पर प्रश्न यह है कि क्या शिक्षा मंत्रालय ने, जो कुछ उमे करना चाहिये था, या जो कुछ हमारे देश की जनता उम से आका करती थी, वह किया है या नहीं किया। स्वतंत्र देश निर्माण के युग में सदा आगे बढ़ते हैं। हम भी आगे बढ़ रहे हैं, परन्तु हमारे आगे बढ़ने की रफ्तार क्या बैसी है, जैसी होनी चाहिये?

जी श्री १० बं० जर्मा (बुरदासपुर) नहीं।

सेठ गोविंद वार्ता : मैं ने आप से अभी निवेदन किया कि यह निर्माण का युग है। हमारे देश में निर्माण दो प्रकार का हो रहा है—एक पार्विक बस्तुओं का निर्माण है और दूसरा नई पीढ़ी का निर्माण है। जहां तक पार्विक बस्तुओं के निर्माण का मन्त्रालय है, हम आगे बढ़े हैं और हर सेवा के हमारा उत्पादन बढ़ा है, परन्तु जहां तक नई पीढ़ी का निर्माण है, मुझे यह बात अत्यन्त सेव के साथ कहनी पसंदी है कि हम करीब करीब बही हैं, जहां उस दिन थे, जब हम स्वतंत्र हुए।

एक मानवीय जलस्वरूप : पीछे है।

सेठ गोविंद वार्ता : मई पीढ़ी के निर्वाचित के लिये सब से अधिक आवश्यकता उपर्युक्त पाठ्यक्रम की पुस्तकों की है। हम ने देखा है कि पाठ्यक्रम की जिस प्रकार की पुस्तकें होती हैं, जिस प्रकार का पाठ्यक्रम असता है, उस के अनुसार नई पीढ़ी का निर्माण होता है। हिटलर के समय के अर्द्धनी का आप स्मरण कीजिये, यसोलिनी के समय के इटली का स्मरण कीजिये और आप देखिये कि यद्यपि हिटलर और यसोलिनी के सिद्धान्त ठीक नहीं थे, लेकिन उन्होंने इस प्रकार के पाठ्यक्रम को बन्युक्त किया था कि उन के उमाने की नई पीढ़ी केवल कहती ही नहीं थी, बल्कि इस बात पर विचार करती थी कि नास्तीबाद ही अर्द्धनी का उदार कर सकता है, फासिस्ट्याद ही इटली का उदार कर सकता है। आज हमारे यहां नई पीढ़ी का जो निर्माण हो रहा है, उस में उपर्युक्त पाठ्यक्रम न होने के कारण हम एक देशमवत् पीढ़ी और अपनी संस्कृति में प्रेम और अदा रखने वाली पीढ़ी का निर्माण नहीं कर रहे हैं। मैं अभी योड़े दिन पहले केरल गया था। मैं ने वहां देखा कि बहुत योड़े समय में केरल की मरकार ने इस बात का प्रयत्न किया है कि वहां पर उन के सिद्धान्तों के अनुसार पाठ्य-पुस्तकों का निर्माण हो जाय। मैं अपने शिक्षा मंत्री जी से कहना चाहता हूं कि इस विषय में उन्हें जल्दी से जल्दी प्रगति करनी चाहिये।

हिन्दी को राजभाषा घोषित हुए इतना समय बीत गया है। समूजे देश को एक सूच में बाबू रखने के लिये हमें एक भाषा की आवश्यकता थी। हिन्दी में कोई सुरक्षात् के पर नहीं लगे हैं। हिन्दी का हमारे देश में जो स्थान है, वह स्थान, जिसनी भाषायें हम वे अपने मंत्रिभान में स्वीकृत की हैं, उन सब का है। उन सब को मैं इस देश की राष्ट्र-भाषायें मानता हूं—कोई बाहर से आई हुई भाषायें नहीं मानता हूं। जो लोग कहते हैं कि हिन्दी के प्रति ही भेरा प्रेम है, वह मुझे चलत समझते हैं। मूले सारी भारतीय भाषाओं से प्रेम है।

[सेठ गोपिनाथ दास]

लेकिन प्रश्न यह है कि केवल वही राष्ट्र-भाषा इस देश की राजभाषा बनाई जा सकती थी, को कि वहाँ के अंदर के करीब लोगों की भाषाभाषा है और यह अधिकांश लोग उन्हें समझते हैं। हिन्दी की प्रगति के सम्बन्ध में जो एसोसिएशन मंत्रालय ने हमें बिली है, उस के आधार पर मैं कहना चाहता हूँ कि उन्होंने कुछ करने का अवश्य प्रयत्न किया है, परन्तु वह अस्त्यन्त असतोषजनक है। इस सम्बन्ध में एक सब के बड़ा प्रश्न जो हमारे यहाँ पर है, वह हमारे देश का अंद्रेजी के प्रति असाधारण व्य्रेम है। मैं दुनिया के करीब करीब सब देशों में चूमा हूँ। मैंने किसी विदेशी भाषा के लिए इस प्रकार का व्य्रेम किसी देश में नहीं देखा है कि जैसा यहाँ पर अंद्रेजी के प्रति है। मैंने एक बार कहा था कि अंद्रेज जले गए, भैंकाले साहब जले गये, लेकिन भैंकाले साहब अपने कुछ गोद लिये हुए पुरुषों को यहाँ पर लोड भर। उस पर युद्ध टीका टिप्पणी भी हुई थी। परन्तु मैं फिर कहना चाहता हूँ कि अंद्रेजी का जो समर्पण करते हैं, उन्हें मैं भैंकाले साहब का उसके पुत्र भानुता हूँ।

एक प्रश्न हिन्दी के सम्बन्ध में और है वह हिन्दी के रूप के विषय में है। मूले इस बात को देख कर बड़ा लेद होता है कि इस का कोई भी निर्णय अब तक नहीं हो पाया है। मैं इस बात को भानुने बाला हूँ कि भाषा सरल से सरल होनी चाहिए, बोल चाल की भाषा होनी चाहिए, परन्तु यह भानुते हुए भी जो हमारी वैज्ञानिक पुस्तकें हैं, शासकीय और शास्त्रीय पुस्तकें हैं, उन की भाषा तो कठिन होंगी ही। आज अंद्रेजी में फ़्लस्ट क्लास फ़्लस्ट एम० ४० के भानुने भी अगर एलोपेजी या एटामिक एनर्जी की पुस्तक रख दी जाये, तो ग़ा़ का शब्द भी उन पुस्तकों का उस की भाषा में नहीं आयेगा। इसलिए इस प्रकार की जो पुस्तकें हैं, वे कठिन होंगी ही और इस सम्बन्ध में जो कहना चाहता हूँ कि हमारे बड़े में बड़े नेताजों के मन में भी बहुत बड़ा भ्रम है। अभी

बन्हवी में भावने एक भाषण में हमारे प्रधानमंत्री वंदित जवाहरलाल जी नेहरू ने एक बात कह दी कि "आर्टिकिलियल प्लैनेटरियम" ठीक शब्द है, सरल शब्द है, लेकिन "हिन्दिम नभोमडल" ठीक शब्द नहीं है। हमारे लिए यह बड़े सूझाम्य की बात है कि वंदित जवाहरलाल जी नेहरू के सदृश्य हमारे नेता है। मैं इस बात को भानुता हूँ कि भ्रशोक के बाद कोई ऐसा अवक्ति हमारे देश में नहीं हुआ कि विसने हमारे देश को संसार में इतना ऊपर उठाया हो, जितना वंदित जी ने उठाया है। परन्तु वंदित जी को मैं कोई भाषा विशेषज्ञ नहीं भानुता हूँ और यदिल जी, जद हिन्दी के सम्बन्ध में कोई बात कहते हैं, तो मुझे ऐसा लगता है कि वह अनविकार बेष्टा करते हैं। जिस आदमी ने हिन्दी की प्राइमरी परीक्षा न दी ही, जो आज भी अगर हिन्दी की प्राइमरी परीक्षा में बेठे, तो फ़ैल हो जाय, जिस आदमी ने कोई भारतीय भाषा न सीखी हो, जो संस्कृत का क, क, क, ग, न जानता हो, वह इस तरह की बात कहे कि "आर्टिकिलियल प्लैनेटरियम" परम शब्द है बनिस्तत "हिन्दिम नभोमडल" के, तो मैं कहता हूँ कि यह अनविकार बेष्टा है। और जिन को हम इन्होंने इज्जत की दृष्टि से देखते हैं उन से मैं कहना चाहता हूँ कि इस प्रकार की अनविकार बेष्टा करने की वे प्रयत्न न करें।

जहा तक शब्दावली का सम्बन्ध है, मैं शुरू से इस मन का रहा हूँ, और जिन अभ्यर्थी भविष्यान बन रहा था उस समय भी भेरा मत था, कि हमारे संविधान में इस प्रकार की धारायें जोड़ दी जायें जिन में हमारी शब्दावली भूलत भूलत में आये। यह प्रश्न कोई २०, २५, ५०, १००, २०० या ५०० शब्दों का नहीं है, यह प्रश्न लाखों शब्दों का है। जिस को आज अन्तर्राष्ट्रीय पारिभाषिक शब्दावली कहा जाना है, मैं आप से कहना चाहता हूँ कि अन्तर्राष्ट्रीय पारिभाषिक

शब्दावली के सदृश दुनिया में कोई भी व नहीं है। अंग्रेजी शब्दावली को है वह केवल इंग्लैण्ड में, इंग्लैण्ड के चार उपनिवेश शाउच अफीका, कैनाडा, न्यूजीलैंड और आस्ट्रेलिया तथा अमेरीका में प्रयुक्त होती है। अंग्रेजी की जो पारिभाषिक शब्दावली है वह किसी दूसरे देश में नहीं। हमारे पड़ोस में जो शब्दाम देश है उस इलाके की पारिभाषिक शब्दावली संस्कृत से ली हुई है। अगर पारिभाषिक शब्दावली जिस को कि हम अन्दर-पूर्वीय या इटरीशनल कहते हैं, वैसी की भैंसी हमारे गहां ले ली जायेगी तो हिन्दी या भारतीय भाषायें हिन्दां या भारतीय भाषायें नहीं रह जायेगी, वे कोई दूसरी भाषायें हो जायेगी। इसलिये पारिभाषिक शब्दावली के लिये सब से आवश्यक भीज यह है कि वह संस्कृत से ले कर ऐसी बनाई जानी चाहिये जो कि हमारी १४ भाषाओं में जिन को हम न अपने संविचान में स्वीकृत किया है, प्रयुक्त हो सके। यह तो मुझे हिन्दी के रूप के सम्बन्ध में कहना है।

लिपि के विषय में मुझे यह कहना है कि जहा तक लिपि का प्रश्न है, ऐसी समझ में यह बात नहीं आती कि आक्षिर इतने वर्ष बीत गये पर लिपि का निर्णय क्यों नहीं हो सका। लिपि का निर्णय न होने के कारण टाइपराइटर के कीबोर्ड और टेलीप्रिंटर आदि सब रुके हुए हैं। मैं शिक्षा मंत्रालय से कहना चाहता हूँ कि जहा तक लिपि का प्रश्न है वह बन्दी से जल्दी उसे हल करे।

अब साहित्य निर्माण को बात सें। शिक्षा मंत्रालय से जो रिपोर्ट हमे दी गई है उम में दिया हुआ है कि शिक्षा मंत्रालय कुछ पुस्तके लारीदाना चाहता है। कुछ इधर उधर को और भी छोटी भोटी बातें कहना चाहता है। इस से साहित्य निर्माण का प्रश्न हल होने वाला नहीं है। आज हम अपनी पारिभाषिक योजनाओं पर करोड़ों रुपयों रुपये लंबे कर रहे हैं। मैं ने कई बार ऐसी मांग की है और आज फिर कहना चाहता हूँ कि साहित्य

निर्माण के लिये, केवल हिन्दी साहित्य निर्माण के लिये नहीं, हमारी भीद्दों भाषाओं के साहित्य निर्माण के लिये शिक्षा मंत्रालय को ५ करोड़ रुपया भ्रलग न र देना। चाहिये और शिक्षा विदेशी, साहित्यिकों, वैज्ञानिकों, शास्त्रियों के एक ऐसे समुदाय को एकत्र करना चाहिये जिस से कि केन्द्रीय शासन के द्वारा हमारे साहित्य का निर्माण हो सके।

फिर अहिन्दी भाषी लोगों में हिन्दी प्रचार का सबाल है। इस के बारे में भी हमारे समने जो रिपोर्ट है उस में कुछ बातें कही गई हैं कि यह होने वाला है। लेकिन जो अवधि हम ने हिन्दी को अंग्रेजी के स्वान पर लाने के लिये रखी है उस अवधि के अन्दर अब र हिन्दी भाषी लोगों में हिन्दी के प्रचार के सम्बन्ध में जो कहा गया है रिपोर्ट में और जो रकम रखी गई है वह अत्यन्त अपर्याप्त है। इस के लिये एक विद्यालय योजना बनानी चाहिये और उस योजना के प्रावधार पर काम किया जाना चाहिये।

यह कहा जाता है कि हमे टेक्नीशियनों की ज़रूरत है, कारीगरों की ज़रूरत है। मैं ने भीन में जा कर देखा है कि वहां किस प्रकार कारीगर तैयार किये जाते हैं। उन कारीगरों को विदेशी भाषा में १०, १० या १२, १२ वर्ष तक शिक्षा नहीं लेनी पड़ती। उन में कुछ स्वाभाविक गुण होते हैं, उन सभी गुणों के प्रावधार पर वे अपनी भाषा में शिक्षा पाते हैं। इस पुराने देश में घनेक कारीगर हैं जिन में स्वाभाविक गुण हैं। अगर हमारी कुद की जन भाषाओं में उन कारीगरों को तैयार करने का काम किया जाय तो १० या १२ वर्ष जो उन को अंग्रेजी भाषा सीखने में लग जाते हैं, वे नहीं लगेंगे और सरलता से यह कारीगर तैयार किये जा सकते हैं।

यो हरिष्वर मालवा (पाली) : यह एक्सेसन विनियोगी की जिम्मेदारी नहीं है।

सेठ गोविल्ड वास्त : हम कोरों की तरफ अधिकार व्याप्त होते हैं। मैं ने देखा है कि संसार की सबस्त भावाओं में पहले साहित्य तंयार होता है तब कोष बनते हैं। यहाँ हम दोनों के आगे गाई को रखता चाहते हैं। हम चाहते हैं कि पहले कोष तंयार हों तब साहित्य का निर्माण हो। विविध प्रकार के साहित्य का हमें जो निर्माण करता है उस की ओर हमारा व्याप्त पहले होना चाहिये न कि कोरों की ओर। जब साहित्य का निर्माण होगा तो कोष अपने आप उस के साथ बनते जायेंगे।

अन्त में मेरा कहना है कि मानव और पशु में जो सबसे बड़ा अन्तर है वह अन्तर ज्ञान शक्ति का है। इस सुष्टि का सर्वथेष्ठ प्राणी मनुष्य इसलिये है कि निसर्ग ने उसे जो ज्ञानशक्ति दी है वह किसी दूसरे प्राणी को नहीं दी। उस ज्ञान शक्ति का विकास शिक्षा के द्वारा होता है। उस शिक्षा का मुख्य माध्यम भाषा है। साथ ही इस दुनिया में इतने बड़े जन समुदाय की कोई भाषा नहीं है जैसी कि हमारी हिन्दी है। हिन्दी के साथ ही हमारी १३ भाषायें और है जिनको हमने अर्थ संविधान में स्वीकार किया है। इसलिये भाषा के प्रश्न को मैं शिक्षा मंत्रालय के सामने त्रितीय प्रश्न है उनमें सबसे अधिक महत्वपूर्ण। मानता हूँ और उसमें हिन्दी के प्रश्न के महत्व को सर्वाधिक। हम भाज इस निर्माण के युग में एक दूसरी प्रकार की अवश्य नई पीढ़ी का निर्माण कर रहे हैं। उस नई पीढ़ी के ज्ञान का हम अपनी भाषा, अपने साहित्य के द्वारा विकास करने के लिये इस प्रकार की पाठ्य पुस्तकें तैयार कर सकें जिससे हमारे देश का या हमारी दूसरी पीढ़ी का निर्माण सर्वाधिक हो सके।

इतना सब कहते हुए भी मैं आखिर में जो मंत्री महोदय ने अनुदान मदन के सामने रखते हैं उनका समर्थन करता हूँ।

Smt. Vasudevan Nair (Thiruvella):
Mr. Deputy-Speaker, Sir, while exa-

mining the Demands for the Ministry of Education, it is only proper that the general situation in the field of Education is taken into consideration.

Now, Sir, right from the advent of freedom we were aiming at achieving a new system of education—to put it in the words of the Government spokesmen and to put it in the words of the hon. Prime Minister himself—to achieve national democratic education. Now, in that direction, I do not say that we have failed but that we have achieved a bit. But achievements here are not at all satisfactory. I do not deny the fact that we have made some slight progress in increasing the number of schools and in increasing the number of institutions of all kinds right from the elementary upto the university stage. We have also made some progress in increasing the number of students attending our educational institutions. I am not going into the details.

So far as the amount spent on Education is concerned, we find that in 1947-48, the amount spent was very meagre. Now we are spending more. But in spite of these achievements we are all aware that the stipulation provided in the Constitution of our country is not yet achieved.

I would like to remind the House that Article 45 of our Constitution has stipulated the introduction of free and compulsory education for all the children between the ages of six and fourteen within ten years. They ought to have achieved this target in 1960. But it was made clear even last time when this subject was discussed in this House that we will not be able to achieve that. And now, the reports indicate that the Planning Commission and the Ministry hope to achieve this target not in respect of six to fourteen years, but in respect of six to eleven years by the end of the Third Five Year Plan. Nothing is said about the target date for the children between the ages of six and fourteen.

Now, this itself is a failure as far as the work in the field of Education is concerned. Even then, I am prepared to admit that we have made some progress in the field of education as far as the number of schools opened and the amount of money spent are concerned. When we speak of democratisation of education we mean that education should be available to every child in the country. The Government claims that they have instituted a large number of scholarships to help not only scheduled castes and scheduled tribes but even poor children in other communities.

It is true that during the last ten years the amounts spent on this account have also increased very much. We are spending more and more; but, in spite of these achievements, however limited they may be, I cannot just accept the position that we have proceeded very much on the way to democratisation of education. In one respect at least my complaint is that the Government, have failed to look into that matter. Government have failed to take into consideration the present discontent and dissatisfaction existing on a large scale among our teaching and student community. Have Government taken pains to seriously analyse the reasons for the deep-seated dissatisfaction among the teaching community and student community in general? It is very easy to blame. It is very easy to say that somebody outside the institutions is trying to create trouble and that is the reason for this discontent and dissatisfaction. But that explanation does not take us anywhere. What is the position as far as our teaching community is concerned? Of course, there were certain attempts to increase their emoluments. But wherever that has taken place, I should say it has taken place as a result of a lot of sacrifice on the part of the teaching community. In many places, they had to organise themselves. They had to take to some kind of agitations. There was no

attempt on the part of those in authority to go to the teaching community, to mix with them, to understand their problems and to do everything possible to solve them. My complaint is that even today we are having a bureaucratic approach to the whole problem. That popular democratic approach which is very essential for the building up of a new national education is lacking throughout the country. I am not blaming the Central Government alone. But the Central Government have got the supreme responsibility of calling together the representatives of the States and in making attempts to tackle this problem.

Now, right under the nose of the Government, we all know that there is a lot of controversy going on between the teachers in Delhi and Government. Even very recently, we were reading in the papers the complaints put forth by the organisation of the Delhi teachers. They were complaining that many of the assurances given by Government were not fulfilled by them in time, and the teachers had to propose some kind of agitation to achieve even those very things promised by Government. This attitude has to change.

In this respect, I can give you an instance as far as our State is concerned. There also the same problem is there. In spite of the best efforts of the Government to increase the salaries of teachers, the teachers were not happy. Naturally you cannot satisfy everyone just by paying alone. You should understand the position. What is the overall position? The Kerala Government during the last two years spent something Rs. 2 crores for increasing the salaries of teachers. But even after that, there was a lot of discontent. Then what did the Government do? The Government decided to call conferences of teachers in every district and taluk. The Minister himself is attending these conferences. The District Educational

[Shri Vasudevan Nair]

Officer, the Assistant Educational Officer, the Education Director and all those officers are making it a point to attend these conferences. There is so much mixing and mingling between the ordinary teachers and the officials and up to the Minister, so that as a result of these conferences and mutual discussions, misunderstandings are very much cleared up. That kind of approach to the teachers, to the students, at least to the University students who are sufficiently grown up, who can understand things—and you cannot set right things by blaming them alone—that kind of approach is lacking. That is my complaint against the Ministry.

We saw a typical example of this kind of bureaucratic approach in the affairs of Banaras Hindu University. I do not want to go into a detailed post-mortem of all those things that happened in the Banaras University at this time. I had the privilege to be there two weeks back in connection with a social function of the Kerala students there. Now, anyone can feel proud of that institution. Perhaps we do not have an institution of that kind in any part of India. But now what is the situation? I would also urge the Minister to look at the problem from that angle. Let us not go into the old incidents. The present situation, as far as I could gather from my personal experience, is that there is a lot of bitterness, misunderstanding and enmity between the various sections of students, between the various sections of the teaching staff and between the authorities who are managing the affairs of the University and the students now. This is the result of all those steps that were taken by this Government and by the Committee that was appointed. This is the net result of that. That is what I am pointing out. How has such a situation come about? We should seriously look at the problem from this point of view and try to improve the situation by new gestures.

I pass on to some other points which may not be very serious and of so a fundamental character. The question of compulsory national service is there. For the last few years, there is a lot of talk about this question of national service as far as students are concerned. The difficulty even today, after 8 years of planning, according to me, is that there is not that amount of close co-ordination between our educational system and the developments taking place in our country. I should say that the student community are almost kept in a cage. That mentality is there. They do not have that kind of understanding and appreciation of the momentous changes taking place in the country. What are we to do for that? How are we to create a new situation in which the students and teachers, all the elements in the educational field, feel that they are part and parcel of the new developments taking place in this country. And I hope that the scheme of this national service for students who come out of the Universities and schools also, if possible for a period of one year or two years, will help very much the future generation of our country to understand and appreciate the new direction in which the country is moving. That is very essential, if we want to build that kind of new society that is in our vision.

There are proposals that it should be voluntary. Some people say it should be compulsory. Even today, I remember a famous economist speaking to MPs in the Central Hall last year. He was from Norway or some other Scandinavian country—I forget exactly the country. He was recommending to our Government and to the Prime Minister, who was present at the time, the compulsory national service which his country is experimenting with for students for the last so many years. He was recommending it to our country. I should think we should take some

decision on this matter. I will go to the extent of having compulsory national service for our students after their education for at least a period of one year.

Mr. Deputy-Speaker: He was from Sweden.

Dr. Krishnaswami (Chingleput):
Dr. Myrdal.

Shri Vasudevan Nair: There is another very important scheme which the Government have adopted. I do not know whether it has succeeded in full, and whether there is the necessary enthusiasm about it. I am referring to the national discipline scheme. There is an allotment of Rs 20 lakhs for the national discipline scheme in the new budget. Last year, I think it was Rs 15 lakhs, but we could not spend the whole amount. I would urge upon the Government to take up this National Discipline Scheme more earnestly. As a matter of fact, a very small amount was set apart for this scheme during the Second Five Year Plan. I think it was something like Rs 50 lakhs which is really a meagre sum for such a large scheme which will really help our country in more than one way. It will discipline the future generation. Not only that, it will really contribute very much to the public health of our nation, to the public health of our coming generation.

Various foreign dignitaries like the Chinese Prime Minister, the King of Afghanistan and many other people, when they were here, had chances to see some of the performances by our boys and girls and they were all so impressed with it.

This scheme is put into effect only in certain chosen centres in some States. As a matter of fact, in no State in the south, as far as I can see, has this scheme been put into practice. I would request Government to take it up more seriously and not to have some kind of stepmotherly attitude

towards this scheme and to allot some more money for this scheme. Government may plead that after the re-appraisal of the Plan, the Education Department has suffered a lot, and a part of our allotment was cut down. But, now, I would ask the Government to make a kind of re-allocation of funds so that you can remove the funds that have lapsed in some other departments at least to such schemes where they can make use of the funds.

I come directly to that point of lapse. Government itself has admitted that in several departments large amounts lapsed during the last year. For example, Central assistance to States, Rs 164.47 lakhs, direct grants by Union Government, Rs 105.81 lakhs, National Discipline Scheme itself, a lapse of a large amount; audio-visual schemes and schemes for youth welfare, sports and physical education.

We had a discussion some time ago in this House on sports and the picture is that even the meagre grants that are set apart for the development of sports schemes are lapsing.

Similarly, the grant even for the National Archives—a part of it, the provision for children's museum and the provision for National Extension Centres the Social Welfare Board—all these large amounts are being lapsed. Government should go into this question seriously and find out the reasons for this kind of lapse of large amounts in the field of education.

The Planning Commission can very well tell the Education Ministry: Why should we give you more money when the amounts that we are already advancing to you are not being spent? So, the Education Ministry should not give any ground for the Planning Commission to deny more funds for it.

The State Governments and the Universities can fulfil their new responsibilities only with the liberal help

[Shri Vasudevan Nair]

of the Central Government The question of increasing the salaries of the teachers is very closely linked with this problem I know, in many States, the State Governments do not go in for increasing the salaries of the teachers because they are afraid that after the Second Five Year Plan they will have to bear the entire responsibility The present arrangement is that the Central Government will give 50 per cent of the increments, but they will give that 50 per cent only up to the end of the Second Five Year Plan So, when the State takes any step to increase the salary—say by Rs 10 of a teacher—then it will have to bear the entire responsibility after the end of the Second Five Year Plan.

We are now formulating the Third Five Year Plan I would request the Education Ministry to take up this issue with the Planning Commission and see that, at least for the full 5 years of the Third Plan, this contribution from the Central Government will be given to the States so that many of the State Governments which are not now making use of the gesture from the Central Government may make use of that Here also large amounts are lapsing because the State Governments are not in a position to make use of the help from the Central Government

Now, there is the question of basic education In this field also, even today, there is a lot of confusion and controversy Fortunately or unfortunately, in this controversy, our Government is very much in the picture—I mean the State Government of Kerala

There was some conference in Kerala some time ago And, I would like to know from the hon Minister whether the Government of India agrees to the proposal of the Kerala Government that they should be allowed to have a pattern that suits

the interests of the boys and girls of that State I hope the amendment proposed by the Kerala Government is not fundamentally divergent from the basic scheme that the Government of India has evolved The only thing is that the Kerala Government feels that we cannot have a uniform pattern for the whole of India They want to have some slight changes and I hope they will be allowed to proceed with their schemes in this field

There are only one or two minor items to which I would like to refer One is the question of noon-feeding of children in the primary schools If you want to achieve the aim of free and universal compulsory education for the children between the ages of 6 and 11, at least by the end of the Third Five Year Plan, as proposed by the Planning Commission and the Education Ministry, you have to take up this question very seriously

Even if you increase the number of schools and the other facilities for going to schools, in many districts in many States, poor parents are not able to send their children to schools

In many areas the position is that these children from the ages of 6 to 11 have to go with their parents to the fields for work This is a wider social problem So, unless we are able to give food to our children, unless this noon-feeding is arranged for our school children, we cannot achieve this object of compulsory and free and universal education for children between the ages of 6 and 11 I hope, in this respect, liberal help will be given by the Central Government to the States

पंडित लक्ष्म प्र० च्छोतिश्वी (सामर)
उपाध्यक्ष महोदय, शिक्षा के सम्बन्ध में जो माय सदन के सम्मुख है, उम पर, और शिक्षा के सम्बन्ध में मैं अपने विचार प्रकट करने के लिए लड़ा हुआ हूँ।

किसी भी प्रजातान्त्रिक देश को सफल बनाने के लिए यह अरुदी है कि उहाँ का

वीक्षणिक स्तर रखा हो । स्वार्थीन होने के पश्चात् देश पर यह एक बहुत बड़ी जिम्मेदारी आयी है कि उसका बहुत संघर्षक समाज जो अविक्षित अवस्था में है उसे शीघ्र से शीघ्र शिक्षित बनाया जाये । शासन ने विषय दस बच्चों में जो काम किया है वह हमारी आकांक्षाओं को देखते हुए, जिस बीज की हम कल्पना करते थे उसको देखते हुए, जो हमारा समय है उसको देखते हुए, वह उसना नहीं है जितना कि होना आहिए, उससे उत्तीर्ण प्रगति नहीं हुई है जितनी कि होनी आहिए थी ।

16 रुप्य.

शिक्षा की स्थिति का विचार करते हुए मूँझे ऐसा मालूम होता है कि उसकी स्थिति उस सिद्धेशा जैसी है जिसे कि राजकुमार ने परिस्थित कर दिया था और कोई भी गठरिया उसके बान लीच सकता था । हमारे देश में जब भी शिक्षा के विषय में चर्चा होती है तो शिक्षा में दोष निकाले जाते हैं । शिक्षा का अस्त्यन्त महत्वपूर्ण विषय है और शिक्षा की योजनाओं को सफल बनाना कितना कठिन है, उसमें प्रगति साना कितना कठिन है, इस पर, शिक्षा के विषय में विचार करते समय, अनेक भोग विचार नहीं करते ।

आज देश की यह जरूरत है कि आदमी विकसित हो । इस विकासशील समाज में उसका क्षय कर्तव्य है उसको वह अच्छी तरह से समझे । यह बहुत जरूरी है कि हम अपने सामाजिक दायित्व को समझें और इसी लिये यह बहुत आवश्यक है कि इसका शिक्षा में पूर्णस्पेन समावेश हो । दुर्भाग्य से जो मैशीनरी हमें शिक्षित करने के लिए देश में इतने बच्चों से चली आ रही है वह विदेशी लोगों द्वारा इकाद की गयी थी । उस मैशीनरी में यह स्पिरिट नहीं है कि वह इस बदले हुए समाज के मुद्राप्रक्रिया शिक्षा में नई आवनाओं का समावेश कर सके । शिक्षा विशारदों के

सामने आज यह एक बहुत बड़ा प्रश्न है । वह प्रश्न किसी फैक्टरी के लड़े करने जैसा प्रश्न नहीं है किसी लेत से अधिक फसल उगा देने जैसा प्रश्न नहीं है । लेत में उदादा आद देकर एक बर्ब में फसल उदादा उगायी जा सकती है, और एक बड़े से बड़ा प्लांट दो बार पांच बर्ब में लडा किया जा सकता है । लेकिन शिक्षा के क्षेत्र में प्रगति करने के लिये मनुष्य के मन को तबदील करना पड़ता है । उस पीड़ी को तबदील करना होता है जो शिक्षा सम्प्रयोगों में काम कर रही होती है । मैं जानता हूँ कि हमारी सरकार के सामने यह बड़ी दिक्षित है । जिन लोगों के ऊपर शिक्षा का उत्तरदायित्व है, जिनके ऊपर राष्ट्र की नई पीड़ी के निर्माण का भार है, वे पुरानी परम्पराओं में बने हुए हैं, पुराने डंग पर तैयार हुए थे । उनके मन को एक दो बर्ब में तबदील करना काफी कठिन काम है । लेकिन इस कठिनाई के बीच ही तो हमें प्रगति करनी है । इसलिये यह जरूरी है कि हम और अधिक लाक्षित और जोश के साथ शिक्षा के क्षेत्र में काम करें नहीं तो मूँझे लगता है कि जिस दिमाकेसी को हम एक सफल स्वरूप में देखना चाहते हैं, वह स्वरूप प्राप्त होने में बहुत ज्यादा समय लग सकता है । आज हमारा आदमी निश्चित रूप से अपने कर्तव्य को नहीं जानता है । इसीलिए हमको अपने राष्ट्र निर्माण के कार्य के विभिन्न भेदों में पूरा सहयोग नहीं मिल रहा है । दिमाकेसी ऐसी दृष्टि में कानूनों का शासन हमारा करता है, और कानूनों का शासन ठीक तरह से संचालित हो इसके लिये जरूरी है कि देश का आदेश आदमी कानून को ठीक तरह से समझ सके । यह तक कि देश का आदमी शिक्षा के इस स्तर को प्राप्त नहीं कर लेता कि वह कानून को समझ सके तब तक प्रजातन्त्र को सफल नहीं कहा जा सकता । तो आज जित तरह से आध आदि समस्याओं को हमारे देश में महत्व दिया जा रहा है उसी प्रकार, बल्कि मैं तो कहूँगा कि उनसे भी अधिक प्रायारटी हमें आज शिक्षा को देनी आहिए,

[पंडित ज्वान प्र० अधोरियर]

ममर हम चाहते हैं कि हमारा वह प्रबलतम् दृष्ट पूर्ण न जाये। इसके लिए वह चाहती है कि हम इस देश के अधिकारी नियन्त्रित को अधिक ज्ञान के अधिक से अधिक सीधे उम्मेद कर दें।

हमें दुःख हुआ यह हमने यह देखा कि जो सरकार हमने स्विर किया था कि हम इस उच्च वर्ष की अवधि से देश को शिक्षा के एक निश्चित स्तर तक पहुंचा देंगे, उस सरकार को हम पूरा नहीं कर सके। हमें देखना है कि हमने जो संकल्प किया था कि हम १४ वर्ष तक के बालकों को अनिवार्य प्राथमिक शिक्षा देने की व्यवस्था करेंगे, उस संकल्प को हमें बदलने पर विचार करना पड़ा, और अब हमारा सम्भव है कि हम ११ वर्ष तक के बच्चों को ही अनिवार्य प्राथमिक शिक्षा देने की जट्ठ से जट्ठ व्यवस्था करें।

हम जानते हैं कि हमारे मार्ग में बहुत बड़ी दिक्कत आधिक दिक्कत है। सारे देश में ११ वर्ष तक के बच्चों को अनिवार्य प्राथमिक शिक्षा देने की व्यवस्था करने के लिये हमें सगभग १००० करोड़ रुपये की आवश्यकता है। मुझे लगता है कि यह शिक्षा प्रसार का काम केवल सरकार का नहीं है। क्या ही अच्छा हो कि हम एक राष्ट्रीय ट्रस्ट की स्थापना करें जिसके द्वारा देश के बन्दियों यठों, मस्जिदों आदि के द्रस्टों का जो रुपया है वह शिक्षा के लिए काम में लाया जाये। हम इस ट्रस्ट को अधिकार दें कि यह, और जबरदस्ती से नहीं बल्कि राष्ट्रीय हित को उनके सामने रख कर हमें देश में जो बहुत से ट्रस्ट हैं और जिनकी सम्पत्ति कृष्ण काम नहीं आ रही है, उस सम्पत्ति को शिक्षा प्रसार के लिए काम में लाने की व्यवस्था करें। मैं एक सुझाव पेश करना चाहता हूँ कि जो हमारे देश में बौद्धिक पिछडापन है उसको दूर करने की राष्ट्र से अपील की जाये और एक नेशनल ट्रस्ट की स्थापना की जाये और उस ट्रस्ट को यह अधिकार दिया जाये कि जिन स्थानों में शिक्षण संस्थायें नहीं हैं

वहां पर वह छोटी-छोटी शिक्षण संस्थायें खोलें और इस प्रकार राष्ट्र नियन्त्रण के कार्य में बोल दें।

शिक्षा के लेन को वह हम देते हैं तो हमें जात होता है कि इन बच्चों में हमने आधिक कठिनाइया होते हुए भी निश्चित रूप से बहुत कुछ प्रगति की है और काफी संस्थायें स्थापित करने की कोशिश की है। लेकिन ये जिस वीज को शिक्षण संस्थायों में देखना चाहता हूँ, जिस बस्तु की राष्ट्र इन संस्थायों से अपेक्षा करता है, वह नहीं देखता। हम चाहते हैं कि इन शिक्षण संस्थायों में हमारे तरुणों में एक नई स्पिरिट जागृत हो जिससे वे यह महसूस करें कि राष्ट्र नियन्त्रण का उनके ऊपर दायित्व है और उनके ऊपर राष्ट्र को आगे से जाने की जिम्मेदारी है। हम चाहते हैं कि यह भावना ह परे तरुणों में पैदा होनी चाहिए। लेकिन हमने जो संस्थायें लड़ी की हैं उनसे तो यह भाव हमारे तरुणों में नहीं पैदा हो रहा। हमने इधर उधर दिये तो बहुत से जलाये हैं परन्तु उनसे प्रकाश नहीं बल्कि अन्वकार प्रसारित हो रहा है। वह शिक्षा शिक्षा नहीं जो हमारे अन्दर आराम आगृत न करे, जो हमें अधिक विकसित न करे। अगर हमारी शिक्षा हमारे तरुणों में यह भावना जागृत करती है कि हम विलास की जिन्दगी बितायें और आराम से रहें तो मैं उस शिक्षा को शिक्षा नहीं बल्कि कुशिक्षा या दुशिक्षा कहूँगा। हमने इन संस्थायों के द्वारा, जिन्हें हमने स्थापित किया है इस प्रकार की शिक्षा की अपेक्षा करते हैं कि वह हमारे तरुणों में यह भावना पैदा करे कि वे अपने जीवन का भी उत्तर्ग करके देश की सेवा करें, उम प्रकार की शिक्षा का प्रसार इन संस्थायों के द्वारा नहीं हो रहा है। इसलिये मैं चाहता हूँ कि हम जो ये बड़े-बड़े इस्टीट्यूशन लड़े कर रहे हैं और इन पर इसलाल रुपया लचौर कर रहे हैं, हमें विचार करना चाहिए कि इनमें क्या कमी है।

मूले विद्या के लोक में एक छोटी संस्का
र के लेखर दूसियरिहियो तक ये १३, १४ वर्ष
का अनुभव है। लेरा विद्यार है कि यह सही
प्रकार के विद्यक होंगे तभी तभी प्रकार के
विद्यालय काम हो सकते हैं और यह सही
प्रकार के विद्यक होंगे तभी अन्य विद्यालयों
का निर्माण हो सकता है। बिना सही प्रकार
के विद्यकों के अन्य विद्यालयों का निर्माण
नहीं किया जा सकता। हम अपने प्रोफेसरों
की १०००, १२००, १५०० रुपए तक
तकनीकी होंगे। प्राइवेट स्कूल के गरीब
प्रब्लेमों के विषय में हम कहते हैं कि वे
ठीक काम नहीं करते हैं। मैं पूछता हूँ कि क्या
इस देश में भी गरीब प्रब्लेम काँच्य का पालन
ठीक रूप से करते हैं और हमारे जो वाइस-
चास्टर इस देश के विद्यविद्यालयों को
सुसंजित कर रहे हैं, वे ईमानदारी से कितना
समय अपने काम को देते हैं। यह हमारा
दुर्बलिय है कि जहां हमारे पास पैसा नहीं है,
वहां तो हम पैसे का रोना रोते हैं, लेकिन जहां
हम अधिक पैसा खप कर रहे हैं, वहां भी
उचित रूप से काम नहीं हो रहा है और योहै
परिणाम नहीं निकल रहा है। इसका कारण
क्या है? कारण यह है कि देश को जिस
राष्ट्रीय स्प्रिट की ज़रूरत है, उसकी बहुत
कमी है। हमको शिक्षा के लोक में इस तरह
की कानिन लानी होगी, जिससे यह कमी पूरी
हो सके। हम देखते हैं कि देश की कुछ जनहों
में त्रैण लोग विद्यार्थी लोग कुछ ऐसी कार्य-
वार्त्या कर जाते हैं, जिन से इस देश का
माला भूकता है। प्रालिंग यह किस का परि-
णाम है? यह इस काम का परिणाम है कि
हम अपनी जैविक संस्कारों में उचित
वातावरण निर्मित करने में सफल नहीं हो
सके हैं। हम उनमें विशिष्ट और विद्यविद्या
की भावना जागृत नहीं कर पाए हैं। मैं
निवेदन करता चाहता हूँ कि राम का निर्माण
करने के लिए विशिष्ट और बाल्मीकि की
आवश्यकता हुआ करती है। ताजाविद और
नालःदा के निर्माण के लिए मैं वहां रह कर
काम करने वाले भवित्वों की आवश्यकता

होती है। हम विद्यविद्यालय और कालेज
को लक्षित करते हैं, लेकिन जिन व्यक्तियों
के हारा वास्तविक विद्यविद्यालयों का
निर्माण होता है, वे उपलब्ध नहीं हैं—याज
बुस्कूल का निर्माण करने वाले विशिष्ट,
बाल्मीकि और गरीब उपस्थित नहीं हैं। यह
उनका निर्माण नहीं होता है, तब तक इस देश
में सही विद्यविद्यालय नहीं बन सकत है।
हम देखते हैं कि बहुत से विद्यविद्यालय राज-
नीति के अलावे बने हुए हैं। उनसे सम्बन्ध
रखने वाले लोग भजन की तरह तड़पते हैं
राजनीति के क्षेत्र में चुसने के लिए। एसे
लोगों से हम कैसे भयेगा करते हैं कि वे हमारे
देश को शिक्षा-व्यवस्था के स्तर को ऊँचा
उठायेंगे और हमारे बच्चों को ऊँची शिक्षा
देंगे। हमे शिक्षा के क्षेत्र में इस दृष्टि से काम
करना है कि हमारे विद्यविद्यालयों का ठीक
तरह से निर्माण हो, उनमें उत्तिवाणता और
तेजस्विता हमारे बच्चों में वैदा फरने की
घण्टि हो।

वेतिक शिक्षा के विषय में मैं यह निष्पे-
दन करना चाहता हूँ कि यह हमारा दुर्मिल
है कि उसके विषय में जिस तरह आम लोगों
में प्रचार करना चाहिए था, उसके उद्देश्यों
और उससे होने वाले लाभों पर प्रकाश
ढालना चाहिए था, वैसा हम नहीं कर पाए
हैं, जिसका परिणाम यह है कि उसके विषय में
ग्रामतपहरी आज भी लोगों में बनी हुई है।
जहां तक पुराने तरीके की शिक्षा प्राप्त
किए हुए पुराने लोगों के लोगों का प्रभाव है,
वे अपने बच्चों को पवित्रक स्कूल और ऐसी
दूसरी इंस्टीच्यूलज में भेजना चाहते हैं।
साधारण गरीब आदमी इस विषय में कुछ
जानते नहीं हैं। हम को यह स्विति बदलती
है। हमने यह महसूस किया है कि वेतिक
शिक्षा ही इस देश के निर्माण में सहायक हो
सकती है और इसलिये हम को सब स्कूलों को
वेतिक स्कूलों में परिवर्तित करना चाहिए।
हमको इस प्रकार की व्यवस्था कही चाहिए,

[पंडित अदा० प्र० अपोलिमी]

जिसमें हमारे बच्चे स्कूलों में प्रधिक उत्पादक अम करें। मैं हाँ स्कूलों और कालजियर में देखता हूँ कि हमारे विद्यार्थी लाइब्रेरी में काम नहीं करते हैं। वे दो तोन बार लैंबवर्द स्कूल रुम में बैटेंड करते हैं और बाकी समय को व्यवहारी गंवाते हैं। यह उचित हो कि इस समय में उनसे उत्पादक अम लिया जाये, जिससे उस वैकाशणिक संस्था के कोष की भी वृद्धि हो और साथ ही तरुणों में स्वावलम्बन का भाव जाग्रत हो, उनके बाजूओं में ताकत आए और विद्या प्राप्त करने के बाद वे अपने पांव पर लड़े हो सकें और इस देश की धौधो-गिक तरफकी में योगदान कर सकें।

इन शब्दों के साथ मैं इन मानों का समर्द्धन करता हूँ।

Shri Hem Barua (Gauhati): Sir, I have always felt that our journey to educational progress, accomplishments and achievements needs a polestar, an aim and purpose, and when this purpose is missing from our educational policy the policy tends to become lopsided. At the same time, it adversely affects the social objectives to which all educational policies are to be wedded.

Now, I have very carefully gone through the report that was submitted to us by the Education Minister. I find a very laudable attempt, when I read the report, to tackle the problem of education from all fronts and all directions, from the elementary stage to the university stage. But, somehow or other, I must confess, with some measure of disappointment, that nowhere it has revealed a basic attitude to our educational reconstruction, nor does the report convey any consolidated pattern—that is what I feel.

I do not think that we have tried to assess the social needs of our country, because all educational policies are to be fitted into the social pattern. It is the dynamics of economic laws

or other economic needs that determine the pattern, the educational pattern of a country, and I do not think that we have done anything to assess the forces and factors, economic and social factors and forces in our country.

That is why we find an overcrowding in the universities today. There are about a million students rushing on into the portals of the 39 universities. Shri Deshmukh, Chairman of the University Grants Commission has rightly, I mean, complained that the 39 universities are not adequate because of the fact that every year the number is mounting up to the tune of 50,000. He says that there should be at least 200 universities in India in order to meet the total needs of the people or the student population desirous of higher education. When he talks of 200 universities, naturally enough we have to find out Rs. 200 crores. But whenever the Plans get into difficulties, whenever the Finance Minister has to apply his axe, naturally and inevitably enough the Finance Minister's axe falls on the Education Ministry's budget. The University Grants Commission has said that there is an insufficient appreciation in the country of the role of higher education in the development of a nation. I do not agree with this statement entirely. But to some extent, as far as the Finance Ministry is concerned, possibly the Finance Ministry is not as much aware of the urgency of higher education in this country. So far as the people are concerned, they are aware of it and they are too much aware of it.

But, then, there is the enormous onrush of students into the portals of the universities. How to meet this problem? Some people say that family planning might ultimately help to solve this problem. But, Sir, the problem is a problem of the present and the problem is a problem of the immediate future. How is this problem to be solved?

The University Grants Commission and the Education Minister have thought of all sorts of contingencies. We are going to introduce the three-year degree course. On that decision I must congratulate both the Government and the University Grants Commission, because of the fact that by opening the three-year degree course they are going to demand more advanced work from the secondary schools, and by that they are going to limit the number of students rushing into the precincts of the universities by this process. This will, I think, help to reduce the size of some of the giant colleges that we have in Calcutta.

One redeeming feature about this three-year degree course is, as I have said, that this is going to demand more advanced work in the secondary schools. I have always felt that our secondary educational institutions, being, so far, a ladder to the university precincts must be self-sufficient in themselves. The education that is imparted in the secondary schools must be sufficient, must be able to equip a student with the necessary ammunition to face the battle of life. That is what I have felt, and so long as the secondary schools are treated as a ladder to further educational progress, I think that problem is not going to be solved.

But in that way it is not going to be fully solved even though there might be a partial solution. We should do another thing. I think in order to reduce over-crowding in the universities we have to divert the attention of the student population to vocational and technical institutes. When we talk of this, we feel that the number of vocational and technical institutions must increase in this country. But one gets the impression from the report that the emphasis that has to be paid on these institutions, somehow or other, is not paid. I hope the Education Minister will please apply his mind on this particular fact.

There is another thing. We are launching on an adventure of industrial progress. We want to rebuild our country industrially. Then, in order to achieve industrial progress—that is our aim—for this country we should have more technicians, we should have more engineers, we should have all sorts of technical personnel. In order to produce technical personnel we must have technical and vocational institutes, because that is the cry of the hour today.

Now, there are people who complain that more stipends are given to technical education, there is a bias towards technical education in this country and that the study of humanities is being neglected. That is not so. If the study of humanities means a study of the ancient cultural pattern that pattern will remain. But we are trying to evolve a new cultural pattern. Our ancient cultural pattern has the background of the rural sphere, it has an agricultural background. Now, we are building up a new background, an industrial background, and as Leon Trotsky said, "culture always feeds on the sap of economics" and it is the economic pattern that determines the cultural pattern.

What about the provision for stipends to be awarded to deserving and needy students? Somehow or other, my impression is that the number of stipends is pitifully low. This is a country where financial help even to the needy and deserving students, even to students of exceptional merit and brilliance, does not come from sources other than those of Government. In Britain, for instance, there are other sources like individuals and firms, public organisations, country bodies, town bodies etc. All these sources are available and money comes in as help to the needy and deserving students. At the same time, in the United States of America and in the United Kingdom, for example, there is scope for the student, and there is facility for the

(Shri Hem Baru)

student, to work as he learns or to earn as he learns. But here, in this country, we do not have these facilities. I read somewhere in a book by Bertrand Russell that in an industrial country it so happens that the industrialists come forward to help the deserving students out of their own funds so that the country might have more technical personnel and they might themselves utilise the services of these technical personnel. But that does not happen in our country. We have industrial firms and we have money-bags, if I may say so. But that amount of scholarships and stipends which is needed for the needy and the deserving students has not come. It does not come. We have not built up that psychology; we have not got that quality, that aptitude; in spite of the fact that we call this "the land of Gandhiji", we have not learnt to do it.

An Hon. Member: Make money from the Government.

Shri Hem Baru: I have a suggestion to make. Confronted as we are with a problem, the magnitude of which is so great, *vis a vis* the economic needs of the country could it not be possible on the part of the Government to see that a tax relief is given on a gradation, and at the same time, to see that it is commensurate with the earning capacity of the parents? Such a tax relief could be given to those parents whose children go to school. I feel that if a measure is adopted like that, the measure of tax relief to those parents who are needy and deserving after reviewing the earning capacity, there would be an encouragement to those parents, those needy parents, to send their children to schools. Then the programme of compulsory primary education which the Ministry visualises would become a success, and it will have the active co-operation of the parents.

There is another thing. We hear a lot about the decline in educational standards. The number of failures is

increasing every year. Why is it so? During the last year, the percentage of failure at the intermediate and graduate level was 54.7 and 48.7 respectively. When we have such a huge failure in this country and when we fail to see the causes of such failures, I feel that 50 per cent of our investment is being wasted. We are investing money in an uneconomic system that only pays at a diminishing rate of intellectual return. That is what is happening in our country. The rate of intellectual return is diminishing. We are investing money and wasting 50 per cent of it. That is what is happening in our country.

What about another factor to which Shri Vasudevan Nair made reference? That is about the discontent among students and teachers. There is discontent among teachers and students, both, and this simmering discontent among the student population and the teaching community is throwing our educational policies out of balance. There is a lack of harmony in the precincts of the educational institutions. This must be looked into. I shall deal with it later on.

There is another point. At page 21 of the Report there is reference to English. The Kunzru Committee Report has said that English will have to be retained, even after we switch on to Hindi in other spheres, at the university stage at least. But I have some apprehensions in regard to the retention of English. Shri C. D. Deshmukh has said that English has to be studied both as a medium of instruction and as a language. That is a controversial point. But I just want to say that in order to retain English and retain it efficiently, there must be a revolutionary change in the method of teaching it. English is an elastic language. There is no doubt about it, and it has to be learnt properly. Unless and until we learn it properly it is no good. We accept it on the consideration that English is the golden key to open the reservoirs of knowledge of the world. But it

does not mean that I have a right to vitiate another man's language by making queer mistakes or by erring aimlessly. But we try to learn it, without the proper perspective, that is what has happened. English is suffering because of the fact that it is not properly taught at the secondary schools. Since it is going to be retained at the universities, some amount of emphasis on the language has to be put in the secondary stage as well. But this emphasis is not given now.

I want to make a suggestion in this connection. There should be a bifurcation. Those students who are relatively less intelligent and who display a lack of interest in the subject and do not have the capacity to learn it, should be dropped after the completion of the first stage; those students who show special merit and intelligence and aptitude and capacity to learn can go in for an intensive study of English. That is what I feel on the matter.

What we have pursued so far is the narrow linguistic outlook of the 19th century. Even in the context of today, Fowler has to yield. He had yielded to certain things. I just remember when the word 'talented' was first used Coleridge was the man who objected to it and said, "This is vile and barbarous". But we use the word. It is not violent and barbarous for a growing and elastic language, and English is a growing and elastic language. So, the method of teaching English today must also change. It must shift from the methods that were pursued in the 19th century, from the linguistic line that was pursued then. That is what I want to say about it.

There was an interesting case which I read recently and that was about a book by Sir Walter Scott—Quentin Durward. That was abridged by the principal of a training college in Madras. The book was abridged by her and fortunately or unfortunately enough, the book bristled with so many mistakes and errors of grammar and syntax that the parent of a particular student filed a writ petition in

the Madras High Court and the judge in his wisdom remarked:

"The author and, the printer alike disdained the use of punctuation marks. They had original views on the matter of spelling. In the matter of grammar and syntax, the author was an individualist and declined to be bound by the tiresome rules of grammarians. The book is an example of what a good text-book should not be".

This is a book abridged by the principal of a training college and prescribed for use in the secondary schools by the Director of Public Instruction of the Madras State. That is what has happened. It is still dangerous to be original at all places, and that is where we err. Possibly, Sir Walter Scott's bones would quiver and quicken in his grave when he comes to know of this remark made by the judge of the Madras High Court.

I have a suggestion to make. At page 51 of the Report, it is said that the Ministry of Education utilise the services of the All India Radio—the Demands for Grants of that Ministry are also coming—and I must congratulate both the All India Radio and our Education Ministry for achieving it. But, at the same time, if English is to be retained in the university stage as I have said, sufficient emphasis has to be paid at the secondary stage. Here I would just make a humble suggestion, the suggestion of teaching the English language over the All India Radio if possible. They do it in London. The British Broadcasting Corporation offers lessons in English, possibly once a week. And when I was a young man . . .

An hon. Member: You are still young.

Mr. Deputy-Speaker: That should be left to himself—how he feels!

Shri Hem Barua: When I was a young man I learnt the use of split

[Shri Hem Barua]

infinitives from the BBC broadcasts. I think the All India Radio can see to it and I will very much welcome it.

Now, on page 91 the Report refers to the cultural and social co-operation and the measures adopted for the purpose. And one of the measures adopted for this purpose is the Youth Festival, the Inter-University Youth Festival. I am a lover of such social co-operative methods and the more we get things like this the better, because we want exchange of ideas, exchange of views and cooperation, specially among those people who come from a distant place. Now, we want it. But I have to make a certain complaint about it, not because I do not approve of the spirit behind it but because of the fact that the spirit behind is being slaughtered at the alter of irresponsibility. As regards the 5th session of the Youth Festival the spirit which ought to prevail did not enliven the performance or the festival itself. I do not say that all the cultural items that were exhibited on the platform of this festival were of an inferior order. I do not say like that. But there were certain cultural items that smacked of "rock'n roll" or cheap Bombay film music. I have found in some of these cultural items the cocktail of paltry cosmopolitanism with cheap exhibitionism. That is what I found.

Now I just want to make a reference to certain other things. There was a song—I do not say that all the songs were bad there was a song, marvellous enough, which opens with the line:

तुम से हरा एटम वर, सत्य, शिर्ष, मुन्दरम् ।

That gives us some idea of the performances there.

Then, what about the seminar? When the seminar was going on, when classical items were being put up, the benches and chairs were empty. In the seminar in the discussion on the 'Students' Role in National Re-construction one of the speakers made a

pointed reference to the three R's of modern times—rock'n roll, rum and rest rooms. How do these things compare with the money spent? This is a cultural organisation for which the Education Minister is spending money, but here is a shining example of irresponsibility demonstrated in the Talkatora gardens through music, through cultural programmes and through feeble thinking.

Then I come to another subject. Recently, there was a conference, the National Conference on Reading. I find one thing being associated with educational institutes and that is that modern education, as it is given in our educational institutes, tends to become bookish and the danger is that it has now tended to become textbookish. So, I congratulate the Minister for having convened a conference on the habit of reading. That Conference has also made certain recommendations. Some of them are platitudes, full of platitudes no doubt but they have made certain recommendations in order to fulfil the purpose that is behind this conference. I think more attractive libraries and a judicious selection of books must be made available to the students or else the purpose behind it defeats itself. What has happened to-day? In the context of to-day, reading for pleasure is often misinterpreted as reading for sex exhilaration in consequence of which our book-stalls are to-day over-flooded with cheap sex literature which is itself a formidable menace to our social morals. And unless and until this challenge to social morals is sufficiently met by presenting to our students a judicious selection of books and by check-mating this tendency of over-flooding our bazars with illustrated magazines where the human female body is depicted to advantageous proportions, unless and until this is stopped, I suppose the purpose that actuated the Education Minister to hold a national conference will defeat itself.

Dr. Atchamamba (Vijayavada): Next to food the most important thing

for people is education. Naturally, Government has concentrated its attention on this subject. With regard to education the most important thing is primary and secondary education, because they form the basis not only for education but for the growth of the children and the future of this country.

Let us, first of all, take primary education. Of course, the Central Government has very little to do with it. The States are supposed to have taken charge of it. Still we find that Rs. 10 crores are allotted towards primary education. But of the grants that the Central Government has allotted for the States we find that most of them have lapsed. The States, for some reason or other, are not utilising these grants. Most of them are very important grants, because they are meant to increase the pay of the teachers, to construct buildings, to have libraries and so on, which are very necessary, especially in the matter of primary and secondary education. The States naturally say: we have no grants or funds and so we cannot engage ourselves in all these activities. The Central Government always says: We will grant this money provided you give a matching grant. But the States say that they are not able to manage the matching grant. Therefore, we find from year to year the States are not able to take advantage of the Central grant because they are not able to provide 50 per cent matching grant. So, I am of the opinion that the Central Government should not insist upon this matching grant.

With regard to primary education the greatest difficulty is about the teacher's pay. If we want the teachers to teach our children, they must be sufficiently paid. They must have a good stomach and some minimum comforts before they are able to teach our children. Of course, 50 per cent grant is given by the Centre, which is something. But since the States are not able to raise the matching grant, these grants lapse, with the result that the teachers do not get any relief. This is a very important question and I feel the Central Govern-

ment should not insist on this matching grant so that the funds are utilized by the States and the teachers are better paid.

The position is the same with regard to buildings. In the rural areas we want proper buildings to run the schools. But to have decent buildings we must have some funds, and the State is not able to provide the funds, naturally because it is not able to provide the matching grant. So, it is not able to take advantage of the Central assistant. This is also a very important problem.

Then, Sir, mere text books are not enough. Reading the text book and repeating it is not real education. What is most necessary in a school is a proper library. For that, library grants are necessary. Of course, the State gives a certain amount. But, most of the schools are not well equipped. Even in the matter of what kind of books must be purchased, there must be great attention paid. As one of our Members was saying, the whole market is flooded with very indecent literature calling themselves children's literature. I sometimes see in that literature all sorts of detective stories and the children are reading them. Even in the cinemas, they get all sorts of stunt pictures and they are not really good for the children, because they give wrong ideas of bravery and other things. This question of literature is a very important factor. We have got the Book Trust. Very serious consideration has to be given to this matter. Important people from each State have to be gathered and proper books have to be suggested and also written for the children. Their minds have to be made up as they learn when young. Their minds have got to be built up as they grow. Ours is a growing nation. It is our children who are going to be our future citizens. If we are not building them up in the proper way, giving them the proper basic national outlook and an ethical outlook, I think, we will be defeating our purpose. This is very important.

(Dr. Atchamambe)

With regard to education, there is another question. From the I form, we start English. By the time they come to the School Final, we find all the subjects are being taught in their own languages. As soon as they finish and go to the Pre-University class, the whole thing is switched on to English. The English that is taught till the School Final class is very little, practically, nil, I should say, because they pay more attention to their own language. All the sciences are taught in that language with separate notations. So that, the very terms, everything is new in the Pre-University Class. In one year, they have to make up English and learn all the terms in the sciences and then they go to B.Sc. or Engineering or Medical and the technical colleges. With this three years course, when they go to the Pre-medical or Pre-engineering class, they find it very difficult, because, everything is in English. Unless they know English properly and thoroughly, they cannot get a First Class or cannot get good marks which means that the future is marred. For higher education, we give prominence to English. At the same time, we are not paying attention in the Secondary School or in the Higher Secondary class. This is a very important factor which is a snag in our education at the present moment.

Then, we have got the Public Schools. I find an item where a sum of Rs. 5 lakhs is given as grant to the Public schools. Already there are some scholarships offered for the best students to go into these Public schools. What does it mean? Here, we are talking of basic schools and we are encouraging basic schools. We say that basic schools are most important, that is our originality and that we must have it. At the same time, there are these grants. What does it show? We are having examinations in each place and we are selecting students and sending them with scholarships to the Public schools.

We are also giving grants to Public schools where the entire education is in the English language just as in England or America. It means that we realise that English plays a very important part in the higher education and in the technical education of our people. The Government knows that English is really very important and we should treat it as important. There are the competitive examinations. Unless the students are thorough in English, they are not able to come out. We have to pay attention to this. Mere Hindi or regional language is not enough. Of course, Hindi is necessary: not that we are against it. Certainly, Hindi must be taught to every student in this country. But, we have to think practically and see how English is necessary, so that, at least the Science subjects must be taught in English in the Secondary schools or School Final or Matriculation so that when they go to Pre-University or Higher Secondary School, they are not at sea. There they realise that they have to learn the scientific subjects taught to them in English. They have only one year. Previously, there was the Intermediate and there were two years. At least they could struggle for one year and they had another year to make up. Now, we have got one year and immediately, they go to the Pre-medical or Pre-engineering or the Technical colleges or B.Sc. For example in the B.Sc. or Honours, the standard of English is so high. They have to face very difficult text books. I have found students struggling very hard and they find it very difficult.

Students coming from the Public schools in our capitals like Calcutta, Delhi, Bombay score very easily because their English is good. We have to think about this. Of course, the Public schools are very costly. They have to pay Rs. 40 to Rs. 150 even as they join. Still we find students go there. The parents are very anxious. In the last two or three years, I have seen many of our Public schools are much bigger than they

were even in the British days, because the parents find that the students coming out of the Public schools are far larger in the competitive examinations than other students who are coming from the ordinary Government schools. This is a matter which we have to take into consideration and see that the proper thing is done. We must also understand one thing. Only the very rich people, except for the scholarships, are able to go to the Public schools. That means, we are putting at a disadvantage the students from the other sections of the people. They are attending these competitive examinations. Except the exceptional people, they are not able to compete, because English happens to be most important in these competitive examinations. We have to be careful about this.

Then, we come to discipline. It is very unfortunate that we find both in High Schools as well as in the colleges, young students of the ages 12, 14, 16 to 18—in this range—committing all sorts of offences and they are most indisciplined. In fact, there are schools and colleges where teachers and professors are afraid even to check them because they are afraid of being beaten up when they come outside. This is literally true. Of course during the examinations, if any teacher is bold enough to catch any boy he knows that he will be beaten. Discipline is very important. At the time when we were fighting the British or in peculiar circumstances, our students had to come out. Today, we are building our nation. It is peace time. Our children need not come out in the political field. It is very necessary that they should concentrate themselves in studies, especially the University students. Our country is a poor country. Even otherwise, a very small percentage of our people are able to go to the Universities. We want technical personnel. The students in the Universities must be properly disciplined so that they make proper use of the money that the country is spending for them.

अ० रम तुमर चिह्न (लक्ष्मण)
उपाध्यक्ष महोदय, अबी भेरी पूर्ववत्ता महोदय ने खातों में अनुशासन की बात की चर्चा की और कस्तुर यह एक ऐसी बात है कि इस पर देश का व्यान अधिकारित किया जाना चाहिये। इस रिपोर्ट में भी इस बात का सकेत है क्षेत्रिक जब शिक्षा विभाग का दो विभागों में विभाजन हुआ तो शिक्षा विभाग के लिये को ६६ काम सौंपे यदे उनमें एक काम है स्टूडेंट्स डिसिप्लिन का। जैसा कि देशी भी ने बतलाया हम चाहते हैं कि यदि देश के खान अनुशासनहीनता की ओर बढ़ रहे हैं तो उनमें पूरी तरह अनुशासन लाया जावे। लेकिन इसके लिये अधिभावकों के लिये भी यह ज़रूरी है कि यदि उनमें अनुशासन की कमी है तो वे भी ज्यादा से ज्यादा अनुशासन की भावना अपने में लायें। इससे भी ज्यादा ज़रूरी है कि जिनके लिये देश को बढ़ाने का काम है, खात करके सरकार, वह खुद ऐसे मार्ग पर चले जिस से कोई अनुशासनहीनता की बात आने ही न पाये। सरकार के साथ-साथ जो विषय-विद्यालय हैं, कालेज और स्कूल हैं, प्राइवेट स्कूल हैं, उन सभी संस्थाओं की व्यवस्था ऐसी होनी चाहिये जिनमें लड़कों को ऐसी किसी बात की ज़ल्दक न भिले कि हमारे व्यवस्थापकों में ही अनुशासनशिवता की कमी है। यदि हमारी सब नियुक्तिया योग्यता के आधार पर होने लगेंगी तब किसी खात की हिम्मत न पड़ेगी कि वह अनुशासन-हीनता की ओर बढ़े। यदि जाज खातों की यह स्थिति है तो एक और यह भी स्थिति है कि जब कोई खात कालेज या स्कूल में पढ़ने जाता है तो उस के लिये इतने विषय बहा पर होते हैं कि उस के लिये सम्भव ही नहीं है कि वह बहा पढ़ कर ही अपने बर्ग में उत्तीर्ण हो सके। उस का ज्यादा से ज्यादा खर्च करना पड़ता है प्राइवेट ट्रॉफेज़ पर। यदि प्राइवेट ट्रॉफेज़ के लिये उस के पास रुपया नहीं है तो वह अपनी जगह पर ही बना रहेगा। ऐसी स्थिति में यदि उसे पढ़ना पड़ता है कि एक और तो उस के

[डॉ रम सुन्ना सिंह]

रहने की व्यवस्था कम है आश्रामासो में और दूसरी और उस को अपने शिक्षकों में या वो विश्वविद्यालय के बड़े-बड़े अधिकारी हैं उन की नियुक्तियों में कोई सामी या चुटि नजर आती है तो उस का स्थान भी अनुशासनहीनता की ओर जाता है। यदि फेवरिटिज्म के आधार पर कोई बात की जाती है बड़े-बड़े विद्यालयों में या दूसरे किसी स्थान पर, तो किसी प्रकार से विद्यालियों पर अनुशासन लाद सकना असम्भव है। वास्तव में जब तक हम सूद अनुशासन-बदल न हो और जब तक हम सूद फेवरिटिज्म को सत्य न करे तब तक दूसरों से, लास कर क्षोटे बच्चों से उस चीज की उम्मीद हमें नहीं करनी चाहिये। मैं नहीं चाहता था कि इस विषय पर कुछ कहूँ, लेकिन अभी जो बात बताई गई, हमारे बहुमा साहब ने भी इस ओर सकेत किया, उसे देखते हुए मुझे भी कहना पड़ा कि मैं भी चाहता हूँ कि देश में ज्यादा से ज्यादा अनुशासन रहे।

१३ तारीख को हमारे शिक्षा मंत्री महोदय ने एक सवाल का जवाब दिया, इस रिपोर्ट में भी इस बात का दिग्दर्शन है कि हिन्दू युनिवर्सिटी के बारे में इस हाउस में तुरन्त एक ऐसा बिल लाया जायेगा जोकि बहुत ही कान्पिहेन्सिव नेचर का होगा और १२ सितम्बर, १९५८ को जो बिल यहाँ पर पास किया गया था उस को यह बिल रद्द करेगा। मैं प्रार्थना करूँगा कि वह बिल शीघ्रताकीद इस हाउस के सामने लाया जाय और क्योंकि अब इस अधिवेशन के सत्य होने में बहुत कम समय रह गया है। यदि इस अधिवेशन में यह बिल नहीं पास किया जायेगा तो बहुत असम्भव नहीं होगा कि एक संस्था का, जोकि हिन्दुस्तान की सब से बड़ी और शानदार संस्थाओं में से एक है, सत्यानाश हो जाय क्योंकि नये आश्रों के प्रबोध करने का बक्त आयेगा जुलाई में और कोई भी अभिभावक नहीं चाहेगा कि वह अपने जालके

ये लड़की को एक ऐसी संस्था में भेजे जहाँ वह पुलिस का पहरा हो। करीब-करीब सितम्बर से आज तक वहा पुलिस का पहरा है और कोई भी स्वाभिभावी आदमी वहा नहीं जा पाता है जब तक वह अनुमति न ले ले। अनुमति लेना लोग अपनी शान के लिलाफ समझते हैं। स्वतंत्र भारत में यदि हम पुलिस या किसी प्रोफेसर की अनुमति ले कर अपनी बड़ी से बड़ी संस्था में प्रवेश कर सकें तो हम इस मुल्क में कैसे स्वतंत्रता का बातावरण बढ़ा सकेंगे, यह समझने में हम असमर्थ हैं। इस लिये मैं चाहता हूँ कि शिक्षा मन्त्रालय तुरन्त वहा से पुलिस को हटावे। यदि वह नहीं हटेंगी तो इस मन्त्रालय पर यह एक बड़ा भारी दाग रहेगा कि वह इस संस्था को चला सकने में असमर्थ रहा।

युनिवर्सिटी की तरफ से जमीदारी अवालिशन बाह्स खरीदे गये, मैं उसे देख कर और असमजस में पढ़ जाता हूँ कि यदि युनिवर्सिटी का रूपया, या गरीब शिक्षकों का रूपया किसी बैंक में रखला जाता तो कैम से कम ३ या ४ रु ० प्रतिशत सूद आता, लेकिन इस में तो मिर्क २ ५ प्रतिशत सूद मिलता है। यह ८० प्राविंडेट फड़ का है। अभी भी महोदय ने एक सवाल के जवाब में एक स्टेटमेंट दिया, जवाब तो वे नहीं दे सके, कि जमीदारी अवालिशन के करीब १६ लाख ८० के बाह खरीदे गये हैं। २६ मार्च, १९५६ को १ लाख ८० के बाह खरीदे गये। उस दिन कलकत्ते में रेट था ४३ रु ६ नये पैसे और खरीदा उन्होंने ४५ रु ० में। दूसरी बार खरीदे गये ४ मई, १९५६, २ लाख ८० के। उस दिन कलकत्ते में रेट था ४२ रु ५० नये पैसे और खरीदे गये ४५ रु ० में। तीसरी बार खरीदा २४ अगस्त, १९५६ को १ लाख, ८० हजार रु ० के। कलकत्ते में रेट था ४० रु १० २५ नये पैसे और खरीदा ४२ रु १० में। किर खरीदा १६-४-५७ को १,७५,००० ३८ ८७ पर जबकि रेट था

उस दिन ३७.७५। फिर खरीदा उसी दिन १,७५,००० उसी रेट पर, फिर उसी दिन खरीदा डेढ़ लाख उसी रेट पर। फिर उस के बाद २४-४-५८ को एक लाख का बाड़ खरीदा ४७.२५ पर जबकि रेट था ४६.२५। फिर खरीदा २४-८-५६ को ६०,००० का बांड़ ४२ पर जबकि रेट था ४०.२५। यह भीरी शंकर गोयनका फड़ एक उंट का था। फिर उसी दिन खरीदा ४५,००० उसी रेट पर, और फिर उसी दिन खरीदा ३,६०,००० ४२ पर जबकि रेट था ४०.२५। यह सारा किंगर १३ तारीख को सरकार द्वारा दिया गया है। यह बतलाया गया है कि वहां पर आर्थिक व्यवस्था यह है। जब वहां पर रुपये का इतना अच्छा उपयोग किया जा रहा है तो आप देखें कि इस का लड़कों पर क्या असर पड़ेगा। वहा होना यह चाहिये कि जो भी लड़के किया जाये वह एज्जीक्यूटिव कमेटी की राय से किया जाये। हम यही उम्मीद करते थे क्योंकि हमारे भवी भगवान् द्वारा यह कहते थे कि हम सोंग बिना एज्जीक्यूटिव कमेटी के आदेश के कोई कार्य नहीं करते। लेकिन मैं उन से जानना चाहूँगा कि यह जो सारी कारंबाई हुई है क्या यह एज्जीक्यूटिव कमेटी के प्रस्ताव पर हुई है। अगर एज्जीक्यूटिव की राय से यह काम हुआ है तो उन से इस के बारे में कैफियत तलब की जाय। अगर यह काम एज्जी-क्यूटिव कमेटी के आदेश से नहीं हुआ है तो इस के लिये एडमिनिस्ट्रेशन दोषी है।

15 hrs.

दूसरे इस में प्रावीडेंट फंड का ज्यादा से ज्यादा रुपया है। इस पर 'जनीदारी एवालीशन' के बांड्स में केवल २.५ सूद मिलता है, अगर यह रुपया किसी बैंक में रहता तो तीन चार पस्सें सूद मिल सकता था।

तीसरी यह बात है कि जितनी इस की फैस बैल्यू है उतना रुपया ड्रा किया गया प्रावीडेंट फंड एकाउंट से, लेकिन जितना

एकव्युधाल पेमेंट हुआ उतना ही दिया गया और बकाया दूसरी जगह लोगों ने रख लिया। यह एक गलत चीज़ है।

यहा अनुशासनहीनता की बात आती है। मैं कहता हूँ कि अगर कोई विद्यक अनुशासनहीनता का पाठ पढ़ाता हो तो उस को और जो विद्यार्थी अनुशासनहीनता करता हो उस को सजा दी जाये। लेकिन पहले हम को भी तो अनुशासित होना चाहिये।

अभी माननीय मंत्री भगवान् द्वारा दिया गये थे। उस बारे में मेरी उन से काफी लिखापढ़ी हुई। मैं समझता था कि कोई गलत घटना हो गई है। पर उन्होंने कहा कि हम ने उस के मुतालिक कोई कारंबाई नहीं की। मैं कहता हूँ कि अगर उड़के दोषी हैं तो उन के सिलाफ कारंबाई कीजिये पर आप बहने हैं कि नहीं उड़की से कूद नहीं वहा गया लेकिन उन के लिये इस प्रकार लिख कर चीजें आती हैं।

"It has been reported to the University authorities that you created disturbances at the meeting on the 22nd January, 1959 in the C H C. quadrangle where Dr K. L. Shrumali, the Minister of Education was to address the staff and students of the University and put the University to great shame and disgrace.

Please therefore show cause why disciplinary action such as may be deemed proper by the University authorities, should not be taken against you.

Your explanation must reach the Proctor's office within two days of the receipt of this letter by you, not later than 4th February, 1959. If no reply is received by that time, it will be deemed that you have no explanation to offer."

इस तरह के पत्र दिये गये लड़कों को। मैं भवी भगवान् से जानना चाहूँगा कि अपने

[डा० राम सुभा० सिंह]

लड़कों ने कोई यत्ती की भी तो उन्होंने उन को दंडित किया या नहीं और अगर किया तो उन को क्या दंड किया । और यदि नहीं किया और आप ने किसी को मुजरिम नहीं समझा तो इस तरह का स्केमर फैलाने की क्या आवश्यकता थी । यहां हमारे एक बरिष्ठ नेता बैठे हैं । मेरे उन से भी प्रायंना कहना कि हम सोगों में इतनी कमता होनी चाहिये कि जहां कहीं हम जाएं तो सोग चुद-चुद हम कहु सुनने के लिये उमड़ पहुँच, वह नहीं होना चाहिये कि हम अपने आप को उन पर इमोज करे ।

एक भास्तीव त्रिवस्य : और अगर सोग न आये तो अनशन करे ।

डा० राम सुभा० सिंह : यह भी कहा गया है कि वहां पर कुछ सीनियर लड़कों को जोकि रिसर्च के विद्यार्थी में दंडित किया गया है और प्राचारों विद्यार्थियों को निकाल दिया गया है और रस्टीकेट कर दिया गया है, अगर उन को एहमियत नहीं मिल रहा है । तो मैं चाहता हूँ विश्वविद्यालय में ऐसी किंवा रेंदा की आये ताकि सड़के यह न समझें कि हमारा जीवन बरबाद करने की कोशिश की जा रही है । मान सीजिये कि अगर लड़कों का कोई दोष भी जा सो इस का दंड उन को इतने दिन विश्वविद्यालय बन्द रहने के कारण मिल चुका । एक वर्ष तक विश्वविद्यालय में पढ़ने लिखने का वातावरण ही नहीं रहा । हम को जल्दी व्यवस्था कायम करने की कमता होनी चाहिये । अगर वहां पर सरकार एक बरस के लिये व्यवस्था करने में असमर्थ हो जाये तो देश की क्या स्थिति होगी । देश का सत्यानाश हो जायेगा । देश के मुकाबले यह एक छोटी चीज बरूर है । अगर वहां पर एक बरस तक पढ़ने लिखने को स्थिति नहीं रही तो हम को विचार करना चाहिये कि क्या कारण है । चार ६ दिन या ज्यादा ने ज्यादा अगर एक महीने यह स्थिति रहती तो मैं समझ सकता

हूँ । लेकिन इस अवधि के बाद तो स्थिति पर कहोल होना चाहिये । अबर वहां पर लील एक महीने तक स्थिति पर काढ़ नहीं पा सके तो हम को सोचना चाहिये कि हम क्या करें । क्या हम इस काम को दूसरे किसी को दें जो कि इस को मंभालने की लियाकत रखता हो ।

मैं चाहता हूँ कि आज जो शिक्षकों और छानों में निराकार की भावना है उस को खाल्प बदला चाहिये । और यदि कोई एची-क्यूटिंच का भेस्टर यह कमकी दे कि यदि अमूक अवक्ति को हटाया जायेगा तो मैं भी काम नहीं कर सकूँगा तो उसकी कमज़ों के पागे हम को नहीं छुकना चाहिये । मैं कहता हूँ कि अगर लड़कों का दोष है तो उन को दंड दीजिये । लेकिन अगर प्रायार्टिज का दोष है और अगर कोई एची-क्यूटिंच कमेटी का भेस्टर आ कर कहे कि अगर उम को हटाया गया तो मैं हट जाऊँगा तो उस की इस चुनौती को स्वीकार कर लेना चाहिये । मैं नहीं चाहता कि रिसेदारी आदि की बजह से कोई दबाव डाला जा सके । जो कमेटी के सदस्य इस प्रकार की कमकी दें उन की चुनौती को स्वीकार कर लेना चाहिये और उन की हट जाने देना चाहिये ।

श्री डा० राम सिंह (चन्दौली) : माननीय उपाध्यक्ष महोदय, शिक्षा के अनुदान के संबंध में जो बहस इस सदन में चल रही है और माननीय डा० राम सुभग सिंह ने कुछ सवाल छिन्दू विश्वविद्यालय के संबंध में उठाये हैं, मैं आप के द्वारा इस सदन के सामने यह रखना चाहता हूँ कि शिक्षा मंत्रालय द्वारा लोक-तंत्रात्मक शिक्षा व्यवस्था करने की जो भावना है उस भावना पर कुठाराधात किया गया है बनारस हिन्दू विश्वविद्यालय के मामले में ।

विटिश सामाजिकशाही के जमाने से ही इस बात की कोशिश बरबार रही कि विश्वविद्यालयों के अन्दर शिक्षा में सरकार

का अधिक से अधिक निर्वन्धन हो, और उस समय जो लोग कि सामाजिकशाही के लिताक लहू रहे थे उन लोगों में, इस देश के बड़े-बड़े नेताओं ने यह आवाज बुलन्द की कि शिक्षा के अन्दर सरकार का निर्वन्धन, सरकार का हस्तक्षेप कम से कम होना चाहिये । सन् १८१५ में जब बनारस हिन्दू विश्वविद्यालय एकट बना उस समय पूर्य भालवीय जी ने इस बात का प्रयत्न किया था कि सरकार का हस्तक्षेप विश्वविद्यालय के कावी में कम से कम होना चाहिये । लेकिन हमें इस बात का दुख है कि हमारी राष्ट्रीय सरकार द्वारा यूनिवर्सिटी आटोनोमी पर हमला किया गया । मैं समझता हूँ, कि कोई भी लोकतन्त्रात्मक व्यवस्था में प्रभ रहने वाला व्यक्ति इस को असन्द नहीं कर सकता है । आज से करीब दस महीने पहले मुझे माननीय प्रधान मंत्री श्री जवाहर लाल जी से बनारस के नागरिकों के प्रतिनिधि के रूप में बनारस विश्वविद्यालय के बारे में मिलने का मौका मिला था । उन से उस विषय पर करीब घंटा भर बार्ता हुई थी । मैं न उन के सामन यह विचार रखा था कि हमें इस बात से कोई मतलब नहीं है कि बनारस विश्वविद्यालय में कुछ लोग गलत हैं या कैसे हैं, बल्कि हमें तो मतलब इस बात से है कि बनारस विश्वविद्यालय के विषय में सरकार की ओर से जो कार्यवाही की गई है, वह यूनिवर्सिटी आटोनोमी के निर्दार्त पर हमला है, जो कि आगे आने वाले वर्षों में यूनिवर्सिटी की शिक्षा के सम्बन्ध में एक बहुत भेन्न कदम सांचित होगा । माननीय प्रधान मंत्री ने माना था कि यूनिवर्सिटी आटोनोमी कायम रहनी चाहिये और यूनिवर्सिटी के मालों में सरकारी हस्तक्षेप नहीं होना चाहिये । लेकिन हम देखते हैं—और हमें इस बात का शिकायत है—कि माननीय शिक्षा मंत्री और माननीय प्रधान मंत्री के रहने हुए भी बनारस विश्वविद्यालय के मंबन्ध में जो कदम उठाये गये, जो कार्यवाही की गई यूनिवर्सिटी आटोनोमी का जो प्रतिक्रमण किया गया, वह कोई सोमनीय बात नहीं है । हम कहना चाहते हैं कि दुनिया के किसी भी

देश में सशस्त्र पुलिस की छत छाया में किसी सीकाणिक संस्था को बलाने की कार्यवाही नहीं हुई होगी, लेकिन मुबारक है हमारे माननीय शिक्षा मंत्री को मुबारक है आज की सरकार को कि बनारस विश्वविद्यालय को एक जेलखाना बना कर और उस को सशस्त्र पुलिस के पहरे में रख कर बहां पर शिक्षा के बातावरण को दूषित किया जा रहा है । यदि माननीय शिक्षा मंत्री समझने हैं कि वह इस सोकलतन्त्रात्मक राज्य में उस विश्वविद्यालय में भय, भातंक और टेरर का बातावरण पैदा कर के बहां की स्थिति को सुधार लेंगे, तो मेरे विचार में वे गलती पर हैं । हमारे देश की सोकलतन्त्रात्मक परम्पराओं की पृष्ठभूमि में यह एक बहुत ही गलत कदम है । हम सरकार से और माननीय शिक्षा मंत्री से इस बात की जोखार मांग करते हैं कि बहां से सशस्त्र पुलिस को जल्द से जल्द हटाया जाना चाहिये । जैसा कि डा० राम सुभग सिंह ने कहा है, आज बहां पर इस प्रकार की स्थिति है कि किसी भी आत्मसम्मान वाले व्यक्ति को विश्वविद्यालय जाने में बड़ी हिचक हो रही है । बहां आज फाटक पर परमिट की व्यवस्था है । काशी से सम्बंधित होने के नाते और बनारस विश्वविद्यालय का स्नेही होने के नाते हमें इस पर लज्जा का अनुभव होता है । मैं यह कहना चाहता हूँ कि जो बातावरण वहा पर आज है, उस तरह का बातावरण १८४२ में-भी वहा नहीं था, जब कि डा० राजाकृष्णन् वहा कुलपति थे—जो कि आज हमारे उपराष्ट्रपति है—और जब हिन्दू विश्वविद्यालय के विद्यार्थियों ने—हम ने सारे देश में बगावत को लहर फैलाई थी । मैं यह भी बताना चाहता हूँ कि उस समय अप्रेजी ने भी उस बर्बरता और पशुता का बताव नहीं किया था, जो कि माननीय शिक्षा मंत्री के राज्य में किया गया है । आज बहां पर परमिट के द्वारा विश्वविद्यालय में जाने की व्यवस्था है । किस के बहां जाना है, किस से बात करेंगे, अच्छे से अच्छे नागरिकों से इस तरह प्रश्न सिखे जाते हैं और परमिट लेने के

[श्री प्रा० ना० सिंह]

वाह ही विश्वविद्यालय मे जाया जा सकता है। विल प्रकार आसाम के नागा पहाड़ियों के इलाके मे सिलाई की स्थिति के कारण सराइर की तरफ से परमिट की व्यवस्था की गई है और बड़े से बड़े लोगों को भी राष्ट्रीय ने गांधों को भी वहा जाने के लिये परमिट लेना पड़ता है, उसी प्रकार के परमिट की व्यवस्था बनारस हिन्दू विश्वविद्यालय मे चलाना कहा तक उचित और न्यायसंगत है, भुजे आशा है कि माननीय शिक्षा मंत्री हम को यह स्पष्ट करने की कृपा करेगे।

मैं यह कहना चाहता हूँ कि माननीय शिक्षा मंत्री को यह बात उन लेनी चाहिये कि विश्वविद्यालय के क्षेत्र मे—शिक्षा जगत में केवल प्रशासकीय योग्यता के बल पर ही शिक्षा का काम ठीक तरह से नहीं चलाया जा सकता है। किसी भी यूनिवर्सिटी को चलाने के लिये उचित और सैक्षणिक योग्यता की जरूरत होती है—एक ऐसे कुलपति की जरूरत होती है, जिस के प्रति आदर और अदा की भावना अपने आप उत्पन्न हो। मैं कहना चाहता हूँ कि जो माननीय कुलपति आज हिन्दू विश्वविद्यालय में पढ़े हुए हैं, उन के रहते हुए भी वहा की हालत दिन-ब-दिन खराब होती चा रही है। आज रीब्यूइग कमेटी के कारण विश्वविद्यालय में आतक का वातावरण आपात है। मैं साफ तौर से कहना चाहता हूँ कि इस से वातावरण नहीं सुधरेगा। शिक्षा जगत में इस तरह का आतक, डर, भय और पुलिस राज्य कायम करके शिक्षा के स्तर को ऊचा करने या वहा की स्थिति को ठीक करने की बात यदि सोची जा रही है, तो मैं कहना चाहता हूँ कि वह नहीं होगा। मैं यह निवेदन करना चाहता हूँ कि शिक्षा जगत में स्थिति को ठीक करने का एक ही तरीका है और वह यह है कि वहा पर विश्वाल हृदय के साथ और सम्यता के साथ व्यवहार किया जाये। मैं शिक्षा मंत्री से पूछना चाहता हूँ कि यदि उन पर भी इसी तरह एक रीब्यूइग

कमेटी बिठा दी जाये, तो क्या वे मनि-मडल के सदस्य बने रहना पसन्द करेंगे। जिन लोगों मे तीस वर्ष तक हिन्दू विश्वविद्यालय की सेवा की, आज रीब्यूइग अमर्टा के साथने उन को भेज कर उन के आत्म-सम्मान पर कुठारा-धात किया जा रहा है और वहा पर वर का वातावरण पैदा किया जा रहा है। क्या ऐसी व्यवस्था में वे लोग ठीक तरह से शिक्षा का कार्य कर सकेंगे? अगर माननीय शिक्षा मंत्री स्वतं अपने को उदाहरण रख कर यह बात सोचें, तो अधिक अच्छा होगा।

मैं देखना हूँ कि जहा शिक्षा मञ्चालय की तरफ से यूनिवर्सिटी आटोनामी को सुरक्षित रख कर शिक्षा का अच्छा वातावरण पैदा करने का प्रयत्न नहीं हो रहा है, वहा सरकार का शिक्षा को लोकतन्त्रात्मक आधार पर प्रतिष्ठित करने का सामाजिक उद्देश्य भी प्रूरा नहीं हो रहा है। प्राइमरी प्रारम्भिक शिक्षा के विषय मे मैं यह कहता चाहता हूँ कि आज देश मे प्रारम्भिक शिक्षा के मामले मे कितना भेद का वातावरण चल रहा है। डिस्ट्रिक्ट बोर्ड और मुनिसिपल बोर्ड के स्कूलों मे एक बच्चे पर पांच छ रुपये के करीब लर्ज होता है। उन के मुकाबले मे अटी और देहरादून के फैन्सी स्कूलों और दूसरे फैन्सी स्कूलों मे एक बच्चे पर ढाई सौ, तीन सौ रुपये के करीब लर्ज होता है। उन स्कूलों को भी आटन दी जाती है। मैं यह कहना चाहता हूँ कि हम इस बात को सोचें कि जब बच्चों की पढाई लिलाई की बुरुआत मे ही इस तरह का तकर्का किया जाता है, भेद-भाव किया जाता है तो क्या बाद मे जीवन की दूसरी सीढ़ियों मे भी वह भेद कायम नहीं रह जाता है? हिन्दुस्तान के गरीबों, किसानों, मजदूरों और निम्न वर्ष्य वर्ग के जिन बच्चों को, जिन की सम्पत्ति ६०, ६५ फीसदी है, शिक्षा के इस तरह के साधन नहीं विल पाते हैं कि वे फैन्सी स्कूलों मे पढ़ सकें, क्या उन को जीवन की स्पर्धा मे इस कारण से असुविधा नहीं

होती ? मैं माननीय शिक्षा भवी से कहना चाहता हूँ कि वह इस प्रश्न को सोचें कि क्या शिक्षा को लोकतात्त्वात्मक बनाने के सिलसिले में हम प्रारम्भिक शिक्षा में समानता का बातावरण नहीं ला सकते । जब तक हम नहीं ला सकते, तब तक कदम से कम फैन्सी स्कूलों की प्रान्त्रिक को तो छल्म करे । वह इस बात का ध्यान छल्लर रखें । डिस्ट्रिक्ट बोर्ड और और म्यूनिसिपल बोर्ड इत्यादि के जो स्कूल आज सार्वजनिक रूप से बल रहे हैं, उन में शिक्षा के स्तर को ऊचा उठाने और उस के लिए उन्हें प्रविक्ष से अधिक ग्राट देने के विषय पर उचित तरीके से विचार करना चाहिए । आज हमारे सामने प्रश्न यह है कि प्रारम्भिक शिक्षा के लोक में डिस्ट्रिक्ट बोर्ड और म्यूनिसिपल बोर्ड द्वारा जो स्कूल बचाए जा रहे हैं, उनकी तरफकी और उन्नति की हो, उन में पढ़ने वाले बच्चे किस तरह कपर उठें । यह बहुत बड़ा सवाल है । हम जानते हैं कि प्रारम्भिक शिक्षा के सम्बन्ध में सविचाल में कहा गया है कि १६६० तक चौथव वर्ष तक के बच्चों को प्रारम्भ अनिवार्य शिक्षा देने की व्यवस्था की जायेगी । लेकिन हम देखते हैं कि द्वितीय पच-वर्षीय योजना के सामने के भौके पर भी उस उद्देश्य की पूर्ति का कोई सवाल नहीं है । इन्कि हम ने अलवारों में माननीय शिक्षा भवी का बयान देखा है और इस विषय में रिपोर्ट स देखी है, जिन से प्रकट होता है कि १६५७ में शिक्षा अनियों का जो सम्मेलन हुआ था, उसमें १६६५-६६ तक केवल यारह वर्ष तक के बच्चों को अनिवार्य प्रारम्भिक शिक्षा देने का निर्णय किया गया था । मैं वह कहना चाहता हूँ कि इस यस्ते पर, अनिवार्य प्रारम्भिक शिक्षा के यस्ते पर गम्भीरतापूर्वक सोच विचार किया जाय क्योंकि देश को आगे बढ़ाने के लिये वह आवश्यक है कि इस तरफ हम और तेजी के साथ आगे बढ़ें । हम आज वह देख रहे हैं कि इस ओर जितनी तेजी से हमारे कदम बढ़ने चाहिए, उतनी तेजी के

विषय कदम आगे नहीं बढ़ रहे हैं ।

उपाध्यक्ष महोदय, मैं यह भी देखना हूँ कि जहा तक शिक्षा का प्रश्न है वह भाषा के प्रश्न के साथ जुड़ा हुआ है । अगर हम भाषा के प्रश्न को अलग करके विचार करना। चाहें शिक्षा के प्रश्न से तो उस हालत में हम उस पर ठीक तरह से, विचार नहीं कर सकते हैं । इस सम्बन्ध में मैं यह कहना चाहता हूँ कि जहा तक हिन्दी का राज भाषा के रूप में प्रतिष्ठित करने का प्रश्न है, उस दिक्षा में समुचित कार्रवाई नहीं हुई है । इस चीज़ को देख कर हमें प्रेशानी और तकलीफ होती है । हम आज भी देख रहे हैं कि अंग्रेजी को बनाये रखने की तमाज़ा बहुत से सोगों के दिलों में भौंध दी है । मैं कहना चाहता हूँ कि कोई भी लोक-हितकारी राज्य, कोई भी लोक राज्य की कल्पना हम तब तक नहीं कर सकते हैं जब तक कि हम सोय लोक भाषा को अपनाने की कोशिश न करे । जब तक लोक भाषा को उसका समुचित स्थान नहीं दिया जाता है तब तक देश में जनतप्र के पनपने और फलने फूलने की आशा हम नहीं कर सकते हैं, वह फल फूल नहीं सकता है । इस सम्बन्ध में मैं यह भी कहना चाहता हूँ कि हिन्दी का प्रान्तीय भाषाओं के साथ कोई संवर्धन नहीं है । हिन्दी को प्रान्तीय भाषाओं के साथ फलना फूलना है, फिर चाहे वह मराठी भाषा हो, चाहे तमिल हो, चाहे तेलगू हो, चाहे कैनरीस हो, चाहे बंगला हो, चाहे उर्दू हो । इन में से हिन्दी का किसी भी भाषा के साथ कोई भी लगड़ा नहीं है । लगड़ा है तो केवल अंग्रेजी के साथ है आज भी हम देखते हैं कि अंग्रेजी को वही स्थान प्राप्त है जो वहले था । अंग्रेजी आज भी ज्यों की त्यों राज भाषा के रूप में कायम है और मैं चाहता हूँ कि जो सम्मान उसको आज मिला हुआ है, उसका सामान्य शीघ्र से शीघ्र होना चाहिये । परन्तु मुझे सोच है कि जो कदम इस सम्बन्ध में उठाये जाने चाहियें वे वे कदम समुचित

[श्री प्रा० ना० सिंह]

दंप से उठाये नहीं गये हैं। हम आज भी देखते हैं कि अंग्रेजी एक तरह से कम्पलेसी टेलीप्रेस्ट के रूप में, एक अनिवार्य विषय के रूप में हमारे देश में बनी हुई है। अंग्रेजी चाहे कितनी भी अच्छी जबांन क्यों न हो, कितना भी अच्छा साहित्य उसका क्यों न हो, उसका स्थान हिन्दी को बिलना चाहिये। मैं आपको यह भी बताना चाहता हूँ कि हिन्दी का जो साहित्य है वह भी अंग्रेजी से कम ऊँचा नहीं है। केवल एक ही बात है और वह यह कि अंग्रेजी साहित्य मजा हुआ है, और बहुत मंज चुका है तथा हिन्दी साहित्य का भंजना बाकी है। अगर यह कहा जाता है कि अंग्रेजी को इस देश पर इस वास्ते लादे रखना है और केवल इस नारे पर लादे रखना है कि हिन्दी का शब्द कोष, हिन्दी का विश्व कोष तथा दूसरे कोष तैयार नहीं हुए हैं और जब तक वे तैयार नहीं होते तब तक अंग्रेजी को त्यागा नहीं जा सकता है, तब तक अंग्रेजी छलेंगी, तो मैं समझता हूँ यह ठीक मालूम नहीं देता है। यह तो वही बात दिलाई देती है कि जैसे किसी को तैरने की शिक्षा दी जाये और उसको बिना पानी में उतारे हुए उसको तैराने की शिक्षा दी जाये। इस वास्ते जरूरत इस बात की है कि हिन्दी को उसको समृद्धिम स्थान दिया जाये, उसको राज भाषा बनाया जाये और उसको उसके स्थान पर प्रतिष्ठित किया जाये और जब उसको प्रतिष्ठित किया गया तो आप देखेंगे कि भाषा अपने आप बनती चली जायेगी और जो भी कार्रवाई आप करेंगे उसका ननीजा यह होगा कि एक भजी हुई राज भाषा हमारे समने आयेगी। लेकिन अगर आपका विचार हो कि जब तक शब्द कोष, जब तक विश्व कोष या जब तक दूसरे कोष तैयार नहीं होते तब तक इसी बहाने हरे अंग्रेजी को नादे रखना है, तो मैं कहना चाहता हूँ कि पंडह वर्ष का जो सभ्य भविष्यान में दिया गया है, वह सभ्य भी बीत जायेगा और हिन्दी ठीक तरीके से ग्रन्थ भाषा के रूप में प्रतिष्ठित नहीं हो पायेगी।

मैं शिक्षा भंजी महोदय से वह भी कहना चाहता हूँ कि अगर किसी के मन में यह सवेह है कि कम्पोटिंग्स में दक्षिण भारत के लोगों को प्रशुचिष्ठा होगी यदि हिन्दी को राज भाषा के रूप में प्रयुक्त करना शुक्र कर दिया और इसको पूरे तरीके से उस स्थान पर प्रतिष्ठित किया गया तो उनके लिए जनसंस्था के आधार पर जगहें सुरक्षित रखी जा सकती हैं या कोई और बदिश नगाई जा सकती है जिस से दक्षिण के लोगों को पूरा विश्वास हो सके और उनको किसी परेशानी का सामना न करना पड़े। यह जो दक्षिण भारत वालों को डर है, इसको दूर करने का भी कोई न कोई उपाय खोजा जा सकता है और खोजा जाना चाहिये। इसलिये मैं कहना चाहता हूँ कि हिन्दी को राज भाषा के रूप में पूरी तरह से जल्दी से जल्दी लागू करने की कार्रवाई की जानी चाहिये।

अन्त में मैं शिक्षा भंजी महोदय से कहना चाहता हूँ कि हिन्दु विश्वविद्यालय के मन्दन्व में जिम विषेयक को लाने की बात उन्होंने कही है, उसे वह शीघ्र से शीघ्र इसी अधिवेशन में लाये जिससे ठीक तरीके से आगे आने वाले सालों में कोई कठिनाई न रहे, कोई दिक्षत न रहे और जो तानाब का बातावरण है, उसे दूर करने में हम बद सहायक हो सकें।

Dr. M. S. Aney (Nagpur): Sir, in rising to speak on the subject, I only intend to make a few observations on certain points which have not been noticed.

Mr Deputy-Speaker: The hon Member is not audible to the House. He may either move forward or speak with a little louder voice.

Dr M. S. Aney: Yes, Sir.

In rising to speak on this motion, my object is to bring to the notice of this House certain points which have not been noticed in the debate so far as I can see.

The subject of education is, probably, the most discussed subject throughout the year. In the name of conferences, in the name of gatherings, in the name of convocations, we find learned men speaking on the ideals of education, the methods of education and the present system of education. There is so much literature already in existence on this matter that it is difficult to go through the whole of it even. And, there is no point that has not been touched so far as the question of education is concerned.

But, in all this multifarious literature that we have got we shall find that there are certain common points which deserve to be noted.

One point is this that the ideal of education has been universally admitted to be to bring out young men who are able to shoulder the duties of a citizen. That is one thing which is generally understood to be the aim and object of education. Not only that; one more thing also, that the citizen should be a citizen of the country whose burden he has to shoulder.

In the case of India what we have found out is this. Our present Universities, the training centres and the various other educational institutions in which the boys are learning at present are not trying to bring out boys who are really trained in the Indian culture and able to shoulder the burdens which should fall on their shoulders as citizens hereafter. That is the main point.

My idea of a man being great in the Indian culture is this. Indian culture at its best is expressed in the language called Sanskrit. If a man does not know that language, he is at least expected to have respect for that language. But, if a man has no respect for that language, even if he is a very big man, I will call him a good man, I will call him a great man, but I will not call him a man brought up in the Indian culture. Therefore, I attach considerable importance to the study of Sanskrit.

I know the subject of the study of Sanskrit—the revival of Sanskrit

studies—has recently attracted the attention of the Government of India also. Last year, they appointed a Commission which has toured throughout the country and published a report. The report has not been formally put up for discussion before this House. But, I hope the Government will one day do that. I believe, in the other House, there was a discussion on a resolution moved by a Private Member. My point is this.

Unless you have got a thorough knowledge, at least a fair knowledge of the literature which forms the basis of your culture, your training will always be deficient. All the efforts that we have been making with the best motive and earnest desire can make us good and capable men no doubt. But all these efforts will not bear fruit in maintaining Indians as Indians. In order to be good Indians we must have a thorough grounding in our culture and that culture has been enshrined in a literature of which any nation can ever remain proud.

In fact, Rabindra Nath Tagore described Indian literature as the richest heritage that an Indian can have. What are the efforts that Government is making to make students take to the study of Sanskrit? It is unfortunate that we find from the University results and others that the number of students taking to the study of Sanskrit at present is very small. Only a very small percentage of the students are taking Sanskrit as a subject of their study. It is not that there is no liking for the subject of Sanskrit.

There are certain difficulties created by the curricula of studies that have been introduced which make it impossible for the boys to pursue their study of Sanskrit in colleges or even in schools. In the Bombay State—~~and~~ our hon. friend who was the Chief Minister of Bombay for a number of years and whose record and achievements is very creditable will bear me out when I say this—the curriculum of studies is so arranged that if a boy wants to take up Sanskrit as the matriculation standard he cannot

[Dr. M. S. Aney]

up those subjects by which the study of science is pursued. Now-a-days, it is only the study of science and scientific subjects that will open up a career for boys in later years. Therefore, he finds it naturally difficult to take to the study of Sanskrit and he has to give it up at this stage. These are difficulties created by those who formulate the curricula of studies. We must be able to prepare the curriculum in such a way as to make adequate provision for the study of Sanskrit as well as for the study of science. If you can study science along with the study of Marathi or Hindi, where is the difficulty for you to study science along with Sanskrit. The difficulty is that the same boy is called upon to study three or four languages simultaneously. I believe that the experts in education can certainly find out a way whereby a certain number of years, one or two years may be spent for the study of Sanskrit so that the student may be given an opportunity to study Sanskrit for one or two or three periods in a week and he may get some knowledge in that period. That is one thing.

Secondly, an impression has been created from the day the English universities were established in India that Sanskrit is a dead language and so Sanskrit was taught in English. There were thousands of institutions in India where Sanskrit was taught in Sanskrit but they were not patronised by the Government. But the university professors of Sanskrit who were imported into this country from outside were not teaching Sanskrit in that way. They were not even able to read Sanskrit in the proper way; they could not pronounce it properly. They were looking into the Sanskrit books as documents of historical importance to be deciphered and were teaching it in English. So, an impression was created from the very beginning that it was a dead language and that it was no longer fit for speech for living men and that it was one of the sources of historical knowledge. This whole outlook has to be changed. The students should read Sanskrit in Sanskrit; they should be

examined in Sanskrit and replies should be given in Sanskrit. If that is done, the impression that it is a dead language will soon disappear. Sanskrit cannot become a dead language for the simple reason that even today there are journals published in Sanskrit every year; and about 300 books are written in Sanskrit although most of us here may not care to read them. Books are written in Sanskrit and published in Sanskrit. And the subjects are not only Vedantha or Nyaya but also the subjects which we discuss everyday. All these matters are being done and during the past few years there has been a great revival. *The Sanskrit Parishad* is being held, as most of us know and our friend Shri K. M. Munshi is taking a leading part in it. That body has been doing the greatest work to popularise the cause of Sanskrit. But popular efforts like these can only succeed when proper support and patronage comes from the Government. Patronage should not mean just some show of patronage; it should be patronage from one who feels for the cause of Sanskrit. That is my point. Sanctioning of a few thousand rupees to hold a conference will not do. I want patronage so that it may flourish and grow as a language without a proper study of Sanskrit it is impossible for you to expect the vernaculars to grow properly. My friend Seth Govind Das who spoke at the beginning rightly hit the point that you cannot introduce Hindi as the medium of instruction because there were no books on any subjects in Hindi. I give you a challenge. What is it that you are going to do when you introduce Hindi as the medium of instruction in colleges or any other vernaculars. How can there be the right type of text books in Hindi and other languages? That can be done only with the help of Sanskrit. Sanskrit language has got not only a large vocabulary but there is also a great facility for coining words—a facility not possessed by any other language. That is the peculiarity of Sanskrit. Banini's *Ashtadhyayee* speaks about

the coining of terms. It is a thing which has been approved and appreciated by western writers to a great extent. Sanskrit has also contributed a great deal to the study of philology and it is only here that it has struck a little root and is getting some fillip. A great deal of progress was made in that science only after the western scholars were able to know Panini's *Asthdhyayee*, and Yasta's *Nirukta*. Other people are learning a good deal from Sanskrit and we in this country try to learn Sanskrit by reading the English texts written by other persons. Take the Vedas. We are not reading the original texts but we are reading the translation by Max Muller. It is a good translation and we all owe a debt to that man; at least he has made it available in a language which we study and which we have been studying for more than 200 years. But after all it is better to live on the milk of the mother rather than the other-milk foods.

Shri C. K. Nair (Outer Delhi): How many new books have been written in Sanskrit on history, politics, etc. during the last 20-25 years?

Dr. M. S. Aney: Only a few books. But if there are no readers nobody will care to write those books. If you introduce it as a subject in the colleges, I am quite sure we have got pandits who will help you and give such literature. I have no doubt—

Shri C. K. Nair: You must create readers.

Dr. M. S. Aney: My main point is this. It has a rich literature; it has a rich heritage. I feel that no Indian ambassador should go out unless he has some knowledge of Sanskrit. I want him to be well up in the diplomatic art and all the other things but he must go there as an Indian and he must be fully grounded in the literature so that he can go and speak as an Indian. Of course these are progressive times and things change and he may disagree and even criticise that. But he must have a correct and accurate knowledge.

I was told of an incident by a friend who had gone to America. A meeting

was held and a professor of Sanskrit was in the Chair. He spoke three or four sentences in Sanskrit such as:

उपविष्टात् यत् भवत् यस्मिन् याति

One of our representatives who was there was unable to give him a reply and he had to say: "Yes, Sir; thank you." That is our knowledge of the literature of which we talk so much! At least the representatives who go out from here should have some knowledge about it. He must have at least such knowledge of the language so that he should be able to acquaint them with what he has to say.

One of the things that I want to emphasise today in this discussion is that the Sanskrit language which the basic language—bad rock—on which our culture is built up, should be a matter of compulsory study and if not at least a matter of optional study, and attempts should be made to remove any obstacles that are there in its way. It should not be said that it is not a practicable thing and nothing can be done. We are here to make the impracticable things practicable

With these words, Sir, as I have received a note that my time is up, I declare that my speech is also up

Mr. Deputy-Speaker: The following are the selected cut motions relating to the Demands under the Ministry of Education which may be moved subject to their being otherwise admissible:—

Demand No	No. of Cut Motion
13	580 (Disapproval of Policy), 271, 272, 440, 441, 442, 469, 470, 471, 472, 473, 479, 480, 481, 482, 483, 484, 583, 584, 585, 586, 593, 604, 605.
14	581 (Disapproval of Policy), 582 (Disapproval of Policy), 273, 274, 443, 444, 445, 446, 474, 475, 476, 477, 478, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 566, 587, 588, 589, 590, 591, 592, 606, 607.
15	331, 332, 333, 334, 335, 336, 337, 447, 448, 449, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 612.

[Mr. Deputy-Speaker]

The list indicating the numbers of the selected cut motions will be put on the Notice-Board for the information of members.

Failure to introduce a system of education suitable to India.

Shri B. Das Gupta: I beg to move:

"That the Demand under the head Ministry of Education be reduced to Re. 1".

Failure to maintain standard of education on all levels.

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

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

Failure to raise the salary of the primary School teachers.

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

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

Failure to co-ordinate the various youth welfare and training schemes in the country.

Shri Subiman Ghose: I beg to move:

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

Failure to make adequate provision for the National Discipline Scheme.

Shri Subiman Ghose: I beg to move:

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

Delay in granting scholarships to the students of backward classes.

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

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

Failure to take any positive steps to fix fair and uniform salaries for school teachers throughout the country

Shri Vasudevan Nair: I beg to move:

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

Defective reorganisation of education and the confusion resulting therefrom

Shri Vasudevan Nair: I beg to move:

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

Failure to earn the co-operation of the teaching and student community in the new educational development programmes

Shri Vasudevan Nair: I beg to move:

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

Failure to implement the constitutional provision regarding universal and compulsory education upto the age of 14

Shri Vasudevan Nair: I beg to move:

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

Steps taken to settle the student agitation in Banaras Hindu University

Shri Vasudevan Nair: I beg to move:

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

Failure to introduce compulsory military training in schools and colleges

Shri P. R. Patel: I beg to move:

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

Failure to find out ways and means to curb indiscipline in schools and colleges

Shri P. R. Patel: I beg to move:

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

Failure to check intrusion of politics in educational institutions

Shri P. R. Patel: I beg to move:

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

Failure to prepare standard books on different subjects in regional languages

Shri P. R. Patel: I beg to move:

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

Desirability of giving special grants to educational institutions located in rural areas

Shri P. R. Patel: I beg to move:

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

Failure to stop students from taking part in elections

Shri P. R. Patel: I beg to move:

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

Need to provide special officers under the Centre for all the State languages as in the case of Hindi

Shri B. Das Gupta: I beg to move:

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

Failure to introduce free compulsory Primary education throughout India

Shri B. Das Gupta: I beg to move:

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

Failure to cope with the non-compliance of Central directives regarding educational policies to be pursued by the State Governments

Shri B. Das Gupta: I beg to move:

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

Need for more emphasis on the National Discipline Scheme

Shri B. Das Gupta: I beg to move:

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

Need for economy by cutting down unnecessary expenditure in the administration

Shri Vasudevan Nair: I beg to move:

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

Need for thorough enquiry into the violation of the minority rights in the States granted under Article 30 of the Constitution

Shri Vasudevan Nair: I beg to move:

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

Need for establishing an effective machinery for safeguarding the minority rights granted under Article 30 of the Constitution

Shri B. Das Gupta: I beg to move:

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

Failure to introduce integrated educational system in the country

Shri Aurobindo Ghosal: I beg to move:

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

Failure to introduce free compulsory primary education

Shri Aurobindo Ghosal: I beg to move:

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

Failure to introduce free and compulsory primary education in India

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

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

Failure to provide free and compulsory physical and military training in colleges throughout India

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

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

Working of the National Discipline Scheme

Shri Vasudevan Nair: I beg to move:

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

Working of Audio Visual Schemes

Shri Vasudevan Nair: I beg to move:

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

Need for providing a school in New Delhi for the Oriya speaking children

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

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

Need to establish Rural Institute for Higher Studies in Orissa

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

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

Need for greater Central assistance to States

Shri Vasudevan Nair: I beg to move:

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

Need for more expenditure on schemes for youth welfare

Shri Vasudevan Nair: I beg to move:

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

Need for more allotment for University Grants Commission for the Second Plan period

Shri Vasudevan Nair: I beg to move:

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

Delay in the change-over to three years degree course in certain Central Universities

Shri Vasudevan Nair: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Failure to implement the promises made to the Delhi Teachers Organisation

Shri Vasudevan Nair: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Imposition of Hindi in the field of Education on the non-Hindi speaking people

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need to make physical education compulsory in all the stages of education

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need to make agricultural courses and manual labour compulsory in educational institutions

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need to promote and financially assist voluntary organisations working in the field of pre-primary and basic education

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Failure to make adequate provision for rural higher education

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need for simultaneous commencement of school and college sessions under the Universities at a fixed time of the year, in all the States

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need for extensive financial assistance and encouragement to the voluntary organisations for child welfare

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need to recognise and establish the extra-territorial jurisdiction of the Universities under the States

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need to provide scope and facilities for affiliation with the Centrally-administered Universities for educational institutions in any State

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Need for liberal financial assistance and encouragement to voluntary organisations for social welfare

Shri B. Das Gupta: I beg to move

"That the Demand under the head Education be reduced by Rs 100"

Failure to produce suitable literature and text books for basic education

Shri B. Das Gupta: I beg to move:

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

Failure to develop a proper system of basic education

Shri B. Das Gupta: I beg to move:

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

Need to grant scholarships to the Indian Students who are taking lessons in the college of physical education in England

Shri Aurobindo Ghosal: I beg to move:

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

Need for greater provision of grant for the University Grant Commission

Shri B. Das Gupta: I beg to move:

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

Failure to develop and establish a uniform system and standard of Secondary education

Shri B. Das Gupta: I beg to move:

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

Need to lessen the cost of education at the secondary and higher stages

Shri B. Das Gupta: I beg to move:

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

Need to replace the existing system of education by basic education

Shri B. Das Gupta: I beg to move:

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

Failure to provide for the development of Tribal languages

Shri B. Das Gupta: I beg to move:

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

Need to provide education in the mother tongue for the non-Hindi speaking population in a Hindi speaking State

Shri B. Das Gupta: I beg to move:

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

Need for publication and sale of cheap editions of Gandhian literature in all State languages

Shri B. Das Gupta: I beg to move:

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

Need to introduce sanskrit as a compulsory subject in the secondary stage of education all over India

Shri B. Das Gupta: I beg to move:

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

Failure to settle the dispute between the authorities of the Banaras Hindu University and the students

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Inadequate grants given to universities in the State of Bombay

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Grant of scholarships to students belonging to Scheduled Castes and other backward classes

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Deterioration in the standard of education in high schools and colleges throughout India

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Failure to introduce Sanskrit as one of the compulsory languages in the States throughout India

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Deterioration in the standard of sports in schools and colleges

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Indiscipline among students

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Need for starting children museum

Shri Vasudevan Nair: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

Working of the Social Welfare Board

Shri Vasudevan Nair: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

Failure to give employment to the candidates after the completion of post-basic education

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

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

Need to give grants for raising salaries of primary school teachers

Shri Aurobindo Ghosal: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100"

Need to impart free education to the Scheduled Castes and Backward Classes

Shri Aurobindo Ghosal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs. 100."

Need for introduction of regional languages as medium of University education

Shri Aurobindo Ghoshal: I beg to move:

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Need to give financial aid to authors and publishers for publishing college books in regional languages

Shri Aurobindo Ghoshal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Need to provide paper for text books free of excise duty

Shri Aurobindo Ghoshal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Need for a National Sports Stadium at Calcutta

Shri Aurobindo Ghoshal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Dispute in the Banaras Hindu University

Shri Aurobindo Ghoshal: I beg to move

"That the Demand under the head Miscellaneous Departments

and other Expenditure under the Ministry of Education be reduced by Rs 100"

Need to give grants to rural Universities of West Bengal

Shri Aurobindo Ghoshal: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Lack of attention to the development of sports and games

Shri Vasudevan Nair: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Lack of attention in preserving the national archives efficiently

Shri Vasudevan Nair: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Need for simplification of the procedure for receiving grants by the voluntary rural Organisations from the Central Social Welfare Board

Shri B. Das Gupta: I beg to move

"That the Demand under the head Miscellaneous Departments and other Expenditure under the Ministry of Education be reduced by Rs 100"

Mr. Deputy-Speaker: These cut motions are now before the House. I might also inform the hon. Members that the list that I have got with me of the chits that I have been receiving since this morning has grown so big

that I find it useless altogether I would not consult it, because I find that I can't pick up from this whole mass I will also request those hon Members who get opportunities equally to allow others to speak today. There are many hon Members who want to speak on this subject, and let those who have rare opportunities in this House speak for the present

Now, Shrimati Jayaben Shah

श्रीमती जयाबेन शाह (गिरनार)
उपाध्यक्ष महोदय, किंतु मतालय ने जो काम किये हैं, आज मैं उनकी प्रशंसा किये बिना नहीं रह सकती। प्राइमरी, बीकॉइंग और हाईपर एजूकेशन के क्षेत्रों में और भी दूसरे क्षेत्रों में उन्होंने बहुत से काम किये हैं और बहुत भी नई नई स्कीमें बनायी हैं और बहुत भी नई नई स्कीमें बनायी हैं। उनके बारे में मझे कुछ कहना नहीं है।

स्कीमें यहा बनती है, मगर उनका इम्प्रीमेटेशन स्टेटम को करना पड़ता है इसलिए उनमें बहुत फर्क रह जाता है और कभी कभी शायद उनका असली रूप भी बदल जाता है।

मैं पहले प्राइमरी एजूकेशन की बात कहना चाहती हूँ। हमने यह अपना भक्षण रखा है कि हमारी प्राइमरी एजूकेशन बेसिक एजूकेशन के तौर पर होनी चाहिए। मगर इसका बही हाल हो रहा है जैसा कि हम किस्सा सुनते हैं कि कुछ अन्यथा, उनके बीच में एक हाथी आ गया, तो जिसने हाथी के जिस भाग को कूदा वह उसको बैसा ही बतलाने लगा। यही दशा बेसिक एजूकेशन की हो रही है। जिसके दिमाग में जो कुछ आता है उसी के अनुसार वह उसको इम्प्रीमेट करने लगता है। इसलिए यह एक बहुत कठिन प्रश्न हो गया है। और यह बतलाना कठिन है कि हम इस प्रश्न को किस तरह हल करे। लेकिन मैं यहां पर यह कहना चाहती हूँ कि मगर हमारी सरकार प्राइमरी एजूकेशन को बेसिक के तौर पर रखना चाहती है तो इस बारे में

कुछ और ज्यादा सफाई होनी चाहिए। और उसके फाइर्मेंटल्स में कहीं पर भी कहें न हो इसकी सावधानी रखनी चाहिए।

यहां पर बहुत लोगों ने इगलिश के बारे में कहा। इस बारे में मैं यह कहना चाहती हूँ कि हम यहा चाहे जितना कहें इगलिश को हटाना शायद मुश्किल होगा। हम एक ऐसे गस्ते पर चल रहे हैं और पीछे हटना कठिन हो रहा है कहीं भी डिप्पर का सवाल है, कहीं बड़े बड़े जो इस्टीट्यूशन हैं उनका सवाल है। मगर मैं उन सारे सवालों के बारे में कहूँ तो मेरा सारा समय ही निकल जायेगा। तो मैं केवल प्राइमरी एजूकेशन के बारे में यह कहना चाहती हूँ कि हम इस बारे में कुछ न कुछ सोचना चाहिए।

हमारे देश में कई स्टेट्स ऐसी भी हैं जहा पर प्राइमरी एजूकेशन में इगलिश को रखा गया है, कई स्टेट्स में इगलिश को जबरदस्ती से हटाया गया है पर किर भी कोशिश हो रही है कि उसको प्राइमरी एजूकेशन में रखना चाहिए। मैं मुरारजी भाई को धन्यवाद देती हूँ कि उन्होंने पुराने बम्बई स्टेट में प्राइमरी एजूकेशन में इगलिश को हटा दिया था मगर आज बम्बई स्टेट में उसके बारे में बड़ी बहुस हो रही है कि क्या होना चाहिए या नहीं होना चाहिए। मैं तो इस सारे मामले पर विचार करने के बाद इस नीतीजे पर पहुँची हूँ कि यह कोई एक स्टेट का सवाल नहीं है। यह तो सारे देश का सवाल है और जो सारे देश के लिए निश्चय हो उसी पर एक स्टेट चल सकती है। मगर एक स्टेट में इगलिश नहे और दूसरी में न रहे तो इससे कम्पिटीटिव एग्जामिनेशन्स में उसीदवारों को कठिनाई होती है। मगर बेसिक एजूकेशन में जो सारा सिलेबस है उसको अच्छी तरह से इम्प्रीमेट करना चाहिए। जो छोटे बच्चे हैं वे इगलिश का बोल नहीं उठा सकते ऐसी भेरी मानवता है और अनुभव भी है। मैं समझती हूँ कि भेरी बात बहुत लोगों को पसन्द न होगी क्योंकि हमारे

[वीना: ज्यादेन शाह]

ज्यादातर सोग कहते हैं कि अप्रेजी हट जाये बगर हो यह रहा है कि अप्रेजी को हम रखते ही जा रहे हैं। तो मैं ममी जी से प्रार्थना करती हूँ कि हमारी जो बेसिक एजूकेशन हो वह बास्तव में बेसिक एजूकेशन हो केवल नाम की ही नहीं। चाहे हमारा काम बीमे बीमे हो तो भी हमको अब नहीं होना चाहिए। लेकिन काम किस दिशा में करना है पहले यह हमें तै करना चाहिए। प्राइमरी एजूकेशन के बारे में मुझे इतना ही कहना है।

इग्लिश के बारे में जो सदन में बात हुई तो इस सम्बन्ध में मैं बता दूँ कि दो दिन पहले हम विचारित गये थे। मैं यह मिसाल के तौर पर कहती हूँ कि सीमत्वा के बारे में कुछ नहीं कहना चाहती। जब हम बहा पर विद्यार्थियों से मिले तो उन्होंने प्रश्न किया कि रूरल इस्टीच्टूम में इग्लिश भीड़ियम क्यों लगाया गया है। मैं ने उनको कहा कि मेरे जैसो की तो राय है कि इग्लिश नहीं होनी चाहिए लेकिन देश में ऐसे लोग भी हैं, जिन की राय है कि इग्लिश के बिना हमारा कुछ नहीं हो सकेगा। हमें देश में ऐसी ओपरेनियन बनानी चाहिए, जिस से हमारा काम बने। लेकिन यहा पर मैं यह कहना चाहती हूँ कि रूरल इस्टीच्टूम में, जहा मे हमारे विलेज नीडर्ज, विलेज सेवक और सर्विस करने वाले लोग नैयार होते हैं भीड़ियम आफ इस्ट्रक्शन इग्लिश क्यों हो यह बात मेरी समझ में नहीं आती। हम देखते हैं कि ज्यादातर रूरल इस्टीच्टूम में भी इग्लिश को भीड़ियम आफ इस्ट्रक्शन रखा गया है। मैं इसको मुनामिन नहीं समझती हूँ, आज स्थिति यह है कि कई यूनिवर्सिटियों ने अपना भीड़ियम आफ इस्ट्रक्शन हिन्दी रखा है कई ने रिजनल लैंग्वेज रखा है और इस प्रकार वह ने अलग अलग मार्ग चुना है। इस से सब को ढर रहता है। हमारी गृहरात यूनिवर्सिटी ने बहुत जोर करके, बहुत मुश्किल से भीड़ियम आफ इस्ट्रक्शन

महरन्टेंग और रिजनल लैंग्वेज को रख लिया है। मगर नहा के विद्यार्थियों को आज वहुन मुश्किल रहती है। मैं समझती हूँ कि इग्लिश के स्थान के विषय में सरकार द्वारा निश्चय किया जाना चाहिए। चाहे यह स्टेट सबजेक्ट है, लेकिन हमारे यहाँ से इस बारे में कुछ न कुछ डायरेक्ट दिया जाना चाहिए। अगर ऐसा न हो सकेगा, तो हमारा सारे का सारा कारोबार इंग्लिश की ओर ही बढ़ेगा। जो बहुत कोशिश करके रिजनल लैंग्वेज और नैशनल लैंग्वेज पर आए हैं, वे बहुत मुश्किल में हैं और सोच रहे हैं कि हम क्या करें।

जहा तक इग्लिश को हटाने का सम्बन्ध है, उसका उत्तरदायित्व सिर्फ एजूकेशन मिनिस्ट्री पर डालना चाजिब नहीं है, क्योंकि कार्पीटेटिव एन्ड मिनिस्ट्रीशन में और की पोजीशन में जिस सीमा तक इग्लिश का स्थान रहेगा, उसी सीमा तक शालाम्भ, कालेजों और यूनिवर्सिटियों में इग्लिश को हटाना बहुत मुश्किल है। यह गवर्नेंट पर निर्भर है कि वह इस सम्बन्ध में क्या करना चाहती है। बहुत मे लोग इग्लिश की पुस्तकों की चर्चा करते हैं। मैं यह बहना चाहती हूँ कि हमारे देशों में क्या होता है। रशिया और चाइना में क्या होता है? अगर हम लोग इग्लिश नहीं जानते तो क्या सारा मसार ढूँ जाता। मेरी मान्यता है कि जब तक हम नैशनल लैंग्वेज का नहीं अपनायें, तब तक हमारे देश में टैक्स्ट-बुक्स कभी भी नैयार नहीं होने वाली हैं और इस प्रकार की आर्थिक मैट्ट्रिक्स दी जानी रहेंगी। अभी बजट की जेनरल टिस्क्वान मे किसी ने बताया था कि दारबन्दी असफल होती है, इग्लिश क्यों न उसको हटा दिया जाये। उसी तरह लैंग्वेज के बारे में भी वही पुरानी दलील दी जाती है कि इग्लिश के बिना काम नहीं चलेगा। मैं यह जानना चाहती हूँ कि हमारे जो विद्यार्थी पढ़ते हैं, उनमें से कितने टैक्नीशियन बनने वाले हैं, किनने ऐसे प्रोफेशनल को अपनाने

बाते हैं, जिन के लिए इंग्लिश सीखना आवश्यक है। अगर हम प्राइमरी से चलें, तो हम देखते हैं कि आगे तो वहाँ निकल जाते हैं और आगे नहीं पढ़ते हैं। हम यह भी जानते हैं कि कितने विद्यार्थी लैकेंडरी में आगे जाते हैं और जितने आगे जाते हैं, उनमें टैक्सिनकल एजूकेशन में कितने जाते हैं। मैं यह कहना चाहती हूँ कि उनका परसेटिंग बहुत कम है। अगर प्राइमरी एजूकेशन में इंग्लिश रखी जायेगी, तो हम को कम्प्लिसरी एजूकेशन साझे करने में बहुत मुश्किल होगी। हमारे पास इतने टीचर्ज नहीं हैं और जो हैं, वे ट्रेन नहीं हैं, हम सब जानते हैं कि आदकल किस तरह की इंग्लिश सिलाई जाती है। बच्चे सात साल तक उसको सीखते हैं और जब वे प्रेज़ेन्ट हो जाते हैं, तो भी उनकी लिखावट में इंग्लिश भाषा को पढ़ने नहीं पाते हैं। इसलिये यह मेरी पवकी मान्यता है कि प्राइमरी एजूकेशन से यह सारा बोझ हटा लिया जाए। इससे देश को भारी नुकसान होगा। प्राइमरी एजूकेशन का जो आबजैक्ट है, बच्चे की असली—वेसिक—वालिटीज को बाहर साना और भोल्ड करने का जो आबजैक्ट है, उसकी तरफ हम ज्यादा जोर नहीं देते हैं और इधर उधर की बातों को उस में भर देते हैं, जिसका परिणाम यह है कि हमारी शिक्षा का स्तर ऊपर नहीं उठ पाता है। आज डिसिप्लिन और इनडिसिप्लिन की बहुत बातें की जाती हैं, लेकिन आज स्थिति यह है कि जो कुछ भी हो, वह पढ़ाया जाए, बच्चे की उम्र बगैर ह के बारे में कुछ भी नहीं सोचते हैं। सिलेक्स बढ़ता रहता है, लेकिन उस का परिणाम कुछ भी नहीं होता है। मैं आशा करती हूँ कि माननीय मन्त्री जी इसका सास ध्यान रखेंगे। मैं जानती हूँ कि वे भी एजूकेशन में बहुत कुछ दिलचस्पी रखने वाले हैं, अगर वेश में जो विचार होते हैं, उनका उन पर असर होता है और वे उन से मुक्त नहीं रह सकते हैं।

गवर्नमेंट की तरफ से एजेंटिड प्रन-एम्प्लायमेंट को नाबूद करने का एक तरीका

यह दूँड़ निकाला गया है कि सब पढ़े-निक्षो को शिक्षक बनाया जाए। गवर्नमेंट की यह स्कीम बहुत दिनों से चल रही है। जब मुझे इस स्कीम का पता चला, तो मुझे बहुत रंग हुआ। कोई भी छोटे से छोटा काम हो, उसके लिए कुछ न कुछ तालीम होती है। कारीगर को अपने काम का थोड़ा ज्ञान होना ही चाहिए, लेकिन शिक्षक का धंधा ऐसा है कि कुछ भी ज्ञान न हो, तो भी कोई किसके बन सकता है। मैं इस स्कीम को बिस्कुल नामंजूर करती हूँ। जिस व्यक्ति ने जो काम करना है, अगर उसके पास उसकी तालीम नहीं है, उसके बारे में ज्ञान नहीं है, तो वह सही रूप से काम कैसे कर सकता है। जिस टीचर के पास अपने काम का ज्ञान नहीं है, वह बच्चों को शिक्षा किस प्रकार दे सकता है?

जहाँ तक टीचर्ज की तनखाहों का सम्बन्ध है, हम बहुत चाहते हैं कि हम उनकी तनखाह को ज्यादा से ज्यादा बढ़ायें, लेकिन उसकी भी लिमिट आ जाती है। अभी हमारे रीसोर्सिज इनने नहीं हैं कि हम उनको पूरा बेतन दे सकें, लेकिन फिर भी जिन के बेतन विलोमण्डल हैं, उनको ऊरर साने का प्रयत्न किया जाना चाहिए। मुझे बड़ी मुश्की है कि सरकार की आर से इस बारे में कोशिश हो रही है और सशित्त्वाद्वारा करने की व्यवस्था हो रही है। हमारे शिक्षकों के विषय में बशिष्ट, बाल्फीके और और और मुनियाँ की बाँड़ कही गई। मैं कहना चाहती हूँ कि वह आदर्श आज हमारे समाज और शिक्षकों के सामने नहीं हैं। आज टीचर्ज की यूनियन बन रही है, जैसी कि कल कारखानों में बनती है और वे भी गवर्नमेंट के साथ अपनी मांगों के बारे में लड़े जाएँगे हैं। मैं जानती हूँ कि उससे शिक्षा कोई आगे नहीं बढ़ सकेगी। इसलिये इस बारे में विचार करना चाहिए और कोई अशीलर्द्द निकालनी चाहिए, जिसके द्वारा उन सोगाँ की शीर्षित भिटाई जा सक। अगर वे सोग यूनियन बगैरहूँ

[भीमती जमावेद शाह]

बताने म ही लवे रहे, तो अध्ययन, विज्ञान और मनन के लिए उनके पात्र समय नहीं रहेगा।

एडल्ट एज्यूकेशन के बारे में मेरे यह कहना चाहती हूँ कि उसमें बहुत सी एस्ट्रेक्ट और रखी गई है। जो सिखाने वाले हैं, जो इंस्पेक्टर हैं, उनको कुछ पता नहीं चलता है। कम्यूनिटी प्राइवेट वाले भी सोशल एज्यूकेशन का काम करते हैं। सोशल वैलफेर बोर्ड की तरफ से भी यह काम चलता है। इसका मर्यादा यह है कि तीन एवेनियों की तरफ से यह काम चल रहा है। मेरे गवर्नरेट से यह अपेक्षा रखती हूँ कि इन तीनों के काम में कुछ कोर्सर्सिनेशन किया जाये, क्योंकि इस प्रकार पैसे का कुछ विगाड़ हो रहा है।

गत्वा एज्यूकेशन के बारे में रिपोर्ट अंडर कनसिडरेशन है। इसलिये उस के बारे में मैं इस समय कुछ नहीं कहूँगी। इस बारे में विचार करना चाहिए कि उन को किस प्रकार की शिक्षा दी जानी चाहिए। उनकी शिक्षा में एक खास विशेषता होनी चाहिए।

हम देखते हैं कि एप्रीकल्चर और बैंडिंग कल शिक्षा अलग अलग मिनिस्ट्रीज के नीचे हैं। मैं यह कहना चाहती हूँ कि एज्यूकेशन तो एज्यूकेशन ही रहती है, वह चाहे बैंडिंग हो या एप्रीकल्चर के विषय में हो। इसलिए उन सब को एक ही मिनिस्ट्री के नीचे रखना चाहिए। अगर उन को एज्यूकेशन मिनिस्ट्री के नीचे रख दिया जाये, तो काम ठीक तरह से होगा।

मैंने बहुत भी बातें कहनी थी और बोडी कही भी है। समय कम है। मैं समझती हूँ कि जो बारें मैंने कही हैं, उनके बारे में शिक्षा मन्त्रालय गैर करेगा और उनका कोई न कोई उपाय निकालेगा।

श्री बीरबल सिंह (जीलपुर) : उपायक महोदय, जब से हम लोग स्वतन्त्र हुए हैं और स्वतन्त्र होने के पहले से भी शिक्षा

की ओर प्रणाली है, उसके मन्त्रालय म आरादपूर्व विचार होता रहा है कि किस प्रकार ये हमारी शिक्षा प्रणाली, हमारी संस्कृति, हमारी परम्पराओं और हमारी आवश्यकताओं के अनुसार बनाई जा सकती है। जब हम स्वतन्त्र हुए उस समय आ० राष्ट्राकृष्णन कर्मीशाल बना और हमारी यूनिवर्सिटी की विकास किल प्रकार की हो, इसके सम्बन्ध में उसने विचार किया। उसके बाद मुद्रालियर कर्मीशाल बना और उसने मार्गदर्शक शिक्षा सम्बन्धी आवश्यकताओं पर विचार किया और इनमें सब बातों पर संपूर्ण एडवाइजरी बोर्ड ने विचार करने के बाद कुछ निश्चय किए। उसने यह निश्चय किया कि आठ बरस की तो हमारी मार्गदर्शक शिक्षा होनी चाहिये, तीन बरस की हमारी सैकेड़ी शिक्षा होनी चाहिये और तीन बरस की हमारी विज्ञविद्यालय की शिक्षा होनी चाहिये। उसी के अनुसार हमारा शिक्षा मंत्रालय इस समय काम कर रहा है।

जहा तक प्रारम्भिक शिक्षा का सम्बन्ध है, उसके बारे में हमारे मानवधार के जो निर्देशक तत्व हैं, उनमें यह कहा गया है कि दस बरस के अन्दर छ वर्ष से चौदह वर्ष तक की उम्र के सभी बालकों को अनिवार्य और नि शुल्क शिक्षा दी जाएगी। लेकिन अनेक कलिनाइयों की बजह स अब १९५७ में आपने यह निश्चय किया है कि १९६५-६६ तक अधिक से अधिक आप छः से भ्यारह बरस के ही विद्यार्थियों को अनिवार्य और नि शुल्क शिक्षा दे सकेंगे और चौदह बरस तक की उम्र के बच्चों को ऐसी शिक्षा यदि दी जाए तो बहुत अधिक पैसे की आवश्यकता होगी और इसमें समय अधिक समेगा। हमने प्रारम्भिक शिक्षा के सम्बन्ध में यह भी स्वीकार किया है कि प्रारम्भिक शिक्षा बुनियादी शिक्षा के आधार पर ही होनी चाहिये और उसके लिए सबसे अधिक आवश्यकता इस बात की है कि अच्छे साहित्य का निर्माण हो। इस सम्बन्ध

में वार्षिक रिपोर्ट में कहा गया है कि साहित्य रक्षणालय स्थापित हुआ है और उसके द्वारा साहित्य का निर्माण हो रहा है। हमारे देश में वर्षाओं के पहले के लिये अच्छी पुस्तकों का बड़ा ध्यावर है। दूसरे देशों में बहुत सा पैसा खर्च करके बालकों के लिए सहता और सुन्दर साहित्य तैयार करवाया जाता है लेकिन हमारे देश में जैसा कि कुछ अन्य मानवीय बदलावों ने भी कहा है तरह-तरह की प्रश्नोंल पुस्तकें और गन्दी पुस्तकें विद्यार्थियों के हाथों में आती हैं। मैं शिक्षा मंत्री महोदय का व्याप्त इस और विचार रूप से दिलाना चाहूंगा और प्रार्थना करूंगा कि वह अच्छे-अच्छे विद्यालयों से जो कि बालकों की शब्द को समरूपते हों, बालकों की साइकेलोजी का जिनको अच्छा जान हो, उनके द्वारा अच्छी पुस्तकें तैयार करवायें और इस पर अधिक के अधिक पैसा खर्च करें।

हमारी जो माध्यमिक शिक्षा है, उस में तीन बरस के कोर्स की व्यवस्था है। एक माध्यमिक कमिशन भी बना था, उस में भी इस पर विचार किया था। माध्यमिक शिक्षा जो हमारी है उस में से जो विद्यार्थी निकलते हैं, वे युनिवर्सिटियों में जाते हैं। मल्टी-परपज़ स्कूल स्थापित करने की बात है और वे भी स्थापित किये गये हैं। वहां पर शिक्षा के साथ-साथ कुछ उन को के री-गरी भी सिखाई जाती है ताकि वहां से तीन साल का कोर्स पूरा करने के बाद वे इस दोष हो जाये कि किसी काम घंटे में लग सकें। साथ ही साथ जिन विद्यार्थियों की शब्द आगे पढ़ने की हो, उन को आगे पढ़ने की सहायिता भी है। जो वार्षिक रिपोर्ट प्रकाशित हुई है उस को पढ़ने पर पता चलता है कि इस तरह के तीन सौ के ऊपर मल्टी-परपज़ स्कूल पहली पंचवर्षीय योजना में स्थापित किये गये थे और दूसरी योजना में उन की तादाद ११-१२ सौ के करीब हो जायेगी और अब तक कोई १११० स्कूल स्थापित किये जा चुके हैं। लेकिन

मुझे भय है कि मल्टी-परपज़ स्कूल स्थापित करने का जो हमारा व्येष था वह पूरा नहीं हो पा रहा है। हमारा उद्देश्य था कि जो विद्यार्थी बहुत तैयार किये जायें उन में से जो लोग काम घंटों में लगना चाहें वे काम घंटों में लगें और दूसरे जो लोग आगे पढ़ना चाहते हैं, वे उन में जा सकें। लेकिन मालूम होता है कि हम लोग पुरानी रट में पढ़ जाते हैं, पुरानी लोक को छोड़ना नहीं चाहते हैं और देखा गया है कि उन में से बहुत से ऐसे स्कूल हैं जिन में आर्ट की पढ़ाई, साइंस की पढ़ाई, कामसं की पढ़ाई, जिस तरह मे पहले होती थी उसी ढंग से आज भी चल रही है। उन का नाम, पहले, यातापाल, स्कूल, एप, एपर, एप, उन्हीं को मल्टी-परपज़ स्कूल के रूप में बदल दिया गया है। मैं चाहता हूं कि इस चीज़ पर विशेष रूप से व्याप्त दिया जाय और बास्तविक मल्टी-परपज़ स्कूल स्थापित हों।

16 hrs.

जहां तक हमारे विश्वविद्यालयों का सम्बन्ध है, इन में तीन वर्ष का डिग्री कोर्स कायम करने की कोशिश की जा रही है और इस सिद्धान्त को गवर्नरमेट वे तो मान लिया है और युनिवर्सिटीज़ से भी कहा जा रहा है कि वे इस को मान लें और अधिकतर युनिवर्सिटीज़ ने इस को मान भी लिया है। केवल एक दो युनिवर्सिटीज़ हैं जैसे बम्बई की युनिवर्सिटी है या गोरखपुर की है, उन्होंने इस को अभी नहीं माना है। बम्बई की युनिवर्सिटी की आपत्ति यह है कि यात्रा वर्ष की माध्यमिक शिक्षा के बाद विद्यार्थी इस दोष नहीं होंगे कि वे तीन बरस की युनिवर्सिटी की शिक्षा अहण कर सकें। गोरखपुर युनिवर्सिटी का कोई उत्तर नहीं आया है। जो ऐस्टीमेट्स कमेटी इस सम्बन्ध में बनी थी उस ने यह कहा था तंक पञ्चीकरण करोड़ के करीब इस पर खर्च होगा। पन्द्रह करोड़ रुपया तो दूसरी योजना में खर्च किया जाना है जिस में से साढ़े सात करोड़

[बी.वी.टी.ल लिंग]

इपया केन्द्र से अर्थात् पांच करोड़ रुपया केन्द्रीय शिक्षा मंत्रालय की ओर से और डाई करोड़ रुपया युनिवर्सिटी ग्रांट्स कमिशन की ओर से अब सह संत करोड़ इपया राज्य की सरकारों की ओर से और प्राइवेट विद्यालयों की ओर से लंबे होना है। लेकिन यह रुपया पूरा नहीं हो रहा है और अब इस रकम को बटाया जा रहा है। अब यह करोड़ रुपया केन्द्र की ओर से जिस में से चार करोड़ रुपया शिक्षा मंत्रालय की ओर से और दो करोड़ रुपया युनिवर्सिटी ग्रांट्स कमिशन की तरफ से दिया जारेगा। उसी तरह से छः करोड़ रुपया राज्य सरकारों को प्राइवेट विद्यालयों के प्रबन्धकों को जुटाना होगा, ऐसी उम्मीद की जाती है। मैं कहना चाहता हूँ कि जहाँ तक हमारी उत्तर प्रदेश की सरकार का सम्बन्ध है, उस ने आपति की है और उस की कठिनाई यह है कि वहाँ पर ६०० के करीब इंटरमीडियेट कालेज है। अगर तीन बरस का डिग्री कोर्स जारी किया जाता है तो इस का यह मतलब होगा कि कुछ विद्या यों को तो डिग्री कालेज में परिवर्तन करना पड़ेगा और कुछ को इंटर-मीडियेट से हायर सेकेंडरी स्कूल बन ना पड़ेगा और इस में जो लंबे आपेगा उस को वह सरकार बरदास्त नहीं कर सकेगी। उस के पास इतना पैसा नहीं है। बाकी जो सरकारे हैं उन में से अधिकतर ने इस योजना को स्वीकार कर लिया है। इस के सम्बन्ध में अब दूसरी कमेटी बनी है और वह इस पर विचार कर रही है कि इंटरमीडियेट कालेज से निकलने के बाद विद्यार्थी डिग्री कालेज में तीन बरस तक अध्ययन करे। इस का अर्थ यह होगा कि इंटरमीडियेट पास करने के बाद इन को एक वर्ष अधिक लगाना होगा। दूसरे प्रदेशों की अपेक्षा यहाँ के विद्यार्थियों को एक वर्ष डिग्री कालेज में अधिक पड़ना पड़ेगा। मैं चाहता हूँ इस पर अच्छी तरह से विचार कर लिया जाना चाहिये।

यह मैं शिक्षा के माध्यम पर आता हूँ। जहाँ तक युनिवर्सिटी स्टेज में शिक्षा के माध्यम का सम्बन्ध है, इस में प्रायः दो रायें मालूम होती हैं। लेकिन जहाँ तक माध्यमिक स्तर पर शिक्षा के माध्यम का सम्बन्ध है वह राज्य की भाषा, रिजनल भाषा ही हो सकती है और होनी भी चाहिये। युनिवर्सिटी के संबंध में युनिवर्सिटी ग्रांट्स कमिशन की तरफ से एक कुछ रुपये कमेटी बनी थी और उस ने सिफारिश की है कि वहाँ पर अंग्रेजी भाषा के द्वारा ही पढ़ाई होनी चाहिये। लेकिन अंग्रेजी के द्वारा कब तक पढ़ाई होती रहेगी? हमारे लिये यह ज़रूरी है कि बीरे-बीरे हम अपनी रिजनल भाषाओं में तथा हिन्दी में ही शिक्षा दें। यह कहा जा सकता है कि हिन्दी में उच्च कोटि की पुस्तकें नहीं हैं। लेकिन मैं कहना चाहता हूँ कि अंग्रेजी का ज्ञान विद्यार्थियों को कराने के साथ-साथ यदि अध्यापक अपने व्याख्यान हिन्दी भाषा में और रिजनल भाषा में करे तो विद्यार्थियों को अधिक ज्ञान हो सकता है। हमें इस क्षेत्र में कुछ अनुभव है। मैं तो एक ऐसी संस्था से सम्बन्ध रखता हूँ जिस में सन् १९२१ से हिन्दी भाषा के द्वारा पढ़ाई हो रही है। वहाँ पर अंग्रेजी भाषा अनिवार्य रूप से पढ़ाई जाती है लेकिन सब पढ़ाई हिन्दी भाषा के द्वारा होती है और विद्यार्थियों को अंग्रेजी का भी इनना ज्ञान रहता है कि वे अच्छे से अच्छे पुस्तकों को पढ़ते ही समझ सकें और इस में हम को कोई कठिनाई भी नहीं पड़ी है। मैं समझता हूँ कि माध्यम तो हिन्दी या देवी भाषा होना चाहिये और अंग्रेजी अनिवार्य रूप से विद्यार्थियों को पढ़ानी चाहिये। इस तरह से धीरे धीरे हिन्दी के द्वारा या देवी भाषा के द्वारा पढ़ाई होने लगे तो पुस्तकें भी, जिन का देश में अभाव है, तैयार होने लगेंगी और यह अभाव दूर हो जायेगा। हिन्दी और दूसरी देवी भाषाओं में उच्च कोटि की पुस्तकें तैयार होने लगेंगी। इस सम्बन्ध में शिक्षा मंत्रालय को विशेष

कम से व्याप देता चाहिये कि उच्च कोटि की पुस्तकों तैयार करने के सम्बन्ध में विशेष कम से प्रबल किया जाय जिस में देशी भाषा में हर एक विद्य की उच्च कोटि की पुस्तकें तैयार हो जायें।

वहाँ तक विद्यार्थियों की अनुशासनहीनता का सम्बन्ध है, इस के बारे में शिकायतें आती हैं और हम देखते हैं कि इस समय विद्यार्थियों में अनुशासन की बहुत कमी हो रही है। इस समय एक योजना भोसले जी की नेशनल डिसिप्लिन स्कीम चल रही है और उस पर कुछ रुपया भी लग्ज दिया जा रहा है।

16.10 hrs.

[SHRIMATI RENU CHAKRAVARTTY in the Chair]

इस सम्बन्ध में १९५५-५६ में ४ लाख ३२ हजार ८० लर्चं हुआ और ४० हजार विद्यार्थी प्रशिक्षित हुए, १९५६-५७ में ४ लाख ५८ हजार १० लर्चं हुआ और ७० हजार विद्यार्थी प्रशिक्षित हुए, १९५७-५८ में ५ लाख १० लर्चं हुआ और ७३ हजार विद्यार्थी प्रशिक्षित हुए और १९५८-५९ में ६ लाख १० लर्चं हुआ तथा १ लाख ६३ हजार विद्यार्थी प्रशिक्षित किये गये। यह योजना बहुत प्रच्छी है। विद्यार्थियों का समय चूकि साली रहता है इस लिये उन के दिमाग में तरह-न-रह की खुराकात आती है। इस योजना को अर्थात् नेशनल डिसिप्लिन स्कीम को ज्यादा से ज्यादा राज्यों में चलाया जाये—कुछ राज्यों के विद्यालयों में यह चल भी रही है और इस पर भी राज्यादा पैसा लर्चं होना चाहिये और इस का ज्यादा से ज्यादा प्रचार होना चाहिये ताकि और प्रच्छी तरह से विद्यार्थियों में अनुशासन हो सके।

बह में हिन्दू विश्वविद्यालय के सम्बन्ध में भी कुछ कहना चाहूँगा। हिन्दू विश्वविद्यालय में पिछले दिनों जो घटनायें हुई हैं वे बड़ी दुखद घटनायें हैं। जिस तरीके से यूदालियर कमेटी बनाई गई, उस की जो रिपोर्ट निकली, इस में कोई जानेह नहीं कि

वह बहुत ही भी और लेखनक है। उस रिपोर्ट के निकलने के बाद हमारे शिक्षा मंत्रालय में एक पैनिक सा हो गया कि हिन्दू यूनिवर्सिटी की हालत बहुत बराबर है और उस के सुधार का केवल यही एक उपाय है कि आडिनेस जारी कर के एक कमेटी को सब अधिकार दे दिया जाय। जिस समय आडिनेस पास हुआ, कोटं तोड दिया गया, कौसिल तोड दी गई और नई एन्जिनियरिंग कौसिल बनी। जब अगस्त अधिकारेशन में हिन्दू यूनिवर्सिटी के सम्बन्ध में बिल आया तो उस समय हमारे शिक्षा भवी महोदय ने इस बात का आश्वासन दिया जा कि हमारा इरादा केवल यही है कि हिन्दू यूनिवर्सिटी का किसी तरह से सुधार हो और वहाँ पर वास्तविक शिक्षा का बातावरण तैयार हो, और इसी उद्देश्य की पूर्ति के लिये विशेष रूप से वे उस बिल को उपस्थित कर रहे हैं। जब वहाँ पर लोकतंत्र सत्य कर दिया गया तो उन्होंने कहा कि यह केवल बोडे समय के लिये है और वे जल्दी से जल्दी दूसरा बिल लायेंगे और इन जीजों में सुधार हो जायेगा। लेकिन वहा की स्थिति बराबर चिनगती जा रही है। यह बहर है कि उस में विद्यार्थियों का भी कुछ दोष है और हिन्दू यूनिवर्सिटी में दलबन्दी भी हो सकती है, लेकिन ऐसी स्थिति वहा पर नहीं थी जिस की बजह से कि इस तरह की काश्वाई की जाय। हिन्दू यूनिवर्सिटी एक तरह सारी दुनिया में प्रप्रतिष्ठित हो गई है। मुझे मालूम हुआ है कि विदेशों में जहा पर कि हिन्दू विश्वविद्यालय के विद्यार्थी पढ़ते थे वहाँ के अध्यापकों का रुल मूदालियर कमेटी की रिपोर्ट निकलते ही उन की तरफ से बिल्कुल बदल गया। वे कहने लगे कि वे विद्यार्थी ऐसे विश्वविद्यालय से आये हैं जहा पर कि स्थिति इस प्रकार की है। इस से हिन्दू यूनिवर्सिटी का बहुत बड़ा नुकसान हुआ। वहाँ पर जो घटनायें हुई वहा पर जिस तरह से यूलिस का शासन स्थापित हुआ, पुलिस यूनिवर्सिटी में गई, वह एक बड़े खेद और हुए

की बात है। यदि किसी विश्वविद्यालय में अनुशासन पुलिस के द्वारा स्थापित किया जाता है और वहाँ के अधिकारी स्वयं अपनी शक्ति से, अपनी उदारता से और अपनी योग्यता से अनुशासन नहीं स्थापित कर सकते, तो मैं नहीं समझता कि उन को वहाँ पर अधिकारी बने रहने का कहा तक अधिकार हो सकता है। यह एक बड़ी लम्जा की बात है कि वहाँ अब भी पुलिस पड़ी हुई है। लेकिन इस तरह पुलिस के द्वारा किसी भी संस्था में अनुशासन स्थापित नहीं हो सकता और न इस तरह की बातें ज्यादा चल सकती हैं। अखिल वहाँ कब तक पुलिस के द्वारा अनुशासन स्थापित किया जायेगा? मे समझता हूँ कि वहाँ से पुलिस को तुरन्त हटा लेना चाहिये और जैसा शिक्षा मंत्री महोदय ने आश्वासन दिया था, यहाँ पर जल्दी से जल्दी हूँहरा कानून ला कर पुरानी स्थिति को बापस लाना चाहिये। जो एन्जिनियरिंग कौसिल है, इस में कोई सन्देह नहीं कि उस में बड़े योग्य अधिकारी हैं और प्राय देश के योग्य से योग्य अधिकारीयों को उस में लाने की कोशिश की गई है, लेकिन उन सोगंगों को इतना समय नहीं है कि वे हिन्दू युनिवर्सिटी के मामले में ज्यादा दिलचस्पी ले सकें। कभी कभी जब मीटिंग होती है तो उन में से कुछ आते हैं और कुछ नहीं आते हैं। इस तरह से वहाँ का काम नहीं चल सकता और इस में जल्दी सुधार होने की आवश्यकता है।

Shri D. A. Katti (Chikodi): We are living today in the age of science, the age of knowledge. The thrilling and amazing scientific inventions made by man are the greatest victories of human genius. Even man's God is terrified at the scientific research made by man. But it must be remembered that education is at the root of all great human achievement. Therefore, in a country like India where we are educationally backward education should be very jealously guarded and must be raised to the standard of the advanced countries of the world.

But before I speak about the present position of our education I would like to refer to some remarks made in the Estimates Committee Report of 1957-58 where it is observed that 5,000 years ago when Europe was, in darkness India was well advanced in education. But due to general neglect of education, the percentage of literacy, which was 75 per cent between 800 to 200 B.C. declined to 50 per cent in 800 A.D., 30 per cent in 1200 A.D. and 15 per cent at the advent of British rule. When British left it was 10 per cent. This picture of the past is not wholly a correct picture. It is not true to say that during the British rule the percentage declined. One can admit that from 800 A.D. there was a continuous decline. But that was not due to the general neglect of education but was due to religious ban that was put on all the Hindus except the Brahmins. Illiteracy was the general feature of the Hindu society because of this and I think nobody will dispute this fact if according to the observations made by the Estimates Committee this country was educationally well-advanced before 800 A.D. that was because of Lord Buddha and his teachings. The loss of Buddhism is the greatest tragedy of this country. But now it is no use mourning over the loss. It is not important to consider what we were in the past. It is important to know what we are today and what we wish to be tomorrow. Now, undoubtedly we are educationally advancing. At least the percentage of literacy is on the increase. But more literacy will be of no use to grow strong and powerful. Our science, our arts, our philosophy, our culture must advance and the knowledge of all these things must have their effect on the mind of students. They should build the character of the students. Should mould their personality. Education is not merely filling an empty vessel, a vacant mind. Education must be able to broaden the vision, it must widen the heart and it must heighten the imagination; it must help the man to fully mature. This must

be the necessary result of education. Unfortunately, this is not the result of the education we are today receiving.

Very often, our Prime Minister says that he is not afraid of the economic situation in this country, but he is afraid of communalism, casteism, linguism and other disruptive forces. What is the economic future before us, whether we should entertain any fear as regards that, I do not wish to speak. So far as the fear of the Prime Minister regarding the disruptive forces is concerned, it is really worth considering and it deserves very serious consideration. Besides the evils the Prime Minister makes mention of, there are many other evils such as, the people of this country lack the conscience that becomes agitated at every wrong, the people lack the sense of beauty, lack the sense of fraternity, lack honesty, lack patriotism. These are greater evils and they must be completely uprooted, must be exterminated. These evils are more fierce, more dangerous than any foreign military aggression. There is a fear of being crumbled down from within and, therefore, we must banish these evils. How can we do it? We can do it only by taking care of education. Plato says that the evils of the State or society are like the hydra which get multiplied when they are exterminated. The best course is to banish them. That we can do by taking care of education and education will take care of the rest. I believe this piece of Plato's advice will be of more use today. With these evils, we will not be able to reorganise society on a socialistic pattern, it will not be possible to run this democracy successfully. With these evils, we can never flourish economically and advance culturally. These evils are like poison in the womb of our society and a purge of this poison is a necessary condition to the success in all our great undertakings.

How can we do it? According to me, it can be done by introducing a study of Buddhism in all the schools and colleges. It is no use teaching

carpentry in the schools. It is no use teaching about and asking the students to read about Nala Damayanti and Dushyanta and Sakuntala. Our cinemawallas are doing it in the best way possible. We should try to see that there is no moral degradation. An hon. Member by moving a cut motion has suggested that religion should be taught in the schools. I am in full agreement with that hon. Member. In most of the countries religion is taught. This is the only country where religion is not taught. This has nothing to do with the secular character of the State. Secularism applies to the governance of the country. It has no relation with the teaching of religion. Religion must be taught in the schools. What religion? A religion which will teach us love, a religion which teaches equality and fraternity; not that religion which teaches hatred, ill-feeling and inequality. In these circumstances, it is the fundamental duty of our Government to take every possible care to spread education and the right type of education: not that education which is turning out babus and babus of a horrible kind. You must see that the aim of education is fulfilled.

But, for this there is need to spend more money. That, our Government is not doing. Our Government is famous as a spendthrift Government. But, it is peculiarly a miser in respect of education. Russia, America and other countries are spending more on education. Not because they are rich countries, but because they feel that without education, it will never be possible for them to survive. That is why they are spending more on education. Here, secondary importance is given to it. A paltry amount is spent on education which is the backbone. Not only that. Even the Minister of Education is downgraded here. This is the importance we attach to education. After 10 years struggle to improve education, what are the results that we have got? There is a fall in the standard and there is indiscipline. The fall is to such an extent and the standard is so

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much lower that it causes surprise to all, to every one. A student after passing the Matriculation examination is not able to write two or three sentences correctly: 'not to speak about his knowledge of other things.'

What are the reasons for this? We have to detect the reasons and we must remedy them if we want to improve the students. According to me, the reasons are undue interference of the Ministers of Education in the States, secondly, basic education, thirdly, the worst condition of the teachers, and fourthly, the innumerable and multi-farious extra activities in the schools. These are some of the most important reasons and we have to look into these reasons and see that they are removed.

So far as basic education is concerned, I am wholly and entirely opposed to this system of basic education. I consider it as a faulty system of education. I consider it as mere waste of money and energy and a spoiling of the career of the students. I do not understand in what way this basic education, elementary knowledge of carpentry or stitching, tailoring or weaving or spinning will help the students to earn their bread in their after life. In what way does it help to train the mind of the boy and train his reasoning faculty, I do not understand. It is made applicable to the rural areas. It is not made applicable to the urban areas. Those who are rich, do not send their children to the basic schools. They remove them from there and send them to some better school. In respect of the urban areas, there is no question. Only it is the lot of the rural people. Government thinks that the rural people, people living in the villages are only capable of being carpenters, weavers and blacksmiths. It should not be imposed on them. You want to create carpenters; you do not want thinkers and scientists. I have nothing to say about the study of crafts. You can start some training centre and those

who want they will go there and take their education and help themselves to earn their bread. It must not be imposed on all. It is because of this that the very foundation is made weak. Because of corrupt practices and this faulty system of education, a student who passes the matric examination, when he goes to the college, he is baffled. He cannot follow the professors there. There too, you have the three-year degree course. After passing this B.A., if the student says that Jawaharlal Nehru is the Secretary of Rajendra Prasad and *Discovery of India* is a big mountain, what right have we to condemn them and express our wonder? Many such graduates are there who say that Jawaharlal Nehru is the Secretary of Rajendra Prasad and *Discovery of India* is a big mountain in this country. This is the knowledge that our graduates have because of this. This must be done away with. I am opposed to the three-year degree course. The Bombay University has rejected it. I am opposed to basic education. These are the things here.

While giving admissions to the Engineering and Medical colleges, such high standards are prescribed that it has become in a round-about way the monopoly of the privileged classes in the present social order. I am opposed to that also. Everybody who wants to take Engineering, must be allowed to go. A friend of mine had to spend Rs. 3000 to get admission. I say that basic education should be stopped. I fear there is some dangerous policy behind it. I must not be blamed for that. Free compulsory education should be given. Education is made so costly an affair that the poor people are not able to take education. Today, education is the birthright of every individual. In the past, in the name of religion, poor people were denied this most precious right. Today by making it costlier, it is denied to them. Fortunately, a few Scheduled Caste candidates get some facilities. Some people do not like it. Even the

Ministry of Education has expressed its dislike by delaying the payment of those scholarships. The colleges start in the month of June in most parts of the country. By this time the scholarships are not paid to them. The Minister says here that additional funds were made available in the month of November. When additional funds were made available in the month of November, why should it be delayed for four months? Either the Ministry of Education is not functioning efficiently, or there must be some *mala fide* intention behind it. This is a public fund. They have been sufferers through centuries and they are not at the mercy of any one. They are not getting it as charity, they are getting it as of right, and therefore I submit that this thing must be taken note of by the Minister, and he should see that monthly payments are made to these students.

I was a student getting scholarship. I was getting it regularly, every month, but today according to my information, the students have left the colleges and gone away. This is how the Ministry of Education is forcing the students to be deprived of these facilities.

I had many other points to make, but I cannot cover them. I thank you and close with a request to the Minister that he should see that in future these scholarships are distributed in time, monthly, and thus help our students who are poor and who deserve such help.

बीमती सुभद्रा जोकी (अम्बाला) :
सभानेत्री जी, आमी एजूकेशन के विषय पर बहुत कुछ कहा गया है। मैं इस सबजेक्ट पर बहुत विशेषज्ञ होने का दावा नहीं करती हूँ। मैं बहुत बातें शिक्षा मंत्री के सामने रखना चाहती हूँ।

मेरी प्रार्थना है कि जितने प्राइवेट स्कूल उन को जल्दी से जल्दी सुरक्षाती हानाने की

कोशिश की जाये। मैं ने पहले भी कहा था मंत्री जी को उन स्कूलों के बारे में बताया है। हम सब लोग उन स्कूलों के हालात से बाहिक हैं। जितने प्राइवेट स्कूल हैं, उन में से ज्यादातर बिल्कुल दुकानदारी के लिहाज से सोले जाते हैं। उन के पैसे से दुकानदारी चलती है और वह शिक्षा का कोई प्रबन्ध नहीं होता है। जूँठ सब बोल कर विद्यार्थियों को दाखिल कर लिया जाता है। कभी कहा जाता है कि हम एक साल में मैट्रिक करवायेंगे। कभी कहते हैं कि एक साल में मिडल करवायेंगे। दाखिल होने के बाद विद्यार्थियों को पता चलता है कि मैट्रिक क्या होता है और मिडल क्या होता है। मुझे लूँह एक ऐसी ही जगह की प्रिसिपल रहने का भीका मिला। जब मेरी शिक्षा समाप्त कर के भाई, तो मुझे टीचर की ड्रेनिंग नहीं थी, लेकिन वही ड्रेनिंग ऐसी ही गई, जो कि हमेशा के लिए काफ़ी थी। मैं एक जगह की प्रिसिपल इसलिए कहती हूँ कि वह स्कूल भी था, कालेज भी था और यूनिवर्सिटी भी था—कोई चीज़ नहीं थी, जो उस में नहीं थी। इसलिए मुझ को प्रिसिपल कहा जाता था। उस के बाद मुझे पता चला कि सभी प्राइवेट स्कूलों की यही हालत होती है। वहां पर जिस टीचर की सौ रुपये दिये जाते हैं और उसी उस की सौ रुपये की ही ली जाती है। यह भी होता है कि ज्यादा की भी रसीद ली जाती है और कम की भी रसीद ली जाते हैं। कम्पीटेशन न हो, इसलिए सौदा और भाव किया जाता है। वहां यह भी हो सकता है कि एक ही क्लास में पढ़ने वाले दो लड़कों से अलग अलग कई सी जाती हो और एक ही घर से आने वाले दो बच्चों से बस के अलग अलग किये लिये जाते हैं। मैं यह अब उनका चाहती हूँ कि यह दुकानदारी जल्द से जल्द सत्त्व करनी चाहिए। मुझे एहसास है कि इतना रुपया हमारे पास नहीं हो सकता है कि हम सब को एक दम नीशनलाइज़ कर सकें, लेकिन सरकार इस बारे में कदम उठावे और शुरू तो करे। यह भी हमारे शिक्षा मंत्री जानते हैं कि इन स्कूलों को

[श्रीमती सुमित्रा जोशी]

आत तौर से दिल्ली में—६० परसेट ग्रान्ट मिलती है, जिसमें बे स्कूल चलाते हैं, टीचर्ज को तन्हाह भी देते हैं, इमारत भी बनवाते हैं और अपने घर का पेट पालन भी करते हैं, जो कि उन का मुक्य उद्देश्य होता है। अब ६० परसेट ग्रान्ट में उन की बिर्लिंग का सचं और टीचर्ज की तन्हाह निकल आती है और उन लोगों का अपना व्यापार भी चल जाता है, तो मुझे ताज्जुब होता है कि उस से सरकारी स्कूल कर्म नहीं चल सकता है।

इन स्कूलों के बारे में एक और बात कहना चाहती हूँ। मुझे कहते हुए कहा चलता है कि शिक्षा मंत्री ने इधर व्यापार दिया है या नहीं। मेरी तज्जीब है कि हमारे मुक्त में अब ऐसा बक्त आ गया है कि जो स्कूल अपने नाम के सामने हिन्दू स्कूल, मुस्लिम स्कूल, सिल स्कूल, जाट स्कूल या राजपूत स्कूल बर्गेंह लगाये, उन को सरकारी ग्रान्ट नहीं देनी चाहिए। ऐजूकेशन मिनिस्ट्री को जो ग्रान्ट हम दे रहे हैं, वे स्कूलों में पहुँच जायेंगी। मेरा अद्वा के साथ कहना चाहती हूँ कि जो जहर बच्चों के दिली और दिमागों में फैलाया जाता है, हम उससे बचाना नहीं चाहा सकते हैं। ऐजूकेशन मिनिस्ट्री को ग्रान्ट दे कर बच्चों में जहर फैलाया जायेगा और दो दिन बाद हम होम मिनिस्ट्री की ग्रान्ट्स मन्जूर करेंगे, जिन का इस्तेमाल फ़िकारपरस्त ग्राहकों और फ़सादों पर लाठी और गोली चलाने के लिए किया जायेगा। ऐजूकेशन मिनिस्ट्री की ग्रान्ट्स के उत्तर्ये हम बच्चों में जहर फैला देते हैं, ग्राहकों करा देते हैं और फिर होम मिनिस्ट्री की ग्रान्ट्स से उन फ़सादों को लाठी और गोली चला कर रोकने की कोशिश करते हैं। इस बारे में मेरा ज्यादा नहीं कहना चाहती हूँ, लेकिन मेरा चाहती हूँ कि इस बात का स्थाल रखा जाय कि जिन स्कूलों में दिन-रात एक मजहब के नाम से, एक धर्म के नाम से जो शिक्षा दी जाती है,

उससे बच्चों में दिन-प्रह्लादिन जहर फैलता है। मगर शिक्षा मंत्री भी तुर स्टडी करने की कोशिश करें, तो वह देखेंगे कि इस तरह कहाँ तक जहर फैलता है।

हमारे कुछ साथियों ने कहा कि स्कूलों में धर्म की शिक्षा देनी चाहिए। परन्तु आज धर्म की व्याख्या क्या हो? कौनसे धर्म की शिक्षा देनी चाहिए? बच्चे धर्मों बनें, धर्मों नामांकित बनें, सब लोगों के साथ प्रेम करें, इमान-होर रहें यह एक अच्छा स्थाल है, परन्तु धर्म की व्याख्या क्या हो? यहाँ पर यह कहा गया कि हमारे स्कूलों में धर्म की शिक्षा नहीं दी जाती है, न धर्म की एक छोटी सी व्याख्या आप को मुनाफा चाहती हैं, जो मैं से सुनी—स्कूल में नहीं, इतनी गनीभत है—और जगह सुनी। एक जगह जल्सा हो रहा था और लाउड-स्पीकर लगे हुए थे। मुझे धर्म से ज्यादा बाकियत नहीं है। लाउड स्पीकर वे आवाज प्राई कि भाइयों में आप के सामने धर्म की व्याख्या करता हूँ। तो मुझ जैसी पापिन को स्थाल दुश्मा कि धर्म की व्याख्या को तो कम से कम सुन ही लिया जाए। वह साहब कह रहे थे कि जो काम जिसके सुपुर्द किया जाता है उसका पालन करना उसका धर्म है। यह उसने धर्म की व्याख्या की। उसने कहा कि परशुराम के यह काम सुपुर्द किया गया कि वह अपनी माता का सिर काटे? और उसने धर्म का पालन किया। आगे उसने कहा कि, इसलिये भाइयों जो लोग कहते हैं कि स्त्री पर हाथ उठाना धर्म नहीं है, उनकी बात को न सुनो। उम्मे काट उसने कहा कि मगर घर में सांप हो और वह पल कर बढ़ा हो रहा हो तो उसको समाप्त करना और उसको मारना धर्म है। इसलिये भाइयों जो हमारे देश में सांप पल रहे हैं, मगर उनको नष्ट किया जाता है तो वह धर्म के प्रतिकूल नहीं है, धर्म के अन्तर्कूल है। यह उसकी धर्म की व्याख्या भी मुझे उम्मीद है कि कोई भी मानवीय सदस्य ऐसी धर्म की व्याख्या नहीं कर सकता है।

इस तरह से बाहर स्कूलों में उगले जाने की इच्छाजात न हो । यैं देखती हूँ कि पुराने स्कूल और कालेज और यूनिवर्सिटी हैं, उनके नाम मुस्लिम यूनिवर्सिटी हैं, हिन्दू यूनिवर्सिटी हैं, सिल्स स्कूल हैं इत्यादि इत्यादि । अब कही कही पर तो इस तरह की विकास दी जाती है कि राज करेगा लालसा और दूजा रहे न कोय, इस तरह से कुछ सिलाया जाता है । जब लोगों के विमार्शों में इस तरह की बातें भरी जाती हैं और दिन रात भरी जाती हैं, तो किस तरह से आप कह सकते हैं कि या किस तरह से आप उम्मीद कर सकते हैं कि जब वहां से लोग पढ़ कर बाहर आयेंगे तो वे प्रेम से रहेंगे, भाई चारे से रहेंगे, आपस में मुहम्मत करेंगे और एक अच्छे नागरिक का सा व्यवहार करेंगे । ऐसे हालात में अगर हम बच्चों से इस तरह के व्यवहार की आशा करते हैं तो मैं समझती हूँ कि यह ज्यादती की बात होगी ।

मैंने आरम्भ में कहा कि मैं एजुकेशन की कोई भाहिर नहीं हूँ, विशेषज्ञ नहीं हूँ । लेकिन इतना मैं भन्नी महोदय से अवश्य कहना चाहती हूँ कि हम चाहते हैं कि हिन्दी पर अधिक से अधिक और दिया जाए और ज्यादा मैं ज्यादा स्कूलों में हिन्दी को अपनाया जाए । इसमें मेरी कोई दो राय नहीं है और मैं समझती हूँ किसी की भी दो राय नहीं हो सकती है । लेकिन मैं एक चीज कहना चाहती हूँ कि जो हिन्दी हमारे स्कूलों में सिलाई जाए, जिस हिन्दी की उत्तरति की जाए वह हिन्दी ऐसी होनी चाहिए जो हमारी सबकी समझ में आ सके । हम लोग हिन्दी जानने वाले हैं और मेरा यह दावा है कि एक बहुत जब मैं स्कूल में पढ़ा करती थी तो मुझ को इतनी हिन्दी भाती थी कि उस स्कूल में किसी को नहीं भाती थी और जब मैं अपने घर पत्र लिखा करती थी तो मेरे पिताजी कहा करते थे कि मुझ को पर्डित बुला कर खत समझना पड़ता है । मुझे लुही है कि आज मैंने अपनी हिन्दी को और भी सुधार लिया है । इसलिये मैं भन्नी महोदय से कहना चाहती हूँ कि हमने

हिन्दी को इसलिये अपनाया है जहे यह भीड़ियम आफ इस्ट्रक्शन के रूप में हो, जहे मातृभाषा के रूप में हो कि बच्चों के विमार्शों पर अधिक बोल न पढ़े, उनको भ्रातानी से चीजें समझ में आ जायें, आज मैं आपके सामने वे हिन्दी के शब्द लाना चाहती थी लेकिन लाई नहीं और उनको आपको बतलाना चाहती थी । जहा तक उनको याद करने का सबाल है वह मेरी बुद्धि के बाहर की चीज है । मैं आपको बतलाना चाहती हूँ कि हिन्दी के शब्द अंग्रेजी के शब्दों से लगा लेटिन के शब्दों से भी अधिक मुश्किल किये जा रहे हैं और उनको इतना मुश्किल किया जा रहा है समझ में नहीं आता है । आप स्टेशनों पर जायें, फैक्ट्रीज में जायें और वहा पर इन शब्दों को देखें और कुछ नहीं तो माननीय मंत्रियों द्वारा हिन्दी में जबाब दिये जाते हैं उनको आप सुनें तो आपको पता चल जाएगा कि कितना मुश्किल हिन्दी को किया जा रहा है । हम लोग जो कि सारी जिन्दगी हिन्दी पढ़े और हिन्दी के सिवाय कोई दूसरी भाषा नहीं जानते, उनकी समझ में ये शब्द नहीं आते हैं तो हमारे बच्चों की समझ में कैसे या सकते हैं । आज ये अंग्रेजी, फैक्ट्री और लेटिन के शब्दों से भी अधिक मुश्किल हमें प्रतीत होते हैं । ऐसी हालत में हमारे बच्चों को कितनी कठिनाई होती, इसका अन्दाजा आप खुद लगा सकते हैं । इससे उन पर बहुत बोल पड़ने वाला है । इस बास्ते मैं प्रार्थना करती हूँ कि कोशिश की जाए कि इन शब्दों को अधिक से अधिक मरल बनाया जाए ।

जहा तक मरकारी स्कूलों का सबाल है, वहा पर तो कम से कम टीचर्स को बच्चों की द्यूशास लेने की मनाही कर दी जानी चाहिये । प्राइवेट स्कूलों में ऐसा नहीं किया जा सकता है लेकिन सरकारी स्कूलों में तो किया ही जा सकता है । मुझे पता नहीं कि आज इस चीज की मनाही है या नहीं है लेकिन मनाही अवश्य होनी चाहिये । हमे दिल्ली के स्कूलों से कुछ विकायते आई है कि वे बच्चों के माता पिताओं

[बीमारी शुभमात्रा घोषी]

के साथ कांट्रोक्ट कर लेते हैं, बच्चों के साथ कर लेते हैं कि हम तुम को पास करवायेंगे जिसका नतीजा यह होता है कि वे स्कूलों में सो उनसे ऊर्म करवाते हैं, कलात्मों में दिल लगा कर पड़ते नहीं हैं, और बर जा कर उनकी दृश्यक्षंस लेते हैं। शाहदरा के एक स्कूल का किस्सा सामने आया है जहां पर कई बरतां ले टीचर कांट्रोक्ट कर लेते थे, इस्तिहान के क्वेश्चन पेपर बूपके से बता देते थे और विद्यार्थी फटा फट पास हो जाते थे। एक साहब ने कहा कि वे जुएट होने के बाद बच्चों को ज्ञान नहीं होता है। वे कहना चाहती हूँ कि जब ऐसी हालत हो तो किस तरह से किसी को ज्ञान प्राप्त हो सकता है। उस स्कूल में जब कोई दूसरे हैडमास्टर आये तो उन्होंने इस सब बीज को समझ लिया कि टीचर्स बास करवाने का ठेका कर लेते हैं। उन्होंने कहाँ से कई क्वेश्चन पेपर बनवाये और चुनके से क्वेश्चन पेपर दे दिये और बच्चों को पता नहीं लगा कि कौन सा क्वेश्चन पेपर आयेगा। नतीजा यह हुआ कि बच्चे फेल हो गये। जब वे फेल हो गये तो दूसरे दिन उन्होंने लाठियां लेकर, पत्थर ले कर तथा इंट के कर स्कूल पर तथा हैडमास्टर पर आवा बोल दिया और नुस्खान पढ़ दिया। अफमोस की बात तो यह है कि उनके माना पिता भी इसमें शामिल हो गये और कहने लगे कि हर साल तो बच्चे पास हो जाते थे और इस नये हैडमास्टर ने सब को फेल कर दिया है। आप देखिये कि हमारी शिक्षा प्रणाली का किस तरह से पतन हो रहा है। आज हमारा ध्यान पैसा कमाने की ओर धृषिक हो गया है और बच्चों की तरफकी की तरफ कोई ध्यान नहीं रह गया है।

में शिक्षा मंत्री महोदय से कहना चाहती हूँ कि मैं तो अनपढ़ हूँ लेकिन वह तो एजुकेटिव है और वह इन सब बीजों पर ध्यान दें और इस बात की कोशिश करें कि हमारे बच्चों को जागमुक्त में अच्छी शिक्षा मिले। टैक्सों के सारिये बदला किया गया पैसा जोकि एजुकेटिव

पर जर्वे किया जाता है, बांद्ल देने पर जर्वे किया जाता है, इस तरह से जर्वे होना चाहिये कि बच्चों में जहर फैलाने के बजाय उनको अच्छे नागरिक बनाने में जर्वे हो। साथ ही साथ मे यह भी चाहती हूँ कि प्राइवेट ट्रीक्स शाप्स हैं उनको जल्दी से जल्दी अपने हाथ में लेने की कोशिश की जानी चाहिये और सभी को अगर एक दम से अपने हाथ में नहीं किया जा सकता है तो कम से कम इसकी शुल्कात तो होनी ही चाहिये और हर महीने और हर साल कुछ न कुछ स्कूल सरकार को अपने हाथ में से लेने चाहियें।

Shri S. L. Sakseena (Maharajganj): Madam Chairman, I have come here today on this fifteenth day of my fast to move my cut motion regarding the deplorable handling of the Banaras University affairs by the Ministry of Education. The third demand of my fast runs as follows:—

"The Vice-Chancellor and the Registrar of the Banaras Hindu University should be retired forthwith, the autonomy of the University should be restored by repealing the Banaras Hindu University (Amendment) Act, 1958, and the status quo existing before the passing of the Banaras Hindu University Ordinance in May, 1958 should be restored. A high-power inquiry committee elected by the Parliament, either from amongst its own members or from outside should be appointed to enquire into the events which have occurred in the Banaras Hindu University in the last one year and those found guilty should be punished. The twelve thousand students of the Banaras Hindu University are precious national asset and the way they and their teachers have been treated by the police and by the Vice-chancellor and by the Executive Council, under his guidance, needs thorough enquiry."

Today, it is a fashion to complain against indiscipline among the students. Various causes are assigned for this indiscipline, but the obvious cause is generally overlooked. It lies in the character and the qualifications of teachers, professors, principals and vice-chancellors who are appointed to preside over the destinies of thousands of students.

The profession of teaching today in India does not command the respect which it formerly commanded and which is its due. The reason is that the scales of salaries of these people are too low and they have little prospects of future promotion. Naturally, therefore, the best talent in the country is not attracted to the profession. If teachers of the proper calibre, character and qualifications were drawn into this profession, naturally the students would have been much better behaved and cases of indiscipline would have been rare. Government are very greatly to blame for these low salaries of the teachers, and for their deplorable conditions of service. The key, therefore, to tackle the problem of student indiscipline lies in attracting to the teaching profession men of the best talent and character. The responsibility of the Government which determines the pay-scales and conditions of service of these teachers is, therefore, great for the present so-called indiscipline.

But even where the pay-scales and conditions of service of teachers are reasonable and fair, appointments are not made purely on merit; and favouritism and nepotism have much play. Therefore, undesirable and incompetent people get entry into the profession and the students naturally become unmanageable.

The most vivid example of this favouritism and nepotism has occurred in the appointment of the present vice-chancellor of the Banaras Hindu University. It is well known that he was thrust upon the university, although

he had secured the lowest number of votes in the panel recommended by the executive council of the university. The Banaras Hindu University has the distinction of having had some of the greatest sons of the motherland as its vice-chancellors. The founder of the university, the late Mahamana Pandit Madan Mohan Malviya, was its first vice-chancellor. Another great Indian Acharya Narendra Deo adorned that office a few years back. And now, these twelve thousand students of the Banaras Hindu University have their destinies governed by a person of the qualification of the present vice-chancellor whom nobody knows in the country. What a fall! It was natural, therefore, that some of the most shameful things should happen under his regime.

The report of the Mudaliar Enquiry Committee, even if it be accepted that it has not been written by the present vice-chancellor himself, certainly proves that the vice-chancellor who was the representative of the university on the committee, did not do his duty in placing before the committee correct facts, and this led it into wild findings which have brought an undeserved stigma on the students and teachers of the Banaras Hindu University and have brought down national prestige all over the world.

The students' demand that the vice-chancellor, who was the representative of the university in the Mudaliar Committee, should either substantiate or refute the portion of the Mudaliar Committee report regarding the moral turpitude of the students or resign, was eminently just and reasonable. But the vice-chancellor has kept quiet. The report was discussed threadbare in Parliament and the vehement condemnation of it here forced even the Minister to regret references in it to eastern U.P., to moral turpitude of students and teachers and the like. But all this regret does not seem to have been genuine, for, the almost universal demand for the removal of the vice-chancellor and the registrar has not still been fulfilled. In fact, the

[Shri S. L. Sakseena]

vice-chancellor has been encouraged to carry on his partisan activities of wreaking vengeance against the students and the teachers, whom he thinks to be his opponents. The Ministry also seems to be very proud of what it has done in the Banaras Hindu University during the last one year, and it wants to continue the present policy. This is obvious from the very first paragraph on page 34 of the chapter on Higher education in the Report of the Ministry of Education for the year 1958-59, which runs as follows:

"On receipt of the report of the Banaras Hindu University Enquiry Committee that revealed a very disquieting state of affairs, the President promulgated the Banaras Hindu University (Amendment) Ordinance, 1958. The Ordinance was later repealed by an Act of Parliament, which was enacted with effect from the 20th September, 1958 as the Banaras Hindu University (Amendment) Act, 1958. Certain reforms in the administration of the University have been introduced both under the Ordinance and the Act, as an interim measure. The recommendations of the Enquiry Committee are at present under examination of the Ministry of Education, in consultation with the University authorities, the University Grants Commission, the UP Government and others concerned, and it is proposed to formulate and bring long-term amendments to the Banaras Hindu University Act before the Parliament during the course of the next year."

It is thus obvious that the Ministry has learnt nothing from all that has happened in the university during the last one year, and wants to go on implementing the recommendations of that hated Mudaliar Committee Report even in future.

After the events of October last when an unprovoked assault on the students of the University was made by a battalion of a thousand policemen on the requisition of the Vice-Chancellor, when the students were lathi-charged, kicked, beaten and abused and when their teachers were badly manhandled and the University was closed for good for months together after expelling the students from the hostels within 72 hours, I had thought wisdom and sense would have dawned on the Vice-Chancellor and on the Executive Council which he controls, and on the Ministry here. But that has not been so. Instead, rustications and expulsions have continued. More than 60 students have been expelled or rusticated. About the same number have been expelled from the hostels. About 200 students have been severely fined, even up to Rs. 50 per student. Tutorial concessions and scholarships of several students have been stopped and the entire University is now like a concentration camp where you cannot enter freely. A permit is essential before any person can enter the sacred premises of the BHU which is all twenty-four hours guarded by policemen with bayonets. How demoralising must be the influence of all this on the character of the students can better be imagined than described.

Besides the students who demonstrated against him for the remarks against their character in the Mudaliar Report, the teachers from Eastern UP and Bihar are the main victims against whom the Vice-Chancellor is bent upon wreaking his vengeance. Nobody knows what the Screening Committee is doing and which are the cases which have been referred to it. But apart from this most detestable Screening Committee, the Vice-Chancellor is determined to harass and mortify and dismiss his opponents in every possible way. The Librarian of the University has already been dismissed for no valid reason whatsoever, and charges most flimsy in character have been levelled against a dozen of professors coming from Eastern UP and Bihar, simply with a view to harass

them. An old professor who is blind but whose distinguished teaching has produced a number of Doctors from his department during the last ten years of his blindness, has been asked to appear before a Medical Board even though he is not yet even 50 years of age. Obviously because he comes from Eastern U.P. The present nominated Executive Council of the University is an outrage on democracy. Most of the members are like absentee landlords, and its decisions are generally the decisions of the Vice-Chancellor himself. The students are set to spy upon and to complain against fellow students and teachers, and the whole atmosphere in the University is one of terror, victimisation, insecurity and suspense, which is fatal to academic life.

I warn the Government that this state of affairs must end. The people of India and particularly of U.P. and Bihar, will not tolerate the continuance of this state of affairs. The present Vice-Chancellor and the Registrar of the University should be retired forthwith, as they are at the bottom of the whole tragedy.

Mr. Chairman: The hon. Member is a senior Member of the House. He should not be reading entirely from the text. He should look up from time to time.

Shri Radhelal Vyas (Ujjain): It may be taken as read.

Shri S. L. Saksena: The autonomy of the University should be restored and the BHU (Amendment) Act 1958 should be repealed. A High Power Committee elected by Parliament should inquire into the happenings in BHU during the last one year. The police should be removed forthwith from the premises of the BHU and an air of normalcy should be restored therein forthwith.

This is the minimum that will heal the wounds inflicted upon the people and on the student community of India by the way the affairs of BHU have

been handled in the last one year by the present Education Ministry. If my warning goes unheeded, the consequences will not be happy. The people of UP and Bihar will not remain silent witnesses of all these atrocities, and will not allow the University, built and nurtured by one of the greatest sons of the motherland to be ruined in this manner. I know there are powerful persons entrenched in the seats of power who are determined to wreak their vengeance against the BHU and who want to feed fat the ancient grudge they bear it. I warn them that in this land of democracy, people shall remain sovereign and those who defy the wishes of the people, shall tarnish their own reputation and be thoroughly exposed.

With these words, I support my cut motion against the Demand for Grant of the Education Ministry in regard to the handling of the affairs of the BHU by the Education Ministry during the last one year.

Shri Ganapathy (Tiruchendur): Madam Chairman, let me first of all thank you for the opportunity given me to participate in this debate. In supporting the Demands of this Ministry, I wish to lay stress on the agricultural atmosphere in which the students can be trained up through our school curriculum.

Before coming to this, it must be said to the credit of this Ministry that financial assistance has been to voluntary organisations in the field of pre-primary and basic education by this Ministry. By affording pre-primary education, we are giving much relief to the parents of the poor section of the community and this formulates good habits in children before they are put to school at the age of six. Therefore, this must be encouraged. 50 per cent of the cost incurred by the State Governments is given by the Centre. As per the Fourth Report of the Estimates Committee 1957-58, the States of Madras, Assam, Orissa and Bihar have not utilised this amount. This is because a lump sum is provided in the

[Shri Ganapathy]

budget. Neither the State Government nor the public would understand the purpose for which these amounts have been allotted. It has been commented by the Estimates Committee that this amount should be separately earmarked for pre-primary and basic education. In spite of this recommendation, the Ministry has not separately earmarked this sum in this year's budget also. Therefore, some of the States have not utilised this grant. I request the hon. Minister to keep this recommendation in view and give direction to the States to make use of this sum for the advancement of pre-primary education.

Coming to grants to the States under the Centrally-aided scheme in education, it is significant that more and more amounts are allotted year after year. Let me confine myself to elementary education only. There is a budget provision of Rs. 10½ crores this year. Last year, it was Rs. 7 and odd crores. This is an apparent indication of our Government's interest in eradicating illiteracy by an earlier date than expected. Because of the appreciable amount of increased budget, many more schools could be converted into basic schools.

In the primary and post-primary basic schools, crafts, primarily spinning and weaving, are taught. Both in basic and non-basic schools, agriculture, fruit and vegetable gardening are taught as an integral part of the school curriculum, but when the students come out of the schools, we find they are of no use either to the parents or to themselves or to the improvement of agriculture. So a re-thinking in the matter of imparting useful education should be attempted even at the lower level also. By this psychological change both in teachers and students, a sense of self-reliance and self-dependence should be instilled in their minds so that they can live in the village life and contribute to our community development activities instead of being scared away after white-collared jobs.

I believe it is probably with this in view that agricultural courses in rural secondary schools have been introduced in 1957-58 by this Ministry. But it is a sorry state of affairs to learn from the recent report submitted by the Ministry that this scheme did not work satisfactorily. A sum of Rs. 9.3 lakhs has been allotted, but the West Bengal Government alone utilised this amount. Hence this sum has been reduced to Rs. 4.8 lakhs in 1958-59, and it is proposed to be discontinued in this year's budget.

When our country is looking forward more and more to acquire agricultural knowledge and effect increased agricultural production, the present decision of the Education Department to discontinue this scheme cannot be said to be a wise step. The Centre must pull up the States and find out the real causes which stand in the way of the implementation of this scheme. It is not enough to allot money alone but the efficiency should be judged in terms of implementation of this scheme.

Therefore, inasmuch as several high schools have come up in the rural parts, the scheme should be continued so that the benefit of the emphasis on agriculture and knowledge of the latest technique would be made available to the rural areas.

It is a matter of pride to inform this hon. House that free mid-day meals are provided for poor children in the schools in Madras State. There is a pioneer scheme for the schools in full swing and as a result of this, more children are attracted to schools and as a result more teachers are employed. It is gratifying to note that the Centre gives 50 per cent of the salary of the additional teachers employed.

17 hrs.

With the objective of expanding primary education in the rural areas,

relieving educated unemployment, a scheme is being launched by the Centre to employ 50,000 teachers within this Plan period, starting with 15,000 teachers in 1958-59 and 20,000 in the Budget year. Here also the Government of India will assist 100 per cent on the enrolment of teachers and inspecting officers for three years commencing from the year of appointment. Still, I have got my own doubts whether the Government could employ all the trained teachers within the Plan period.

I have some experience having served as a Member of the Selection Committee of training schools in my district of Tirunelveli. In 1958 alone, nearly a thousand students have come out as trained teachers. Not even 20 per cent of them have been absorbed this year in the schools because of the teacher-pupil ratio now in force in Madras, i.e. 1:35. At this rate, in 1959, another 1000 people will come out and still another 1000 in 1960. Thus, within three years it will mount upto 30,000 in Madras State and still more within the Plan period. Is it possible by such a scheme to employ all the trained teachers within the Plan period?

Single teacher schools have been opened and I am afraid even if we introduce compulsory free primary education, only 20 per cent of them could be employed. By and large, these trained unemployed people have become a menace and burden to their parents and also to society. So, some planning is required to employ at least three-fourths of the existing trained people, and the Centre must come forward with a suitable scheme allotting more funds to our State and, if necessary, directing the relaxation of the teacher-pupil ratio.

In this connection I would request the Government to re-examine the pattern of training in the basic schools so that, after such a training for two years, we can have these people engaged in some useful occupation during the unemployed

period. Again, to keep up the moral discipline and standard of the students, the Centre must come forward to assist the States to increase the salary of the primary school teachers who are discontented in the villages.

With regard to scholarships, I am glad to find that the amount in the revised budget is retained this year also. This is not sufficient. This amount must be ear-marked separately for the Scheduled Castes and Scheduled Tribes and the Backward Communities. Otherwise, one will be hit at the cost of the other.

The award of scholarships to the Scheduled Castes, the Scheduled Tribes and the Backward communities alone is not enough. There is a growing tendency in the country to call every one a member of the backward community, in order to avail of this concession. The list of Backward Communities is increasing from year to year. There must be a proper check to avoid this abuse by rich men and business people. By this unilateral concession we are creating a separate class, giving room for a new set of Backward communities. Even now, or before only 10 per cent or more of the caste Hindus are having higher education. What are we to do with the remaining 90 per cent of the people? Therefore, it is just and proper that equal facilities must be afforded to the deserving poor children without consideration of caste or creed. Government must come forward with a new formula to solve this problem.

Lastly, I congratulate this Ministry for having recognised the children of political sufferers also to enjoy this concession. In this connection, I would request the Ministry to give all the facilities and educational concessions as well as admission to higher educational institutions and recruitment to posts to the children of political sufferers as well as the repatriates from Ceylon, who may be given treatment on a par with the Scheduled Caste people.

Mr. Chairman: Raja Mahendra Pratap. The hon. Member may take only ten minutes because there are some other members who want to participate. I would like to accommodate at least another two before I call upon the hon. Minister.

Raja Mahendra Pratap (Mathura): These are my three special subjects, education, military and external affairs. I must make it clear that I am not speaking English and I am not an adopted son of Macaulay. I am an adopted son of God and I speak the world federation language and not English.

Mr. Chairman: In Parliament one can speak only either in English or in Hindi. There is no world federation language. Out of these two the hon. Member should choose.

Raja Mahendra Pratap: If I would have spoken on the General Budget I would have said that there should be only one tax. Why tax this and tax that? Take even 15 annas in the rupee but take one tax. These are our people; this is our Government; whatever you need tax once I would have spoken like that.

Mr. Chairman: Now, let us come to the Education Ministry.

Raja Mahendra Pratap: If I had been allowed to speak on External Affairs, I would have said that world federation is the only remedy; speak not of the East, speak not of the West, speak not of the North or speak not of the South. Speak only of world federation and that world federation will remove all the difficulties of all countries.

Mr. Chairman: Now, let us come to the Ministry of Education.

Raja Mahendra Pratap: Now, coming to Education, Madam, this is my special subject. When I was only 21 years old, I gave away 5 villages and started the Prem Maha Vidyalaya at Brindaban which is still going on. I am still the Governor of the Higher Secondary School and the Prem Maha Vidyalaya Technical Institute, Prem Nagar, Mathura.

I have specially devoted years to this subject of education. That was the only original institute in those days—in 1909 and 1910, where I introduced this new system that every student should study for three hours and work with his hands for three hours. And, I did not follow the British curriculum. I adopted a new curriculum and we finished the school course in 7 years and devoted 3 years for mechanical engineering. That was long ago in 1909.

When I came back to India 12 years ago, I said that that was not enough that we make some mechanical engineers only for the Tatas, the Birlas and the Dalmias. We should so educate the people that they learn to live together and work for the country, for society and for mankind. That was my idea and that is my idea.

I say to our hon. Minister that he has not yet decided what is the object of our education. We only make some people to run this Government or to run some institution or some factory. It should not be the object. I say that we should have the aim of building a happy human society. So, what I say is this. In every school and college there should be a farm, a factory, a dairy farm and each student should study only for 3 hours and work for 5 hours on these farms and factories. They will study here for 10 or 12 or 15 years. After that they are not sent away to seek some jobs; they remain here and they become the joint proprietors of all the school property. Madam, since you are a communist, you should appreciate this. We create

a commune here, a commune founded through one Indian, not by Karl Marx or Comrade Lenin. That is the only difference.

If our Prime Minister wants a socialist pattern, here is it because here we will keep all together and we will evolve this school into a joint family. What is the joint family? Respect for elders, love for children, healthy and strong, and work for the community. That is my original system. I heard here some lady speaking about religious education. Yes, religious education is very important and in our school of Prem Maha Vidyalaya, my Religion of Love is taught every morning. We hold the prayer of the Religion of Love. I may tell you for your information that in 1946, on the 13th of August, when Mahatma Gandhi held his prayer meeting at Sheo Gaon he asked me to pray according to the Religion of Love and he did not pray himself. When our hon. President heard my prayer of the Religion of Love, he said: if these ideas spread in our country, then there will be no war, no struggle, no quarrel.

Shri S. M. Banerjee (Kanpur): What is the prayer?

Raja Mahendra Pratap: That will take a long time; if I can get half an hour, I will recite it.

Mr. Chairman: Please do not stand by these interruptions; you may continue.

Shri S. M. Banerjee: At least some portions.

Raja Mahendra Pratap: I will recite it.

ओ३ म देवा मुहूर्भूत, पर्लाह, त्रेहोवा,
सब जगह त्रु ही त्रु है। जो कुछ दीखता है या
बेदीखता है, जो कुछ भी है, वह सब तेरा ही
जिसम है, तेरी ही रुह है, तेरा ही भूर है,
सब एक ही एक है। मे तुम मे त्रु भी त्रुतरे

सभी इसान तुम मे हैं। हम सभी एक ही के
हिस्से हैं। हम सब मे ही ऐसी मुहूर्भूत होनी
चाहिए, जैसे एक हिस्सा-ए-बदन को त्रुतरे से
है। मुहूर्भूत ही कुल दीन है।

ऐ मुहूर्भूते बेहत्तहा, मुझे इस इस्म से
प्रलग न होने दे और हरगिज लूकी या
स्वाधिष्ठाते-नाकरानी के फोडे मे न पड़ने दे,
न गलत मुहूर्भूत, न हब्ते-हज्जत-दीलत हो, मे
न हरगिज दरोवा बोर्न, न बेजा गुस्ता आवे।
मुहूर्भूते-नाकरानी, मे दीन के बमूजब काम
करता बिन्कुल निडर रहूँ। इन्साफ, सचाई,
रहम, माझी मेरे दिल मे जलबागर रहैं। मे
हमेशा कौम, इन्सान की विदमत करता रहूँ
और सब कोई भी रेखे होवें।

I say that it is really very necessary that our society should be made moral. People are not paying sufficient attention to my movements. I have the movement of the World Federation, the Aryan Federation, the Religion of Love, the martial race union, unity of religions. I have many institutions. My friends here in Parliament do not know anything about them. If they meet me I will explain how we can make in society all to work for all, to make all happy. We can make the society frictionless. But we are here creating more and more struggle; we are not aiming at a frictionless society. An engineer always tries to remove friction from his machine but from this great Indian nation we are not removing friction. We are creating more and more friction; parties, religions, castes and professions fight. I want a frictionless society where all should work for all to make all happy.

Shri Supakar (Sambalpur): I was listening to the speech of Shrimati Subadra Joshi and when she spoke about the character of Hindi I was a little surprised that only that type of Hindi should remain in India which is understandable by all the children

[Shri Supakar]

of this part of the country. But the question is whether the Hindi that is going to evolve, the Hindi that is ultimately going to become the Rashtrabhasha of the country should contain a larger percentage of words of Arabic and Persian origin or whether it should contain a larger percentage of Sanskritic origin. If we go in for the former category, then it is quite certain that it will not be understood by the larger majority of people in India, especially South of the Vindhyas. I do not want to enter into that controversy. But in that connection, I would pinpoint the attention of the hon. Minister to the recommendation of the Sanskrit Commission which has been practically put into the National Archives of India before it is mature for consideration by this House. Though that report was published in November, 1957 the Government have not made up their minds as to which of the recommendations ought to be put into practice. In page 102 of the annual report of the Ministry it is said:

"In pursuance of the recommendation of the Commission the question of setting up a Central Sanskrit Board to advise the Government in the matter of promotion of Sanskrit is under consideration."

Last year the Government paid Rs. 1,88,000 for the promotion of Sanskrit but that has been reduced in the meantime to Rs. 1,25,000. How this amount has been spent is stated on page 101:

"Under this scheme a sum of Rs. 25,000 has been given to the Central Council of Sanskrit Education, Hyderabad for establishing a traditional Sanskrit College near Hyderabad. A sum of Rs. 1 lakh has been given to the Sanskrit Dictionary Department, Deccan College, Poona, towards the preparation of a Sanskrit

dictionary on historical principles during the current year."

This is not the way to promote Sanskrit in this country. If we proceed in this fashion it will take 300 years to give Sanskrit the place it deserves in the culture and in the history of India.

Now, Sir, I shall not add to the eloquent speech made by Dr. Aney on this subject, but I was rather pained when our hon. friend Shri Nair interrupted him and asked how many Sanskrit books are written these days. I would put a question to Shri Nair. Since the total number of books written in English in India far out-numbers the number of books written in other languages, should we therefore hold that the other Indian languages or mother tongues should never be encouraged, and neither should Hindi be encouraged so long as we are not able to produce sufficient number of books which will out-number the books produced in English?

17.22 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

To my mind, if we have 14 languages as the mother tongues of different parts of the country, Sanskrit gives inspiration and all the languages are derived from Sanskrit. Therefore, I would rather prefer to call Sanskrit our grand-mother tongue, and I would ask Mr. Nair whether he would like to fight with his own grand-mother and take credit for having vanquished her.

Shri C. K. Nair: She should be given her proper and respectable place in the house.

Shri Supakar: Sanskrit is not a language which is out to compete with the other languages of India, but it deserves to be fostered, promoted and encouraged. Unless we foster it, we will have to face the consequences.

Our ancient lore is fastly vanishing. The literature and the different people with the historical materials in this language which needs discovery and re-discovery are going beyond our graps, because the persons who are at present well versed in Sanskrit are fast going out of this world. Therefore, I draw the attention of the hon. Minister specially to the recommendations of the Commission regarding research and development of those branches in Sanskrit which have not been properly spotlighted and no sufficient research has been carried on. And, Rs 1,25,000 a year, I would submit, will be of little help in that direction.

I am glad to note that the All India Radio has taken more kindly to Sanskrit, and it has been popularising this language by giving certain programmes of Sanskrit drama and other things. But that credit does not go to the Ministry of Education.

Now, Sir, I shall come to the increase in expenditure in the Ministry which has resulted in the bifurcation of the Ministry since last year. Last year it was only the Ministry of Education and Cultural Affairs together, but this year we have to vote for the Ministry of Education and the Ministry of Cultural Affairs will come at a later date. Last year the administration had an expenditure of Rs 68.92 lakhs and within the course of eight months the expenditure of the administration has gone upto Rs 88.75 lakhs. But I would submit that, in spite of all this, we need an explanation from the hon. Minister as to how such an enormous increase of Rs 20 lakhs has come about within the last few months. In this connection, I would draw the attention of the hon. Minister to the slowness of the Ministry and show how slowly it moves. I shall, first of all, draw his attention to the necessity of having free and compulsory education for which a target has been fixed by the Planning Commission. The Planning Commission has said that we should

be ready, that is to say, we should have fulfilled our aim in regard to compulsory and free primary education by 1965-66. In this matter what have our Government done? They have set up the All-India Council of Elementary Education. It is said that the Council was set up—I am referring to page 11 of the Annual Report—in June, 1957 to prepare programmes for the introduction of free and compulsory elementary education, but it has held two meetings so far, one on 10th and 11th March, 1958 and the other on 10th and 11th October, 1958. If it proceeds at this rate, I am afraid we shall never be able to achieve or target by 1965-66, because, it is just six years only from now, when 1965 arrives. So, unless we are very active from now on, we shall not be able to achieve the target that is set by the Planning Commission.

In this connection, it is also suggested by the Planning Commission that before 1960-61 we should have 50 per cent of all the boys and girls of the age-group 6 to 11 in the schools in all the States, but we find that many of the States like Bihar, Orissa, Uttar Pradesh, Madhya Pradesh and Rajasthan and small territories, like the Andaman and Nicobar Islands can never hope to reach that percentage by that time. What are the Government doing in this matter? I am afraid that so long as this matching contribution principle is adhered to, the poorer States will never rise up to even 50 per cent by the target date fixed.

About the slowness of the Ministry regarding the development of sports, Shri Vasudevan Nar has referred to that, and so I shall not take any time about it. Regarding scholarships for foreign studies, I shall make a brief reference. The Estimates Committee's report regarding this matter is very revealing. In the year 1955-56 there was 130 scholarships available for foreign studies in Germany and 477 persons applied for the scholarships. But the persons

[Shri Supakar]

who were sent to Germany to avail of that scholarship were only 16 in the post-graduate and about 17 for the second category. About 100 scholarships lapsed.

Mr. Deputy-Speaker: The hon. Member should conclude now.

Shri Supakar: In spite of the recommendation of the Estimate Committee last year, we are told that 18 TCM scholarships lapsed this year also. If we see the way in which the Ministry is progressing, I do not find any hope for the Ministry in spite of the fact that education is the main responsibility of the States and that the Centre has to do only that much—only very little is left for it to do.

Ch. Ranbir Singh (Rohtak): Sir, the Opposition Members are given more opportunities.

Shri C. K. Nair: I want to remove a misunderstanding which has been created. I never meant any disrespect for our great and ancient Sanskrit. On the other hand, I have got the greatest admiration for it. It is a great repository of all our ancient learning, philosophy, grammar and what not. But, can it take the place of one of the modern languages in this scientific age? That was my point.

Mr. Deputy-Speaker: Shri M. R. Krishna might take a few minutes. I am sorry, I cannot accommodate Shri Das Gupta. After that, I will call the Minister.

Shri M. R. Krishna (Karimnagar-Reserved-Sch. Castes): It is an admitted fact that education is the very key for the national progress and prosperity. But the way in which the Education Ministry often changes the educational pattern makes one to feel that they are not definite about the purpose for which they want the people in this country to be educated. We have been speaking about the

British. At least British people were sure about one thing. They wanted to train the people to work as Babus. They designed the education for that end. But after independence we have been thinking of changing the pattern of education, particularly secondary education. Some officers have been sent abroad to study the secondary education system that is prevalent in western countries and their reports have been examined and there was a feeling that this country is going to adopt the secondary technical education in all the States under the Second Five Year Plan. Some of the States have already established some schools on that pattern. But, after some time, the Education Department have decided to start multi-purpose high schools which, I feel, is almost similar to the technical schools in the foreign countries. But one thing is certain. In the technical schools they lay great emphasis on the technical courses and the students who come out from the technical schools are confident enough to do the work in which they had training. But in the multi-purpose high schools since the courses are started from the 9th class, even though the boy qualifies from the multi-purpose high school, he will not have that confidence to take up any work in which he has trained.

Further, in this country everyone knows that education is very poor and every State has yet to do a lot in the field of education. The Education Departments in the States as well as in the Centre will have to depend largely on the private parties to start educational institutions. But the way in which the Government assists or encourages the private parties to conduct educational courses is rather very slow and not really encouraging. For instance, a multi-purpose school was started near Bolarum in Secunderabad, that too with the effort of a Scheduled Caste member, and that was catering to the needs of the Scheduled Caste com-

munities. Even though that was the first of its kind, yet till today the management have not been able to get any assistance whatsoever, either from the State Government or from the Central Government. This is the way in which even our multi-purpose schools are functioning.

The equipments in the multi-purpose schools are very costly. The Government has got a plan to convert all the existing schools into multi-purpose schools and, according to their plan, it will take nearly 10—20 years. If the boys have to wait for school, which would come under Government management, I do not think in the near future any boy will be able to attain education through multi-purpose high schools. Therefore, I would like the Central Government not to attach too much of rigid restrictions in financing a State department to convert the existing schools into multi-purpose schools.

I understand that even today the differences between the State Governments and the Central Government on the point of education, particularly the time that has to be devoted for the academic studies and for the technical studies has not been decided and there are some States which had to simply accept the conditions laid down by the Central Government, because it is the Central Government which pays large amounts for the multi-purpose courses in those States. But, there are still many States which have not fully taken advantage of this multi-purpose scheme.

Mr. Deputy-Speaker: He may come to his most important points, because I am going to call the hon. Minister

Shri M. R. Krishna: Then, I would like to take up my last point which I would like to stress here. We are happy that the Education Ministry has constituted a Sports Council. That is, perhaps, with the intention of removing the defects in the existing

organisations and really to give encouragement to sports in this country. There are some people who have really been associated with sports. They are old veterans in the sports sphere and their presence will really be useful in the Council. But, wonder why some of the people who have done great service in the sphere of sports like Maharaj Kumar of Vijaygaran and C. K. Naidu whose meritorious service in sports has been recognised by the country and honoured by the President of India, have been eliminated and why their services have not been taken in this Sports Council. There are also Federations and various organisations dealing with sports. I do not know in what way the Sports Council will be able to get co-operation and co-ordination from the existing organisations. I would very much like the hon. Minister to throw some light on that so that the people who are really interested in sports and the organisations which are not able to understand what type of assistance would the Sports Council would expect will have a clear view about this.

One last point that I would like to stress is,

Mr. Deputy-Speaker: He has already had his last point.

Shri M. R. Krishna: I have only submitted about two points. This is the last point.

Mr. Deputy-Speaker: Really?

Shri M. R. Krishna: The Education Ministry is giving scholarships to Scheduled Caste students. It has been reported and many parties and individuals have represented to the Ministry that by having this Scholarship Board in Delhi, it does not serve any useful purpose to the Scheduled Caste students. Besides that, when the applications for scholarships come to Delhi, the scrutiny becomes a mere farce and they won't be able to check up whether a student belonging to a particular institution

[Shri M. R. Krishna] definitely deserves a scholarship or not. Therefore, I would request the Education Ministry to give this responsibility to the various States instead of having the Scholarship Board at the Centre and delaying payment of scholarship to the student in States.

Ch. Ranbir Singh: There are only 20 minutes. The Minister may reply tomorrow.

Mr. Deputy-Speaker: Tomorrow's programme will be disturbed then. Therefore, I have to call the hon. Minister

श्री रानबीर सिंह भाषण तो माननीय मंत्री का पूरा होगा नहीं। २० मिनट में क्या होगा?

एक बारों समय २० मिनट के बाद और २० मिनट देने होंगे।

श्री० रानबीर सिंह एजुकेशन कल तक है। जो प्रोग्राम आप ने संकुलेट किया है उम्म में कल का भी जिक्र है एजुकेशन के लिये।

उपराषणा भाषण नहीं इसे आज ही सत्त्व कर रह है।

श्री० रानबीर सिंह प्राप्ताम जो संकुलेट हुआ है उम्म म कल के लिये भी है।

उपराषणा भाषण प्राप्ताम संकुलेट हुआ है इस तरह से तो गलती हो गई है। यह आज ही होगा। फाइनेंस बिल जब आयेगा तो जिन माननीय मदस्यों को बक्त नहीं दिया गया है व उस पर जो नै और इसीबजेक्ट पर बाने।

The Minister of Education (Dr. K. L. Shrimali). Mr. Deputy-Speaker, in the first instance, I should like to thank the hon. Members who have participated in this debate. They have made very valuable suggestions and I would like to assure the House that the Ministry will give full consideration to all the suggestions that they have made.

In making an appraisal of the work of the Education Ministry, it would have been better if we had kept in mind the constitutional provisions. As far as the Government of India is concerned, it has a very limited responsibility. The Government of India is concerned mainly with the maintenance of standards and research in the Universities. But, for elementary education as well as secondary education, the responsibility is entirely with the State Governments. During recent years, a welcome development has taken place that the Ministry of Education is taking greater and greater responsibility for this subject. It has formulated policies and programmes in consultation with the State Governments, and I am glad to say that in a large measure the Ministry has succeeded in implementing the various programmes and policies which were put before us by the various commissions, as a result of which we now find that the national pattern of education is gradually emerging.

Several hon. Members have expressed great concern about the slow progress of elementary education. I share the concern of this House, because free and compulsory elementary education is not only a directive in the Constitution, but without building up this base, many of our plans of development will not materialise. We must build up schools before we build up factories because we shall need men to run these factories.

In spite of various limitations, considerable progress has been made in the field of elementary education. The House will remember that in 1957 the Government of India, in collaboration with the State Governments, had undertaken an all-India survey of elementary education to identify and enumerate every distinct habitation and to delimit the school areas to be served by the existing schools in the Primary, middle and high school stages and to suggest suitable locations for new schools. I am glad to tell

the House that the survey is now over, and the State reports and the district tables have been completed everywhere, and the all-India report is nearly ready. The States have been advised by the Ministry to plan the location of future schools within their jurisdiction on the basis of the results of this survey, and most of the States have agreed to do so. The survey reports, which in course of time will be placed before the House, gives, for the first time, a scientific analysis of the existing schools position and recommendations regarding the location of future schools. It provides extremely useful statistical data for the establishment of a system of universal education on rational lines.

In the expansion of elementary education we have to face two big problems. One is with regard to girls education and the other with regard to the slow progress in States which are economically backward.

The House is aware that as far as women's education is concerned, the Government of India had appointed a Women's Education Committee. This Committee focussed our attention on the fact that the education of girls is lagging very much behind that of the boys.

In 1956-57 out of 55.3 per cent of children in the age group six to eleven attending primary schools, only 17.8 per cent were girls. Now, if we are to realise our target of free and compulsory education for the age group of six to eleven by the end of the Third Five Year Plan as is envisaged, we must step up the progress of girls education. The Ministry of Education has taken several steps to speed up this progress. It has decided to release its share of 75 per cent. to the States without insisting on them to produce their share of 25 per cent. The House is aware that many of the States find it difficult to find the matching contribution, and, therefore, the Ministry

of Education has decided that they can make use of our share, even if they cannot find their contribution. This will enable those States also to participate in the scheme, which could not find the matching contribution.

The House will also be glad to know that the Ministry has decided to include mid-day meals to girls as being eligible for Central assistance under their scheme to expand education of girls.

The Ministry has also given assistance to the States for separate secondary schools for girls with hostels attached to them. If the State Governments include such schools in their development programme, they are eligible to get 50 per cent. financial assistance. The University Grants Commission has recently taken an important decision, which, I hope, would greatly promote girls' education and the setting up of girls' hostels. The University Grants Commission has agreed to meet 75 per cent. of the expenditure for the construction of hostels at women's colleges. In this way the House will see that the Ministry of Education is determined to close this gap which exists between boys' education and girls' education.

Another interesting and notable development which has taken place during recent years is with regard to the provision of mid-day meals. I consider the programme of mid-day meals as an integral part of our scheme of free and compulsory education, because compulsion has no meaning for those children who are famished and who are semi-starved.

The House would be glad to know that a beginning has already been made in this direction. During 1959-60, six States, namely, Bihar, Jammu and Kashmir, Kerala, Madras, Mysore and Orissa, and the Union Territories of the Laccadive, Minicoy and

[Dr. K. L. Shrimali]

Amindivi Islands and Pondicherry have included the scheme of mid-day meals for elementary school children in their development programme. The Government of India will meet 50 per cent. of the expenditure incurred on this scheme. In this connection, the State of Madras has done commendable work, and I hope other States will also soon emulate their example, and local co-operation and voluntary effort will be forthcoming in full measure.

I would refer to another difficulty which we shall have to face in making education free and compulsory during the next six or seven years. There is a great variation in the progress of education between States and States. The percentage of children in the age group 6-11 in the States of Jammu and Kashmir, Rajasthan, Orissa, U.P. and Bihar is only 2·0 per cent, 27·1 per cent, 32·4 per cent, 36·4 per cent. and 38·2 per cent respectively, whereas in the advanced States such as Punjab, Madras, Bombay, West Bengal and Kerala, the percentages are 60·3, 66·5, 74·5, 85·7 and 99·8 respectively. Kerala has almost reached the target. The differences are so great that unless special assistance is given to those States which are backward, economically, I do not think it would be possible to realise our targets.

Shri Vasudevan Nair: But the advanced States have their own problems also.

Dr. K. L. Shrimali: Yes.

The Ministry of Education has, therefore, decided for the first time to give special assistance to the backward States by allocating funds and additional teachers in proportion to their backwardness as exhibited through the number of children of ages six to eleven still out of schools; and the size of population

is also taken into account in making this allocation. The backward States will considerably benefit through our scheme of relief for the educated unemployed and the scheme in relation to girls' education. We are also trying to get the approval of the Planning Commission for an allocation of additional 40,000 teachers under this scheme of relief to the educated unemployed, and if we get their approval during the current year, it is our intention to place these teachers at the disposal of the backward States. In this way, we want to bridge this gap. The Ministry has also under consideration a proposal to assist the States in undertaking a big programme of teachers' training, to provide teachers to be utilised in the Third Five Year Plan.

It will thus be seen that a stage is being set for the development and introduction of free and compulsory education. We shall need about Rs. 300 crores in the Third Five Year Plan, and if this amount is available, we shall be able to reach our target.

In the past, we have given a great deal of attention to the improvement of science studies in colleges and universities, but very little has been done to lay the foundations in the elementary schools. For this purpose, the Ministry is launching a new scheme of providing a science consultant service in some selected areas in each State. The consultants will make a study of the existing syllabi in science and the methods of teaching followed in schools and suggest suitable measures for stimulating a lively interest in science among students. The Government of India propose to give 100 per cent grant to the States for setting up these pilot projects.

One hon. Member—Shri D. A. Katti, if I mistake not—suggested that basic

education should be scrapped. I think it is too late for any person to suggest that basic education should be scrapped. Our faith in it grows deeper and deeper as we understand more and more the philosophy underlying basic education. I would like to remind the House of the recent changes that have taken place in Soviet Russia. They are bringing education closer to work. I think in this matter, as in many others, Mahatma Gandhi gave us the right direction. If we have not succeeded, the failure is due to our incompetence and not due to any inherent fault in the scheme itself.

Shri Braj Raj Singh: Could we not expect the Minister to send their children for this basic education in basic schools?

Dr. K. L. Shrimati: If the basic schools prove to be better, certainly everybody will automatically send his children to the schools; there need not be any compulsion on Ministers for that. You cannot compel anybody, under the Constitution, to send his children to a particular school.

Now, in connection with this, I propose to carry out a nation-wide campaign to orient all elementary schools towards the basic pattern. Short training courses are expected to be organised at the tehsil and taluka level for this purpose. A minimum programme of basic education has been drawn up, both for the rural and urban schools, and it is hoped that during the next two or three years all elementary schools will be oriented towards the basic pattern. State Governments will receive 60 per cent financial assistance in the orientation scheme included in their educational development programme.

My hon. friend, Shri Vasudevan Nair, and some other hon. friends, said that there was a great discontent among the teaching profession; the main reason for discontent is the

low economic and social status of the teaching profession. The House is already aware of the various measures which the Ministry has adopted to improve the economic and social status of teachers, such as improvement of salaries of all grades and the recent institution of National Award for teachers. As a result of the efforts of this Ministry, the pay-scales of primary school teachers have been improved in all the States excepting Jammu and Kashmir where the State Government considered that the existing pay-scales need no revision at present. The extent of the improvement of the pay-scales varies from State to State; and in some cases it is as much as 50 per cent above the original pay-scales. The total contribution which the Central Government is making towards this scheme has been gradually increasing. In 1956-57 the Central assistance was Rs. 77 lakhs; in 1957-58, it rose to Rs. 126 lakhs, whereas in 1958-59 the Central grant will amount to approximately Rs. 235 lakhs. As in all schemes of education reforms, the teachers is the main pivot, Government are not by any means satisfied that the pay-scales are adequate and it will be our continuous endeavour to raise their economic and social status as also their professional efficiency.

With regard to secondary education, some reference was made. I would only briefly say that in the Second Plan our targets for the conversion of high schools into higher secondary schools and multi-purpose schools is nearly reached. In fact, in the case of higher secondary schools it has been surpassed.

In the Second Plan there was a provision for the establishment of 937 multi-purpose schools and for the conversion of 1140 high into higher secondary schools. The latest information available from the States indicates that 792 schools have already been converted into multi-purpose schools and another 1407 up-graded to higher secondary schools, thus exceed-

[Dr. K. L. Shrimali]

ing the targets laid down in the Second Five Year Plan.

In order to establish greater co-ordination between the Central Government and the State Governments, we have reconstituted the All India Council of Secondary Education and we are setting up a separate Directorate. And, if the State Governments also collaborate, I also propose to set up regional centres so that there may be greater collaboration between the States and the Centre, so far as the schemes of re-organisation are concerned. We do not want to do anything which is not accepted by the State Governments and I do hope that with their good-will and co-operation we may be able to move forward in this direction.

There was one lady Member, I think, Shrimati Subhadra Joshi, who said that Government should take over all private institutions, that there was no need to have private institutions I expect that her experience of private institutions has been so bad that she was led to given an advice of despair (*Interruption*). Of course, private institutions which inculcate the poison of communalism or casteism should certainly be curbed. But, it is our policy to encourage private enterprise in education as much as possible. In fact, my Ministry is setting up an Advisory Committee to advise the Government regarding financial assistance to certain selected important national institutions which were started as part of the national movement and which continue to make significant contribution to educational reconstruction.

The sources of private charity are drying up and Government are anxious to ensure that these important institutions are not allowed to languish on account of lack of adequate financial assistance. Many of the private institutions are doing pioneering work and I think everything

that is possible should be done not only to keep them going but to encourage them so that they might make contributions to educational reconstruction.

My friend Shri Hem Barua suggested the need for reduction of the numbers in colleges. I would like to submit that the University Grants Commission is fully seized of the problem and is already taking steps to reduce the number in the universities and colleges. It is also suggesting to them that they might set up some kind of selection tests or some kind of criterion by which they may be able to select only those students for the universities and colleges who are likely to derive benefit from higher education. At present, as they pointed out, there is great wastage and 50-60 per cent are failures. This must be arrested.

18 hrs.

Mr. Deputy-Speaker: Normally, we ought to have taken up the half an hour discussion at this moment. I think there is some margin tomorrow at the end of the discussion relating to the Law Ministry and we can take up that item tomorrow if hon. Members do not have any objection. This can be completed today.

Shri Warrier (Trichur): For how long shall we sit?

Mr. Deputy-Speaker: As soon as he finishes, we disperse. Anyway it would be before 6.30.

Dr. K. L. Shrimali: I would not detain the House very long. The Central Advisory Board of Education accepted at its last meeting in Madras the principle that the University education should be provided for those who are intellectually fit for it and likely to benefit from it. With our limited national resources, we cannot afford to waste them on academically poor students who are not likely to benefit from it. With our higher education.

Dr. Krishnawami: What does it mean?

Shri Warior: Sir, the Minister was pleased to say that the number in the universities will be reduced. But unless the Government has a scheme to recognise the lower examinations or lower qualifications sufficient for employment, how can this craze for degrees be stopped? Has the Government considered that question also?

Dr. K. L. Shrimati: I am not going into the details. The hon. Member is aware that the Government has taken various measures to reorganise secondary education. The time has come when the Universities should put some restriction on admissions and fix some kind of criterion or admission test for judging the students' capacity for university education. The mere passing of a Higher Secondary examination cannot be considered an adequate qualification for university education.

The University Grants Commission is mainly concerned with the improvement of standards and they cannot obviously put up with a situation in which the measures taken by them for improving the various amenities and the whole apparatus of higher education, are neutralised by the invading tide of numbers, leaving the situation exactly what it was before such efforts commenced and perhaps a little worse. The Commission has, therefore, been advising the colleges to reduce the numbers so that normally they should have not more than 1000 students and, in special cases where adequate facilities are available, the number may go up to 1500.

Another problem which has been of great concern to the Government is with regard to the educated unemployed. A number of measures on different fronts will have to be taken to find suitable avenues and jobs for the educated unemployed. In order

that this problem may be tackled properly, the primary need is to make a scientific study of the output of educated persons and the employment opportunities that are, or may become, available in the near future. A rational relationship between the output of our educational effort and the needs of national economy will have to be established in order to avoid the present imbalance and its recurrence. With this end in view the Ministry proposes to carry a survey of the distribution of high school students and graduates in industry and other professions and to assess the future demand and supply of educated person at all levels so that, broadly, enrolments in schools and colleges may be regulated according to the requirements of national economy.

Sir, before I go over to other points, I should at this stage like to answer some of the criticisms which were made by Dr. Ram Subhag Singh and some other hon. friends on this side with regard to the Banaras Hindu University. The affairs of the Banaras Hindu University have been fully debated in this House, not once but several times. The Visitor appointed a committee. That committee made an enquiry. The report was fully discussed in this House and the Act was amended. After the Act was passed the Visitor appointed an executive committee of 9 persons, and out of these 9 persons 4 of them are distinguished Members of Parliament, people who have risen to the highest position in public life and whose integrity and whose character would inspire confidence in everybody. Among the Members are: Pandit H. N. Kunzru, Patanjali Shastri, Shri Khosla, Professor Wadia, people who have risen to the highest position in public life. The University is now being administered by this executive council.

An Hon. Member: That is known.

Dr. K. L. Shrimati: If it had been known, the points should not have been raised.

Shri Braj Raj Singh: Even after that the affairs of the University has not improved.

Dr. K. L. Shrimall: On the one hand, hon. Members are accusing the Government for interfering in the autonomy of the University and, on the other hand, now that the Act has been passed and a committee has been appointed, the Government is asked to interfere. How is the Government to function? Certain things have happened in the University. The police was called at the instance of the executive council. They took a decision and passed a resolution. I am not very happy that the police should stay in the University. It is a most unfortunate thing, and if it were in my power I would like to withdraw the police from there to-day. But I would like hon. Members to realise that it is the executive council that is functioning.

Shri P. N. Singh: We want to know the present position.

Dr. K. L. Shrimall: I will answer the point raised by the hon. Member. But this is a position which I think should be appreciated by the House. The police was called by the executive council. The police is staying there at the instance of the executive council. What is the Government to do? On the one hand you say that Government are interfering, and on the other hand, when Government withhold its hands you say that Government should go and take action immediately.

Shri Vasudevan Nair: You should use your good offices.

Dr. K. L. Shrimall: With regard to bonds....

Shri P. N. Singh: The police is remaining in the areas for the last six months. Is it required still there?

Dr. K. L. Shrimall: In my opinion it should be removed. But who is to act, is the question.

With regard to bonds, the question was raised by Dr. Ram Subbag Singh. I have already ordered an enquiry into this matter, and I can assure the House that if there is any misuse of public funds from any quarter they will not get protection from me.

Shri P. N. Singh: That is from the ruling side at present.

Dr. K. L. Shrimall: He also raised the question of fines which were imposed in connection with my visit to the Banaras University. I have made enquiries and the Vice-Chancellor has told me that not a single body has been fined in connection with my visit.

Shri Warior: The reason might have been given in some other way.

Mr. Deputy-Speaker: Has the hon. Member any information.

Shri Warior: There was a question in this House.

Dr. K. L. Shrimall: If there is any information in this connection, I would make further enquiries and I would let the House know about the actual position. As far as my information goes, I can only get this information from the Vice-Chancellor, and he says that not a single boy has been fined in connection with my visit to the University.

Shri P. N. Singh: I want to inform the Minister that certain students have been fined in that connection. If the Ministry is ready for enquiry, we can give the names of those students who have been fined.

Dr. K. L. Shrimall: We shall be very glad to have this information. I shall then ascertain further from the university. I am glad that the hon. Member says he will give me the names. They may have asked for ex-

plamation, but no action was taken. That is what I have been informed.

Then, Seth Govind Das raised a question with regard to the development and propagation of Hindi. Progress in development and propagation of Hindi may appear to be slow on account of certain difficulties inherent in the situation. But the constructive approach which the Ministry is making to this difficult problem is bound to produce good results. While the work of translation of technical terms is proceeding—and it has been slow because of various difficulties—a unit has been established to prepare a dictionary of scientific and technical terms evolved by the Board of Scientific and Technical Terminology. So far as the Government are concerned, as a general policy, we would like to stick to the international terminology as far as possible and translations will be made wherever necessary, and where they fit in with the general programme.

Seth Govind Das: That was the only point of dispute I want to know whether the policy of the Government in this respect had been finalised, whether the scientific terminology is going to be taken from Sanskrit or the present terminology is going to exist. That is the main question.

Dr. K. L. Shrimali: The Government have got to go by the Constitution. The Constitutional directives are very clear—that we have to lean on Sanskrit for this purpose. Therefore, there is no question.

Seth Govind Das: But that is not being followed.

Dr. K. L. Shrimali: In fact, the complaint is being made that we are using too much of Sanskritised words.

Shri Hem Barua: It is better not to translate the technical and scientific terms into Hindi or any other language. In the English language also, it is not done like that.

Dr. K. L. Shrimali: But Seth Govind Das would not agree to that. That is the difficulty.

Seth Govind Das: There is no international scientific terminology in UNO.

Dr. K. L. Shrimali: Measures are also under consideration for establishing a Hindi Directorate which would be able to concentrate on the various schemes intensively and increase the tempo of work.

Shri Braj Raj Singh: And employ certain persons.

Dr. K. L. Shrimali: If the hon Member wants to attach motives to everything that the Ministry does, I have nothing to say.

Shri Braj Raj Singh: That has been the action.

Mr. Deputy-Speaker: Order, order. Let the hon Minister proceed.

Dr. K. L. Shrimali: After all these facts which we have related, if the hon Member still thinks that the Ministry is doing nothing, I am sorry. I have nothing to say. The Government is giving high priority to the training of Hindi teachers in its scheme of propagation of Hindi and it has decided to set up training colleges in non-Hindi-speaking States at their request and to meet the full expenditure out of the Central funds.

It has also been decided to re-organise the Akhil Bharatiya Hindi Parishad Mahavidyalaya, Agra, to provide facilities for research and advanced training of Hindi teachers. This Institute for Hindi will function more or less on the same lines as the Central Institute of English which has already started its work this year.

My hon friend Dr. M. S. Aney spoke at great length about the importance and value of Sanskrit studies. Sanskrit is the repository of

{Dr. K. L. Shrimali}

our cultural heritage, and though it has not been possible for the Central Advisory Board of Education to make Sanskrit a compulsory subject, the Board recognises the linguistic and the cultural value of Sanskrit. The report of the Sanskrit Commission is under examination. We are in consultation with the universities, the University Grants Commission and the State Governments. As far as the Ministry of Education is concerned, we are already proposing to set up a Central Board of Sanskrit shortly, to advise the Government on matters of policy pertaining to the propagation and development of Sanskrit.

Shri Supakar: How long will it take?

Dr. K. L. Shrimali I hope to announce the composition of this Board within a few days.

Some reference was made with regard to development of sports. As the House is aware, Government had appointed some committee sometime back to inquire into the reasons for the unsatisfactory performance of Indian competitors in the Olympic and Asian Games and suggest measures to bring about an improvement. The Government are in general agreement with the recommendations made by this Committee. We have also re-constituted the Sports Council and we will take further steps to implement the recommendations of this Committee. Government has no intention to interfere with or to encroach upon or to usurp the functions or the authority of the National Sports Federation, but Government will certainly withhold grants if the associations ignore the advice of this council.

I think it was my friend, Shri Vasudevan Nair who spoke about the need for instituting compulsory national service. For some time past the Government have been examining how best a scheme of national service

can be organised in order to improve the standards of discipline and give our educated young men and women an opportunity to associate themselves with the important projects of national reconstruction that are going on under the Plan. This question was a subject of symposium on the 39th annual meeting of the Inter-University Board and the 8th Quinquennial Conference of the Universities. I propose to place this matter before the next meeting of the Education Ministers. While it is generally agreed that such a service will be highly useful, there is difference of opinion with regard to compulsion. The Government will take into account all aspects of the question before formulating a scheme which would mobilise the creative energies of the youth for nation-building activities.

There are various other important steps which the Ministry is taking in the field of social education and the education and employment of the handicapped. But it is not my intention to detain the House any longer

Then a point was made with regard to the increase in administrative expenditure. The administrative expenditure has gone up from Rs. 46,43,000 to Rs. 59,43,000 merely due to Rs. 8 lakhs for the additional staff for the Hindi terminology section where we are trying to intensify the work in Hindi.

Shri Supakar: I have no intention to interrupt the hon. Minister. But if the demands of the Ministry of Education and Cultural Affairs are put together the cost is Rs. 88 lakhs this year whereas the cost last year was Rs. 68 lakhs.

Dr. K. L. Shrimall: I cannot say about the Ministry of Cultural Affairs. But certain developments have taken place in the Education Ministry which require additional expenditure, including the provision of Rs. 1 lakh for two bureaus. Then, of course,

normal increments have taken place with regard to salaries.

The House will thus see that the Ministry is making efforts on all fronts to provide an educational system which will meet the requirements of a dynamic society like ours. It is a stupendous task and has very few parallels in the history. Our progress is by no means spectacular but considering the limited resources at our disposal the achievement is not in any way insignificant. There is no need for complacency but there is no need for despondency either. The new developments that are taking place in our educational system clearly indicate that it is responsive to new social changes. In the past, education has not received higher priority. But there is a growing consciousness that it is only through more and better education that we can improve the quality of our citizens. During the next few years we may, therefore, hope for more intensive and concentrated effort for the development and improvement of education. I have nothing more to say.

Shri Braj Raj Singh: May I ask a question? It is reported that the Prime Minister stated at a meeting of the Congress workers at Bombay that education at all stages shall be free by the end of the Third Plan. The Education Minister has been saying that by the end of the Third Plan, he may be able to give free compulsory education up to the stage of 11 years only. What is the exact position now? That report so far has not been contradicted by the Government or by the Education Ministry itself.

Dr. K. L. Shrimall: I have not got the Prime Minister's speech with me. But, as far as we are concerned, we propose to make provision if funds are available for free and compulsory education by the end of the Third Plan for the age group 6 to 11.

Mr. Deputy-Speaker: Are any cut motions pressed?

Some Hon. Members: None.

All the cut motions were, by leave, withdrawn.

Mr. Deputy-Speaker: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1960, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13 to 15 and 110 relating to the Ministry of Education."

The motion was adopted.

18.23 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, March 18, 1959/Phalgun 27, 1880 (Saka).

[Tuesday, March 17, 1959/Phalgun 26, 1880 (Saka)]

ORAL ANSWERS TO QUESTIONS.		COLUMNS	WRITTEN ANSWERS TO QUESTIONS—contd.		
S.Q. No.	Subject	6581—6623	S.Q. No.	Subject	COLUMNS
1291.	Electrification of Howrah-Kharagpur Section	6581—82	1308.	Daulet Committee Report on Bhakra Project	6626—27
1292.	Earth tremors	6583—86	1311.	Gliding Centres	6627
1293.	Second bridge on the Yamuna	6586—87	1312.	Works Committee	6627—28
1294.	Study of minor irrigation schemes in China	6588—91	1315.	Deaths due to heart failure	6628
1295.	Central Institute of Study and Research in Community Development	6591—93	1317.	Railway accident on Mandar-Bhagalpur Line	6629
1296.	Purchase of ships	6593—95	1320.	Fertilizers	6629
1297.	Extension of postal facilities	6595—97	1323.	Early publication and implementation of Pay Commission's Report and withdrawal of Service Conduct Rules 4(A) and 4(B)	6629—30
1298.	Short term loans to Delhi	6597—99	1324.	Power Units at Bhakra	6630
1300.	Public Call Telephones	6599—6600	U.S.Q.		
1301.	Admission to medical colleges	6600—04	1301.	No.	
1304.	Traffic survey of inland water transport system in Orissa	6605—06	2000.	Passenger guides on Northern Railway	6630—31
1307.	Ring Railway around Delhi	6606—08	2001.	Bombay-Delhi air-conditioned train service	6631
1309.	Family Planning	6608—11	2002.	Hindustan Shipyard	6631—32
1310.	Contract for handling of foodgrains	6611—12	2003.	Indian Airlines Corporation	6632
1313.	Macaroni Manufacturing plant	6612—13	2004.	Lady Hardinge Hospital New Delhi	6632—33
1314.	Procurement of paddy	6613—14	2005.	Rice Mills in Punjab	6633
1316.	Goods train collision	6614—15	2006.	Indian Agricultural Research Institute	6633
1318.	Raza and Buland Sugar Factories, Rampur	6615—18	2007.	Public Call Offices on Railway	6633—34
1319.	Delhi-Agra Road	6618—19	2008.	Electrification of Stations on Railways	6634
1321.	Street lighting on the road to Qutab Minar	6619—20	2009.	Purchase of Khadi by Central Railway	6634—35
1322.	Rajasthan Canal Project	6620—23	2010.	Rice exported from Punjab	6635
WRITTEN ANSWERS TO QUESTIONS		6623—65	2011.	Food production in Himachal Pradesh	6636
S.Q. No.			2012.	Foreigners employed at Madras Docks	6636
1290.	Power Projects in Himachal Pradesh	6623	2013.	Goshalas in Punjab	6636
1299.	Tungabhadra High Level Canal	6623—24	2014.	Over-bridge at Una	6637
1302.	Development of Agartala	6624	2015.	Electricity in Orissa	6637
1303.	Sale of books and newspapers on Railway Stations	6625	2016.	Bridge at Baitarni	6637—38
1305.	Settlement operation in Manipur	6625	2017.	Sheds for passengers at Railway Stations	6638
1306.	Rourkela-Talcher Rail Line	6626	2018.	Foodgrains	6638—39
			2019.	Sale of Chilka Lake Fish	6639
			2020.	Joint water supply scheme at Manmad	6639—40

WRITTEN ANSWERS TO
QUESTIONS—contd.

U.S.Q. No.	Subject	COLUMNS
2021.	Railway quarters	6640
2022.	Construction of roads in Andhra	6641
2023.	Passenger amenities at Railway Stations	6642
2024.	T.B. patients	6642
2025.	Dental College Amritsar	6642-43
2026.	Railway stores	6643
2027.	Purchase of ships from Japan	6643-44
2028.	T.B. isolation beds	6644
2029.	Bridges over rivers in U.P.	6644
2030.	Plant protection in Delhi	6645
2031.	Scooters in Delhi	6645-46
2032.	Central Road Fund	6646
2033.	Kuradhis Irrigation Project in Orissa	6647
2034.	Manipur Medical Department	6647
2035.	Telephone Revenue	6647-48
2036.	Books for Indian patients in Delhi Hospitals	6648
2037.	Road transport	6648-49
2038.	P. & T. Office Building at Tanakpur	6649
2039.	Overhauling facilities on N. Railway	6650
2040.	Power Projects in Bombay State	6650
2041.	Grow More Food Campaign in Tripura	6650-51
2042.	Road transport	6651-52
2043.	Derailment near Daltanganj	6652
2044.	Accident near Makshi Station	6652-53
2045.	Sugar factories in Uttar Pradesh	6653
2046.	Ports of Heads of Hindi Sections on Railways	6653-54
2047.	Assam Land Revenue Regulations	6654
2048.	Machine for generating cheap electricity	6654-55
2049.	Indian team for study of irrigation techniques in China	6655-56
2050.	Rats	6656-57
2051.	Demurrage and wharfage charges	6657
2052.	Kotah dispensary	6657-58

WRITTEN ANSWERS TO
QUESTIONS—contd.

U.S.Q. No.	Subject	COLUMNS
2053.	Wild and stray cattle	6658-59
2054.	Purchase of Railway sleepers from Karrai	6659
2055.	Rail link between Assam and Sabroom	6660
2056.	Reservation for Scheduled Castes	6660-61
2057.	Accidents at Barabanki Station	6661
2058.	Foodgrains	6661-62
2059.	Buckingham Canal	6662
2060.	Scheduled Castes and Scheduled Tribes in Air Corporations	6662-63
2061.	Telephone connections in Madras State	6663
2062.	Staff in the Ministry of Food and Agriculture	6664-65
2063.	Theft of copper wire	6665

MOTION FOR ADJOURNMENT

6665-67

The Speaker withheld his consent to the moving of an adjournment motion given notice of by Shri Vajpayee regarding the situation arising out of the reported presence of the Royal Air Force in the Maldives.

PAPER LAID ON THE TABLE 6668

A copy of the Delhi Development Authority Regulations published in Notification No. S.R.O. 513 dated the 7th March, 1959, was laid on the Table under Section 58 of the Delhi Development Act, 1957.

STATEMENT BY MINISTER 6668-69

Shrimati Renu Chakravarty raised certain points arising out of the speech of the Deputy Minister of Labour on the 18th February, 1959 about Chinakuri mine disaster.

The Deputy Minister of Labour (Shri Abid Ali) made a statement in regard thereto.

DEMANDS FOR GRANTS 6670-6838

(i) Further discussion on Demands for Grants in respect of the Ministry of External Affairs concluded. The Demands were voted in full.

COLUMNS

DEMANDS FOR GRANTS—contd.

(a) Discussion on Demands for Grants in respect of the Ministry of Education commenced and concluded. The Demands were voted in full

COLUMNS

AGENDA FOR WEDNESDAY,
MARCH 18, 1959/PHAL-
GUNA 27, 1880 (Saka)

Discussion on Demands for Grants in respect of the Ministry of Law